NJ SCHOOL PERFORMANCE REPORT

Delsea Regional High School
2016-2017

Grade Span 09-12

15-4940-050
GLOUCESTER
DELSEA REGIONAL H.S DIST.
242 FRIES MILL RD
FRANKLINVILLE, NJ 08322-9139

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	314	271	256
10	255	277	255
11	259	252	290
12	275	253	278
Ungraded	60	65	56
Total	1163	1118	1135

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	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	27%	26%	25%
Students with Disabilities	12%	11%	14%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			2%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	76.2%
Black or African American	12.7%
Hispanic	6.4%
Asian	2.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.3%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1133
Shared Time Students	3
Full Time Equivalent	1135

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. All other students are included in Other Languages.

Home Language	% of Students
English	98.1%
Spanish	1.2%
Other	0.7%

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	478	95.4	42.10	55.50	54.90	42.1	41	Met Target
White	383	95.6	43.60	57.00	63.90	43.6	43.1	Met Target
Hispanic	23	100.0	21.70	53.00	39.80	21.7	26.6	Met Target†
Black or African American	54	93.5	31.50	40.00	35.20	30.8	25.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.00	*	80.70	80	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	225	94.2	55.50	67.10	62.20	55		
Male	253	96.5	30.00	45.10	48.10	30		
Economically Disadvantaged Students	116	97.7	20.70	39.90	36.20	*	24.9	Met Target†
Non-Economically Disadvanatged Students	362	94.6	48.90	61.10	65.80	*		
Students with Disabilities	76	90.3	*	*	20.50	*	12.2	Not Met
Students without Disabilities	402	96.4	*	*	61.90	*		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	478	95.4	42.10	*	57.40	42.1		
Homeless Students	11	88.2	27.30	*	26.40	24.2		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	16	100.0	12.60	*	53.50	12.6		
Migrant Students	*	*	*	*	23.00	*		

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† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	270	742	742	749	17%	16%	24%	30%	12%	43%	52%
White	212	743	743	757	17%	16%	24%	32%	12%	44%	62%
Hispanic	15	737	737	733	*	*	*	*	*	27%	35%
Black or African American	35	732	732	730	*	*	*	*	*	34%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	122	754	754	756	10%	12%	23%	36%	19%	55%	60%
Male	148	732	732	741	23%	19%	26%	26%	7%	32%	43%
Economically Disadvantaged Students	65	724	724	731	28%	23%	31%	*	*	19%	32%
Non-Economically Disadvantaged Students	205	747	747	758	14%	14%	22%	*	*	50%	62%
Students with Disabilities	54	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	216	753	753	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	270	742	742	752	17%	16%	24%	30%	12%	43%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	11	726	726	746	*	*	*	*	*	18%	45%
Migrant Students	*	*	*	705	*	*	*	*	*	*	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	241	734	734	743	24%	17%	19%	32%	9%	41%	46%
White	191	736	736	749	24%	16%	18%	34%	9%	43%	52%
Hispanic	13	719	719	728	*	*	*	*	*	15%	34%
Black or African American	23	721	721	725	*	*	*	*	0%	26%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	119	749	749	752	12%	*	19%	41%	*	55%	54%
Male	122	720	720	734	36%	*	19%	22%	*	27%	39%
Economically Disadvantaged Students	57	707	707	726	47%	*	19%	19%	*	19%	32%
Non-Economically Disadvantaged Students	184	743	743	751	17%	*	19%	35%	*	47%	54%
Students with Disabilities	25	687	687	704	*	*	*	*	*	*	12%
Students without Disabilities	216	740	740	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	241	734	734	745	24%	17%	19%	32%	9%	41%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	265	733	733	736	23%	19%	20%	31%	7%	38%	38%
White	201	737	737	738	18%	21%	19%	34%	8%	42%	40%
Hispanic	16	729	729	731	*	*	*	*	*	31%	34%
Black or African American	36	717	717	728	39%	*	*	*	*	22%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	139	750	750	744	10%	14%	21%	*	*	55%	46%
Male	126	714	714	729	37%	25%	19%	*	*	19%	31%
Economically Disadvantaged Students	60	724	724	729	25%	27%	22%	*	*	27%	32%
Non-Economically Disadvantaged Students	205	736	736	740	22%	17%	20%	*	*	42%	42%
Students with Disabilities	28	696	696	709	*	*	*	*	*	*	12%
Students without Disabilities	237	737	737	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	265	733	733	737	23%	19%	20%	31%	7%	38%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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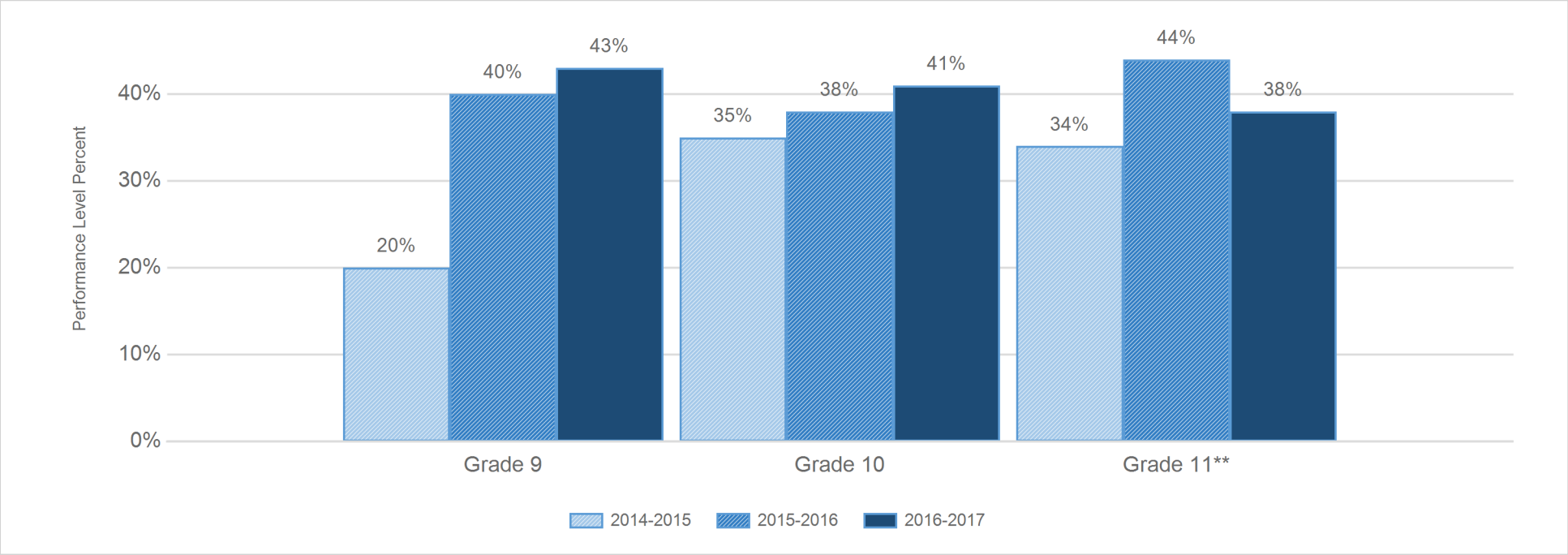
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	495	95.0	27.50	36.20	43.50	27.5	28.7	Met Target†
White	391	94.8	29.90	39.10	52.40	29.7	29.6	Met Target
Hispanic	25	100.0	20.00	32.10	27.60	20	12.3	Met Target
Black or African American	59	94.0	11.90	17.90	21.70	11.7	22.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.60	*	75.60	63.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	230	94.3	27.80	37.40	44.10	27.5		
Male	265	95.7	27.20	35.20	42.90	27.2		
Economically Disadvantaged Students	126	97.2	11.90	21.40	25.10	*	19.9	Not Met
Non-Economically Disadvanatged Students	369	94.3	32.70	41.80	54.30	*		
Students with Disabilities	79	88.8	*	*	16.50	*	5.5	Not Met
Students without Disabilities	416	96.3	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	495	95.0	27.50	*	45.20	27.5		
Homeless Students	12	88.9	25.00	*	16.40	22.6		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	16	100.0	12.50	*	39.90	12.5		
Migrant Students	*	*	*	*	18.20	*		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	199	729	742	743	18%	30%	28%	25%	0%	25%	42%
White	151	730	744	751	19%	28%	27%	27%	0%	27%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	82	730	745	744	17%	28%	28%	27%	0%	27%	43%
Male	117	729	739	741	19%	31%	27%	23%	0%	23%	40%
Economically Disadvantaged Students	60	724	*	727	18%	33%	33%	*	*	15%	23%
Non-Economically Disadvantaged Students	139	731	*	751	18%	28%	25%	*	*	29%	52%
Students with Disabilities	54	712	712	714	*	*	*	*	*	*	10%
Students without Disabilities	145	736	749	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	199	729	742	745	18%	30%	28%	25%	0%	25%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	10	730	730	742	*	*	*	*	0%	20%	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%

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Mathematics Assessment - Performance by Test: Geometry

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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	84	747	747	734	*	*	41%	49%	*	50%	30%
White	64	751	751	740	0%	*	41%	56%	*	58%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	46	746	746	735	*	*	41%	48%	*	48%	31%
Male	38	748	748	733	*	*	40%	50%	*	53%	30%
Economically Disadvantaged Students	12	727	727	721	*	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	72	750	750	740	*	*	*	*	*	56%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	84	747	747	735	*	*	41%	49%	*	50%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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2016-2017

Grade Span 09-12

15-4940-050
GLOUCESTER
DELSEA REGIONAL H.S DIST.
242 FRIES MILL RD
FRANKLINVILLE, NJ 08322-9139

Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	446	709	709	725	44%	29%	*	14%	*	14%	28%
White	341	713	713	731	41%	28%	*	16%	*	16%	33%
Hispanic	26	693	693	710	*	*	*	*	*	*	14%
Black or African American	57	694	694	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	729	729	761	*	*	*	*	0%	33%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	10	702	702	718	*	*	*	*	*	*	25%
Female	219	715	715	725	33%	34%	18%	*	*	14%	27%
Male	227	704	704	725	54%	23%	9%	*	*	14%	29%
Economically Disadvantaged Students	118	697	697	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	328	714	714	733	*	*	*	*	*	*	35%
Students with Disabilities	57	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	389	713	713	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	446	709	709	726	44%	29%	*	14%	*	14%	*
Homeless Students	13	707	707	702	*	*	0%	*	0%	15%	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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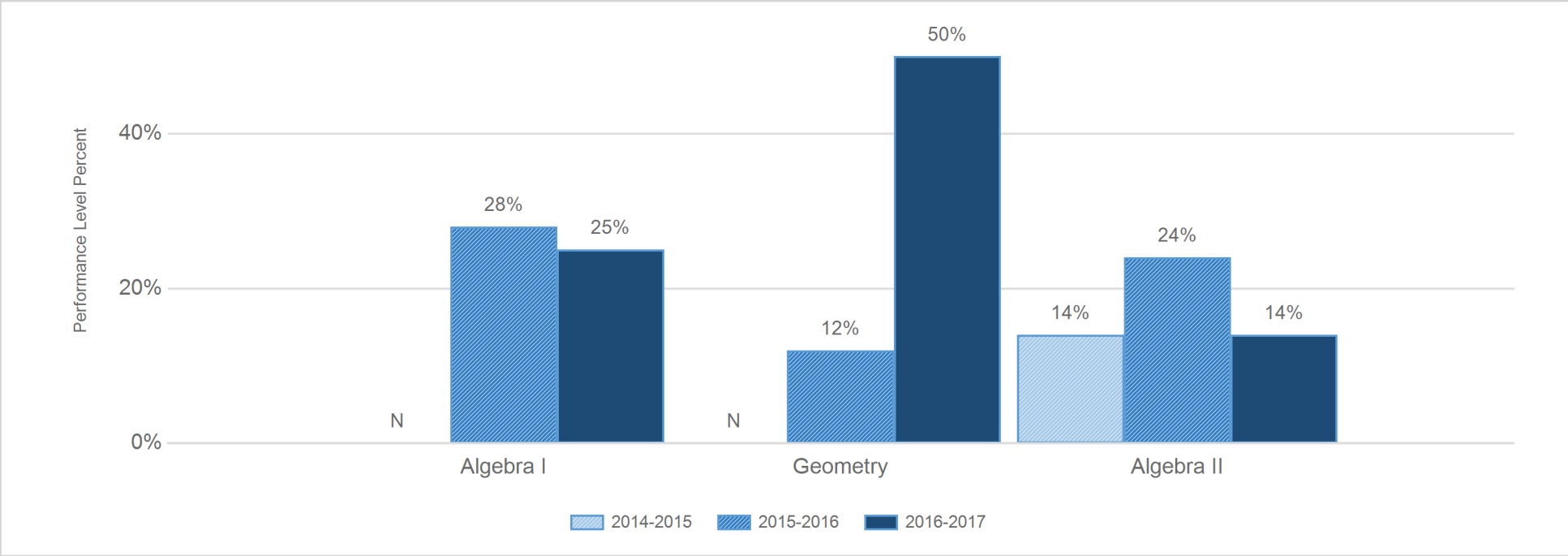
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

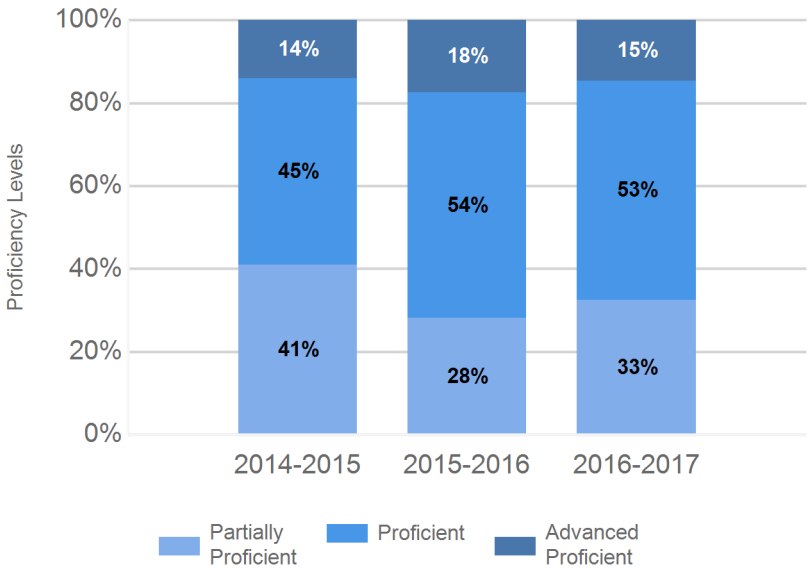
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	15%	53%	33%
White	14%	57%	29%
Hispanic	*	21%	57%
Black or African American	10%	41%	48%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	12%	38%	50%
Students with Disabilities	N	21%	79%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.



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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	91.2%	70.0%
Percentage of students taking the ACT	15.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	474	481	Varies By Grade	66%	67%
PSAT - Math	473	483	Varies By Grade	46%	49%
SAT - Reading and Writing	544	551	480	81%	77%
SAT - Math	538	552	530	54%	58%
ACT - Reading	22	24	22	48%	65%
ACT - English	21	24	18	71%	79%
ACT - Math	23	24	22	64%	65%
ACT - Science	22	23	23	48%	54%

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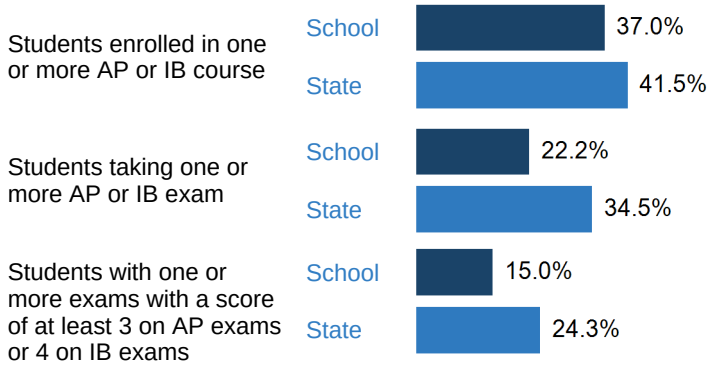
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

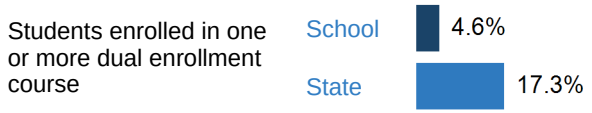
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	37	22
AP Calculus AB	20	14
AP Chemistry	35	33
AP Computer Science A	9	7
AP English Language and Composition	45	37
AP English Literature and Composition	20	17
AP European History	16	13
AP Music Theory	1	1
AP Physics 1	8	5
AP Physics 2	21	13
AP Psychology	49	24
AP Spanish Language	8	5
AP Statistics	11	9
AP Studio Art—Drawing Portfolio	37	8
AP Studio Art—Two-Demensional	9	6
AP U.S. Government and Politics	11	5
AP U.S. History	69	45
Total Exams Taken		264
Exams with scores of at least 3 on AP exams or 4 on IB exams		160

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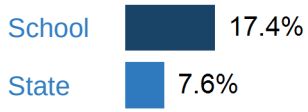
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

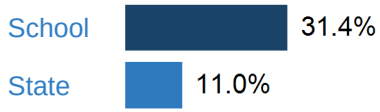
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



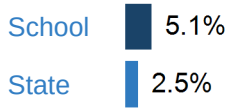
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	197	78	11	0	0	0	82
10	8	8	261	0	0	0	42
11	2	4	220	69	0	2	53
12	0	3	35	1	69	9	126
Schoolwide	207	93	527	70	69	11	303
Enrolled in AP/IB Course					20	11	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	91	0	0	192	0	0
10	189	73	0	1	9	0
11	11	160	0	3	175	2
12	42	5	0	0	71	140
Schoolwide	333	238	0	196	255	142
Enrolled in AP/IB Course	37	35		0	27	0

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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	263	22	0	0	1	0
10	5	265	0	2	11	0
11	25	296	0	47	41	8
12	57	22	0	79	49	27
Schoolwide	350	605	0	128	102	35
Enrolled in AP/IB Course	0	69	0	49	0	24

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	153	56	55	0	0	0	3
10	149	55	53	0	0	0	4
11	92	24	21	0	0	0	2
12	18	1	1	0	0	0	2
Schoolwide	412	136	130	0	0	0	11
Enrolled in AP/IB Course	8	0	0	0	0	0	0
Enrolled in Level 3 or Higher	74	18	17	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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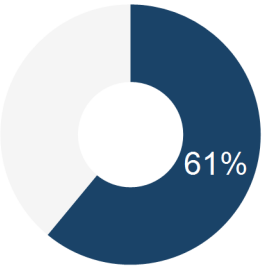
Visual and Performing Arts – Course Participation

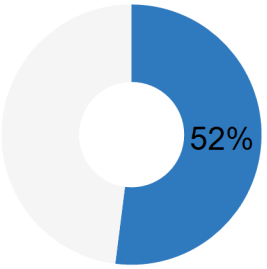
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

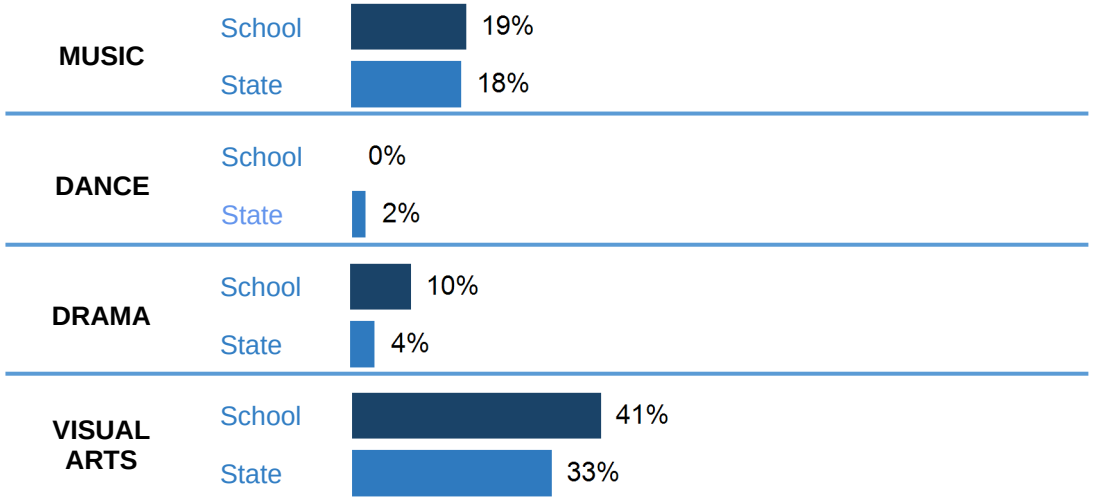


School



State

Students enrolled in one or more classes by discipline:



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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.9%	90.5%	94.4%	91.8%	93.0%	92.5%	Met Target	92.4%	93.5%	Not Met
White	95.9%	94.5%	95.1%	95.1%	95.1%	N	Met Goal	93.7%	95.0%	Not Met
Hispanic	85.7%	84.3%	87.5%	86.3%	81.3%	**	**	78.6%	**	**
Black or African American	92.7%	83.4%	91.7%	85.3%	85.7%	90.4%	Not Met	88.1%	88.2%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	90.4%	83.9%	88.4%	85.6%	84.7%	83.7%	Met Target	83.5%	93.0%	Not Met
Students with Disabilities	84.4%	78.8%	86.7%	82.1%	82.8%	76.0%	Met Target	75.7%	79.2%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	94.9%	-
2016	93.0%	94.4%
2015	92.4%	92.4%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.8%	1.1%

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4 -year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	55.6%	50.3%	49.7%
White	53.6%	49.6%	50.4%
Hispanic	50%	60%	40%
Black or African American	65.7%	56.5%	43.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	66.1%	62.2%	37.8%
Students with Disabilities	18.8%	33.3%	66.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	57.5%	43.8%	56.2%	79.5%	20.6%	74%	26%
White	55.8%	40.9%	59.1%	76.5%	23.5%	72.2%	27.8%
Hispanic	53.9%	71.4%	28.6%	85.7%	14.3%	85.7%	14.3%
Black or African American	70%	52.4%	47.6%	90.5%	9.5%	76.2%	23.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	46.7%	60.7%	39.3%	85.7%	14.3%	75%	25%
Students with Disabilities	9.5%	50%	50%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

NJ SCHOOL PERFORMANCE REPORT

Delsea Regional High School
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

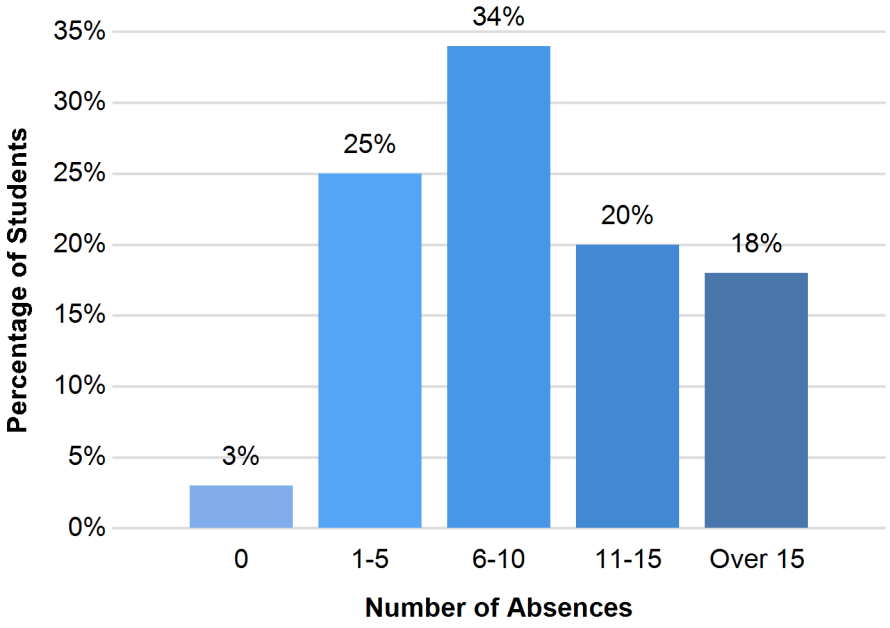
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.50	14.30	Not Met
White	14.50	14.30	Not Met
Hispanic	9.90	14.30	Met Target
Black or African American	13.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	11.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	37.00	14.30	Not Met
Economically Disadvantaged Students	24.10	14.30	Not Met
Students with Disabilities	23.00	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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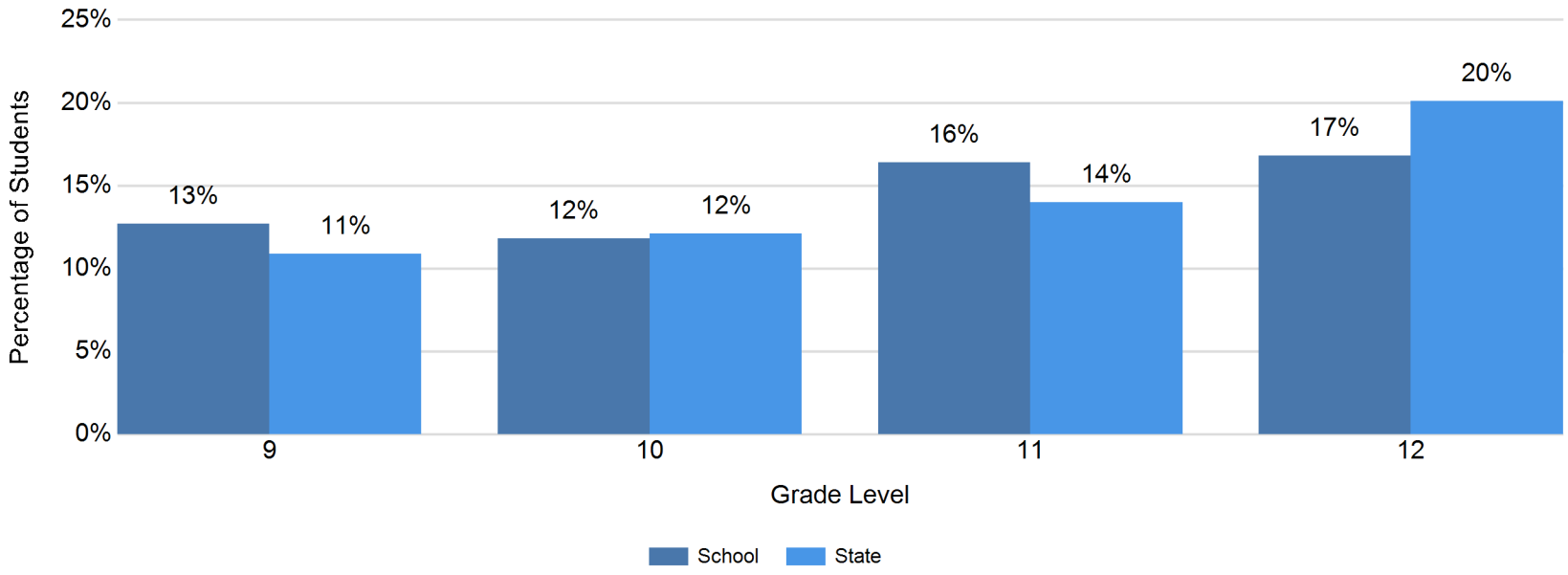
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	7:20AM
Typical End Time	2:20PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 1 Mins.
Shared Time - Instructional Time	3 Hrs. 58 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	17
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	3.44

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	13.6%
Out-of-School Suspensions	4.9%
Any Suspension	15.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	684.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$598	$14,687	$15,285

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	71	120,724
Average years experience in public schools	18.5	11.8
Average years experience in district	17.0	10.5
Teachers in district for 4 or more years	89%	74%

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	12	9,506
Average years experience in public schools	21.7	15.9
Average years experience in district	16.7	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	13:1
Administrators	227:1	134:1
Librarian/Media Specialists		803:1
Nurses		803:1
Counselors		230:1
Child Study Team		321:1

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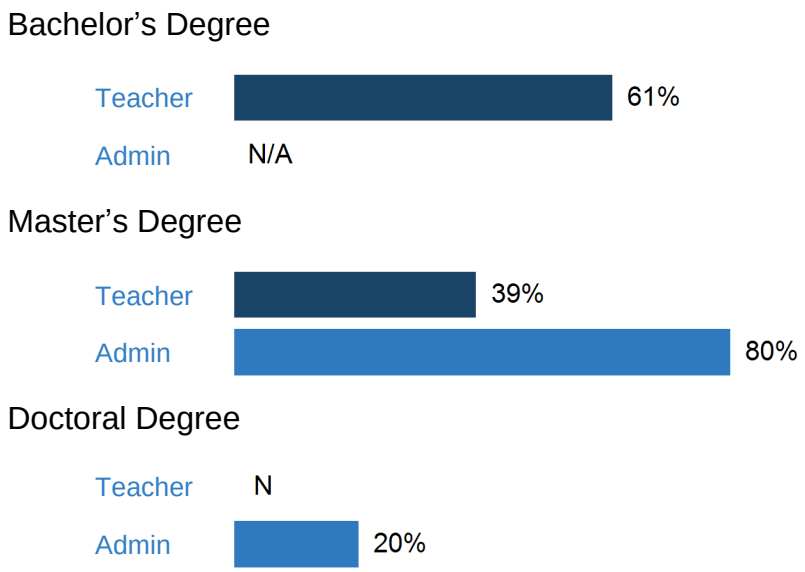
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%

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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.3	17.5%
Mathematics Proficiency	44.5	17.5%
Graduation - 4-Year	44.2	25.0%
Graduation - 5-Year	28.5	25.0%
Chronic Absenteeism	30.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.9
Summative Rating: Percentile rank of Summative Score		31.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	35.9	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
White	35.4	6.2	No	Met Target	Met Target	Not Met	Met Goal	Not Met	No
Hispanic	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Black or African American	50.1	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	32.1	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	29.4	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	N	N	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Berardelli
Address:	242 FRIES MILL RD FRANKLINVILLE, NJ 08322-9139
Phone:	(856)694-0100

Email Address:	pberardelli@delsearegional.us
Website:	delsearegional.us
Facebook:	https://www.facebook.com/delsearegional/
Twitter:	https://twitter.com/delsearegional

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:	• Technology is part of our school day with students utilizing 1:1 personal chromebooks 24-7 to enchance learning skills. • Delsea One-lunch where students can take part in a variety of academic and extra curricular enrichment activities • Delsea H.S. offers a wide aray of sports, clubs, and activities (including: Organizational Management and tutoring).
Mission, Vision, Theme:	OUR VISION-Educating, inspiring, and empowering our students and staff to excellence. The pride of the community. The BEST in the nation. OUR MISSION The Delsea High School District is a collaborative learning community that is passionately committed to educating all students; our mission is to develop life-long learners who demonstrate character and become valuable members of our community, country, and world.
Awards, Recognition, Accomplishments:	2016-2017 Gloucester County Counselor of the Year; NAMM Best Communities for Music Ed -four years; JROTC-Raiders Challenge Team won has won 1st place; Northeast US Reg. Raider Competition won 1st or 2nd place -6 yrs.; Deca Program -produces international champions in marketing; Horticulture –students won multiple top awards at expos; Video production-won 10 day film challenge; Glouc. Co. PSA competitions- had multiple top place finishers.

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Courses, Curriculum, Instruction:	English: 4 yrs. English (20 Credits); Math: 3 yrs. Math (15 credits); Social Studies: 3 yrs. U.S. Hist/World Hist (15 credits); Science: 3 yrs.-1 yr. biological & 2 yrs. physical (15 credits); Health/Phys. Ed: 4 yrs. PE/Health (15-20 credits); Visual & Performing Arts:1 yr. (5 credits); Career Education: ½ yr. required (infused); CCTV 21st Century or Practical Arts:1 yr.(5 credits); Personal Financial Literacy: ½ yr. required (2.5 credits); 130 total credits required - 20 Advanced Placements
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Co-ed) Delsea has a very competitive athletics program, winning mulitple conference and state titles. Delsea is a constant contender for the sportsmanship award, showing that we have a very well rounded athletics program.
Clubs and Activities:	Anglers Club; Anime Club; Athenaeum League; Bible Study Group; Black Cultural League; Choral Music; Class Officers; Concert Band; DECA; Delsonian; Delta Eta Sigma; Do It Yourself Club; FFA Horticulture; Foreign Language Club; Future Educators; Glamour Girls, Gay-Straight Alliance; HS Musical; Interact Club; JROTC; M.E.N. Scholars; Marching Band; Mock Trial; National Art Honor Society; National Honor Society; Renaissance Program; Rowan Mentoring; Step Team; Student Council; Yearbook.
Before and After School Programs:	We offer Organizational Management; staff tutoring, National Honor Society tutoring, and weight training.

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School Narrative

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Staff and Professional Learning:	District provided staff professional development in-service days. District funded outside professional development opportunities. Our Professional Development Committee has been recognized for a local and state Best Practice Award. Delsea has also been identified as a New Jersey and National Service Learning Leader School and are recipients of several Best Practice Awards from the NJ DOE. Our Professional Develompent Committee has also been recognized for a local and state Best Practice Award.
Postsecondary Information:	Eighty two percent of students attend two-year (47%) and four year (35%) colleges. Delsea graduates successfully complete degree programs at public and private colleges, Ivy League universities, military academies, and technical training institutes. The remaining graduates enlist in the military or seek full-time employment. The Guidance department uses Career Cruising and CollegeBoard.org to aid in the post-secondary planning process.
Student Supports and Services:	Our resources include: IR&S; SAC; Student Resource Officer; Delsea One tutoring; organizational management; SWA-G; NHS tutoring; speech therapy; support trained para-professionals; one to one aid when needed.
Student Health and Wellness:	Lunch and/or breakfasts are served at a reasonable cost; nutrition education is part of the health curriculum. We have an Opiate Initiative in coordination with the Gloucester County Prosecutor's Office; a nurse and nurse assistant on duty at all times. We have health & physical education classes and character development programs.
Parent and Community Involvement:	There is Oncourse parent portal access to Delsea One tutoring log. We have constant parent communication, Back to School Night; and Parent Teacher Conferences. JROTC, DECA, Interact Club, and other clubs and activities are always involved in community events.

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Facilities:	Our building is 57 years old. There was HVAC and roof completion in 2016. We have a weight training facility. The gym has recently been renovated. Painting and other maintenance was done to the entire school. There has been auditorium maintenance and updating. Delsea has a new security office.

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School Narrative

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Other Information:	Delsea Regional High School is located in Franklinville, Gloucester County on a bucolic 85-acre campus. Our school has high parental involvement and support in the areas of academics, extra-curricular activities, and sports. Delsea High School's staff of 83 teachers eagerly work side-by-side with parents illustrating their pride in their work and dedication to the betterment of the school community. Day starts at 7:22 am and ends 2:12 pm. Delsea has the only Nationally Board Certified High School English teacher in Gloucester County. We have an ID swipe card system to enhance security and a security office upon entering the building. Our Delsea One lunch program has given the students at Delsea numerous opportunities to receive tutoring, take part in academic enrichment programs, and meet with various clubs and organizations. We offer Specialized Honors and Advanced Placement; DECA has nationally recognized champions in marketing and business. Delsea HS is equipped with state-of-the-art labs, a Media Center, TV; Broadcasting Studio, World Lang. Lab, Cisco Networking Academy. Our music department has repeatedly sent students to All-South Jersey, All-State, and All-Eastern ensembles. The Renaissance Program uses activities of recognition, respect, and reinforcement to acknowledge academic achievement and positive behavior. Delsea participates in the Interdistrict Public School Choice Program.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	229	202	243
8	260	237	205
Ungraded	48	36	24
Total	537	475	472

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	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	27%	31%	27%
Students with Disabilities	15%	17%	15%
English Learners	0%	0%	0%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	80.7%
Black or African American	8.9%
Hispanic	7.0%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.8%

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Spanish	1.7%
Other	0.4%

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NJ SCHOOL PERFORMANCE REPORT

Delsea Regional Middle School
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15-4940-060
GLOUCESTER
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FRIES MILL RD
FRANKLINVILLE, NJ 08322

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	424	94.0	70.80	55.50	54.90	70	61.1	Met Target
White	352	93.1	71.60	57.00	63.90	70.3	62.3	Met Target
Hispanic	28	96.7	78.50	53.00	39.80	78.5	60.1	Met Target
Black or African American	36	97.7	52.80	40.00	35.20	52.8	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	206	91.5	79.60	67.10	62.20	76.7		
Male	218	96.3	62.40	45.10	48.10	62.4		
Economically Disadvantaged Students	122	93.1	58.20	39.90	36.20	*	41.7	Met Target
Non-Economically Disadvanatged Students	302	94.3	75.80	61.10	65.80	*		
Students with Disabilities	65	97.2	20.00	*	20.50	20	15	Met Target
Students without Disabilities	359	93.4	79.90	*	61.90	78.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	*	23.00	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	237	765	765	756	4%	7%	15%	46%	28%	74%	59%
White	194	768	768	764	*	*	16%	43%	32%	75%	69%
Hispanic	16	764	764	742	*	*	*	*	*	81%	44%
Black or African American	17	748	748	737	*	*	*	59%	*	65%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	110	771	771	764	*	*	*	51%	33%	84%	68%
Male	127	760	760	749	*	*	*	41%	24%	65%	51%
Economically Disadvantaged Students	75	755	755	739	*	*	23%	55%	*	67%	40%
Non-Economically Disadvantaged Students	162	770	770	766	*	*	12%	41%	*	77%	70%
Students with Disabilities	32	726	726	719	*	*	38%	*	*	19%	19%
Students without Disabilities	205	771	771	763	*	*	12%	*	*	82%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	237	765	765	758	4%	7%	15%	46%	28%	74%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	210	758	758	757	10%	9%	15%	48%	18%	66%	59%
White	169	761	761	764	8%	8%	15%	49%	19%	68%	68%
Hispanic	13	758	758	742	*	*	0%	*	*	77%	44%
Black or African American	25	737	737	738	*	*	*	*	*	44%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	104	767	767	766	*	*	14%	46%	*	73%	68%
Male	106	749	749	749	*	*	17%	50%	*	59%	50%
Economically Disadvantaged Students	56	740	740	739	*	*	21%	39%	*	46%	40%
Non-Economically Disadvantaged Students	154	764	764	766	*	*	13%	51%	*	73%	69%
Students with Disabilities	34	712	712	718	*	*	*	*	0%	18%	18%
Students without Disabilities	176	767	767	764	*	*	*	*	21%	75%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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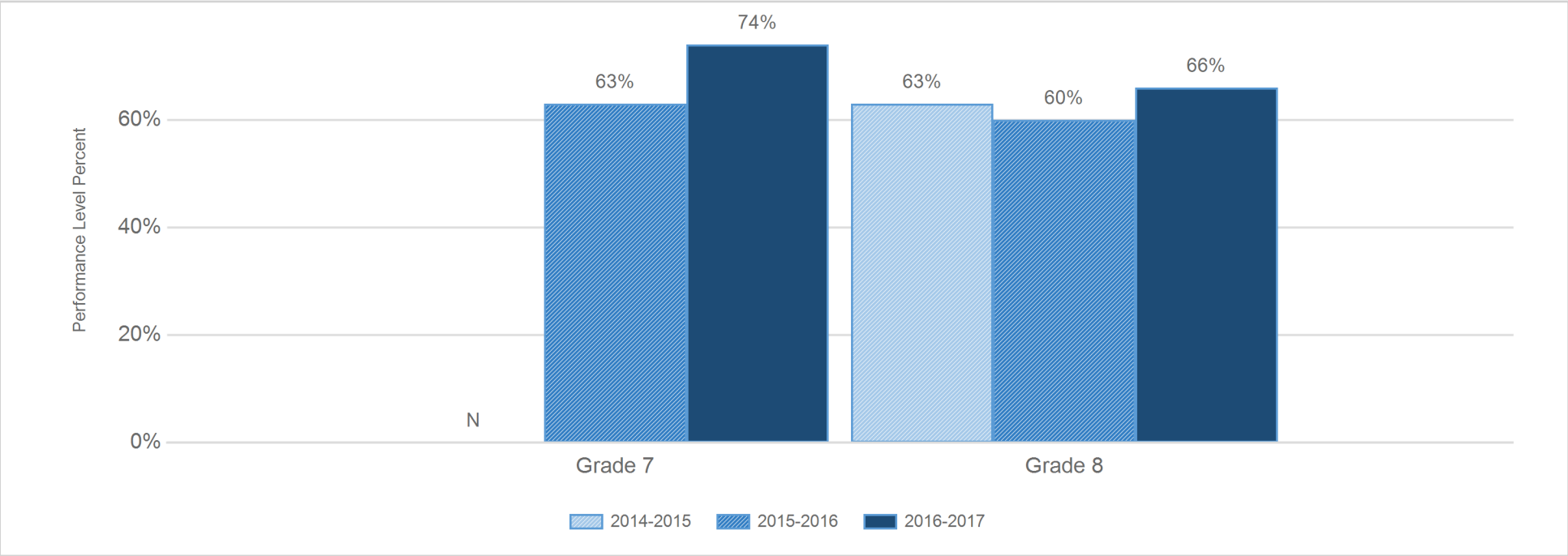
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	424	94.0	46.50	36.20	43.50	46	48.2	Met Target†
White	352	93.1	49.20	39.10	52.40	48.3	49.8	Met Target†
Hispanic	28	96.7	42.90	32.10	27.60	42.9	34.2	Met Target
Black or African American	36	97.7	27.80	17.90	21.70	27.8	39.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	206	91.5	48.10	37.40	44.10	46.3		
Male	218	96.3	44.90	35.20	42.90	44.9		
Economically Disadvantaged Students	122	93.1	31.10	21.40	25.10	*	30.8	Met Target†
Non-Economically Disadvanatged Students	302	94.3	52.60	41.80	54.30	*		
Students with Disabilities	65	97.2	10.80	*	16.50	10.8	13.8	Met Target†
Students without Disabilities	359	93.4	52.90	*	48.80	52.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	237	745	745	741	*	16%	37%	38%	*	44%	40%
White	194	747	747	748	*	13%	38%	39%	*	45%	49%
Hispanic	16	747	747	730	0%	*	*	*	*	56%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	110	747	747	743	*	12%	39%	41%	*	45%	41%
Male	127	744	744	740	*	19%	35%	35%	*	43%	38%
Economically Disadvantaged Students	75	737	737	729	*	17%	47%	31%	*	31%	22%
Non-Economically Disadvantaged Students	162	749	749	749	*	15%	33%	41%	*	49%	50%
Students with Disabilities	32	716	716	716	*	*	*	*	*	*	11%
Students without Disabilities	205	750	750	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	237	745	745	742	*	16%	37%	38%	*	44%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	145	729	729	728	21%	*	33%	26%	*	27%	28%
White	106	731	731	736	*	*	34%	27%	*	28%	35%
Hispanic	13	728	728	721	*	*	*	*	0%	23%	21%
Black or African American	23	720	720	715	*	*	*	*	0%	22%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	65	732	732	730	17%	*	45%	23%	*	23%	30%
Male	80	727	727	725	25%	*	24%	29%	*	30%	26%
Economically Disadvantaged Students	52	727	727	719	27%	*	27%	25%	*	27%	19%
Non-Economically Disadvantaged Students	93	730	730	734	18%	*	37%	27%	*	27%	34%
Students with Disabilities	34	713	713	705	44%	*	*	*	*	15%	*
Students without Disabilities	111	734	734	734	14%	*	*	*	*	31%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	65	779	742	743	0%	0%	*	85%	*	95%	42%
White	63	779	744	751	0%	0%	*	84%	*	95%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	39	776	745	744	*	*	*	85%	*	92%	43%
Male	26	784	739	741	*	*	*	85%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	65	779	749	747	0%	0%	*	85%	*	95%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	65	779	742	745	0%	0%	*	85%	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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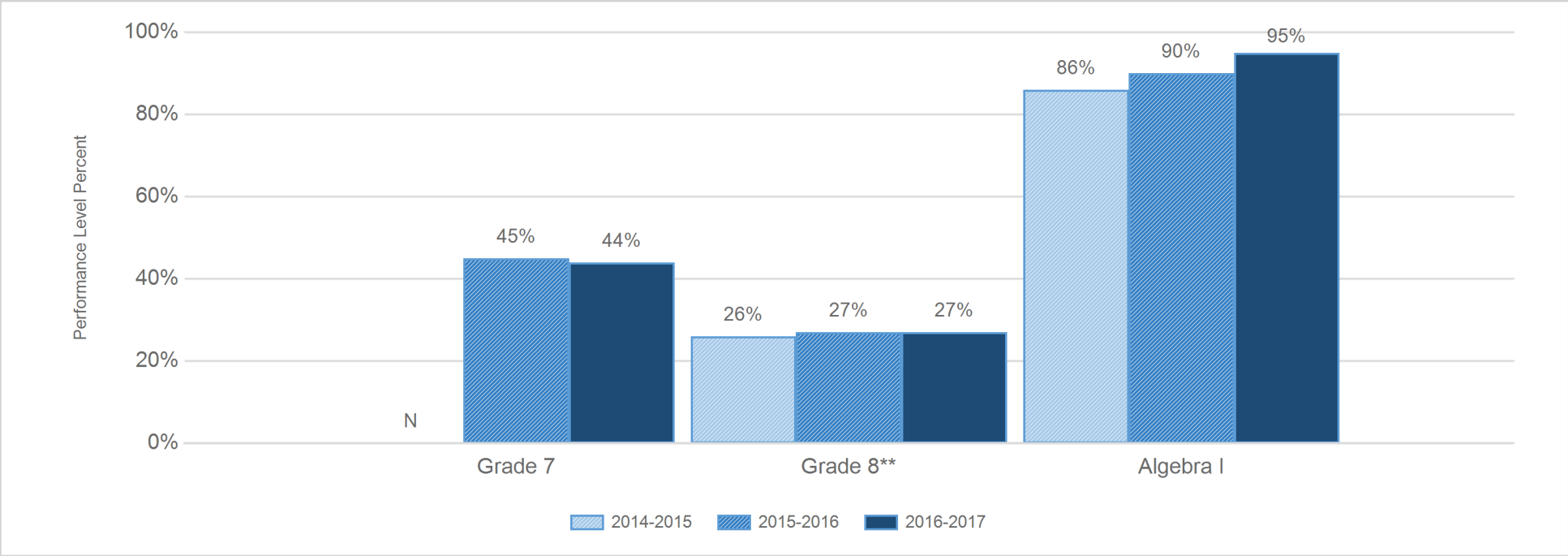
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - 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 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. The table also shows 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
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

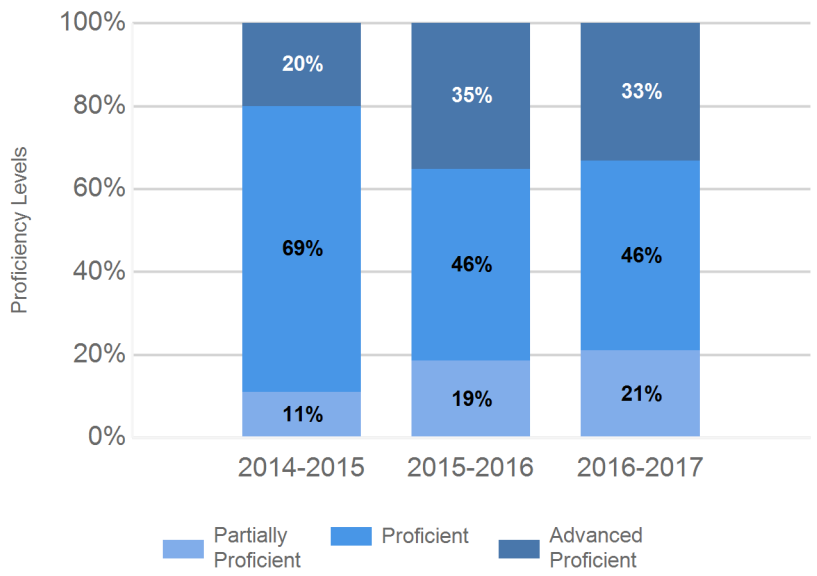
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	33%	46%	21%
White	38%	45%	17%
Hispanic	*	*	39%
Black or African American	13%	46%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	21%	45%	34%
Students with Disabilities	14%	26%	60%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.



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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	61	50	Exceeds Target	46.5	46.5	50	Met Target
White	60	60	50	Exceeds Target	47	47	52	Met Target
Hispanic	74	74	49	Exceeds Target	83	83	47	**
Black or African American	53.5	53.5	45	Met Target	21	21	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	56.5	56.5	47	Met Target	47	47	46	Met Target
Students with Disabilities	35	35	41	Not Met	34.5	34.5	43	Not Met
English Learners	*	*	53	**	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.

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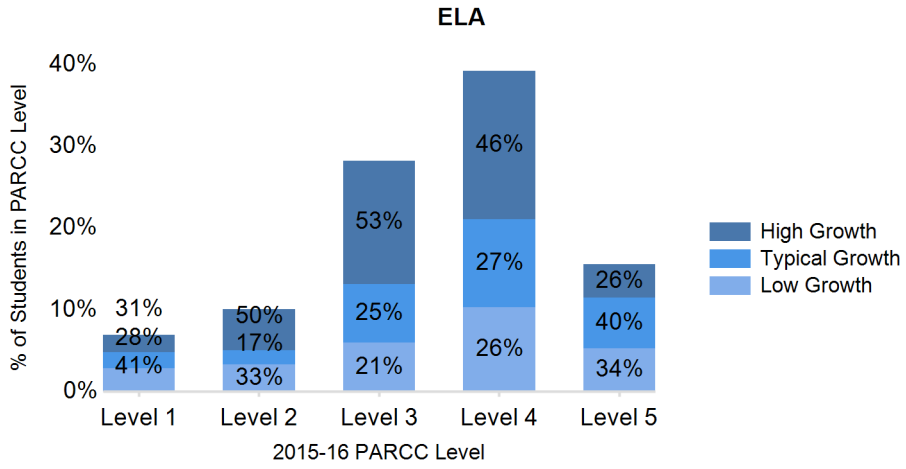
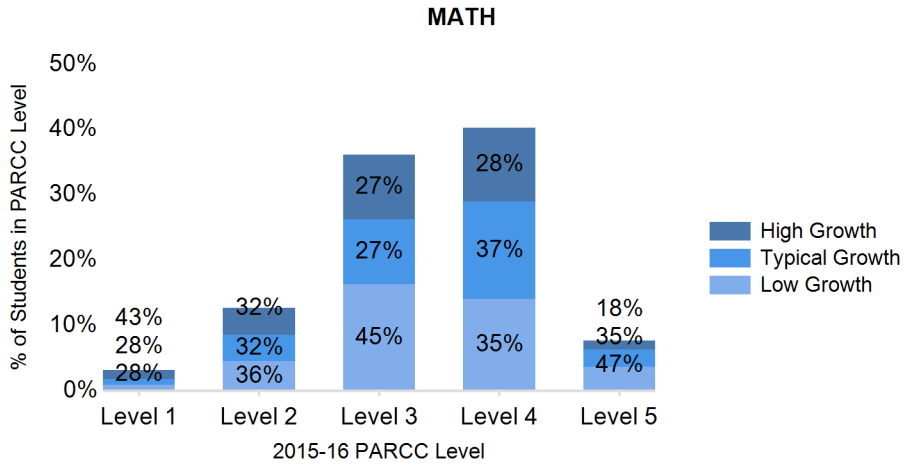
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

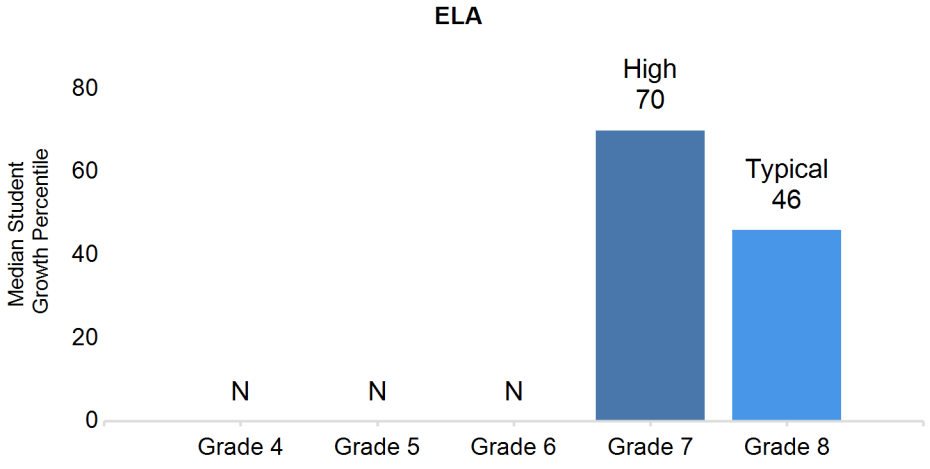
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

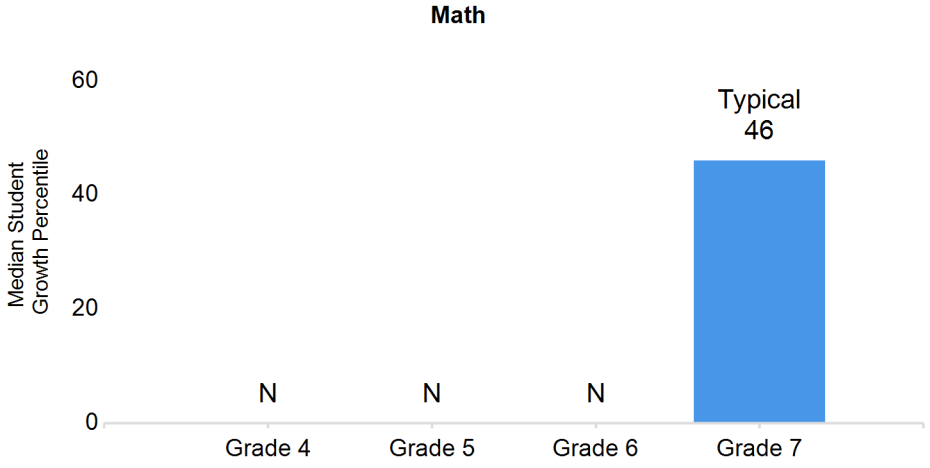




Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	255
8	68	0	157
Schoolwide	68	0	412

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	197	0	0	0	0	0	0
8	0	170	0	0	0	0	0
Schoolwide	197	170	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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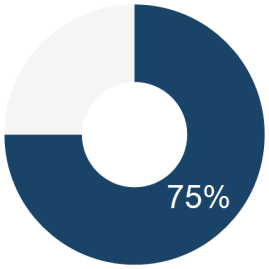
Visual and Performing Arts – Course Participation

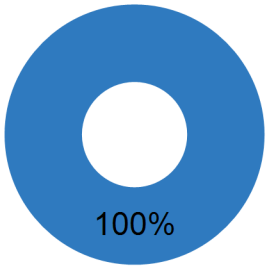
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

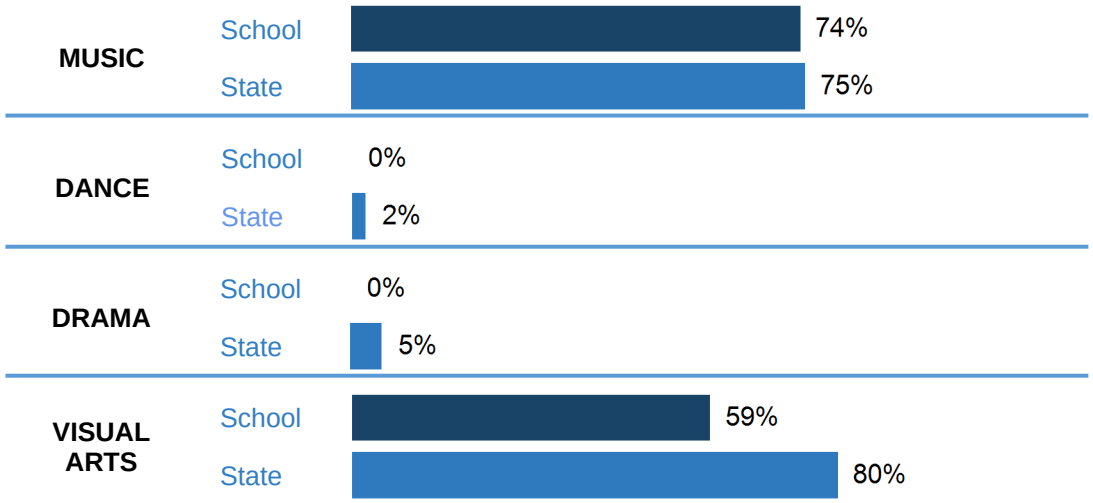


School



State

Students enrolled in one or more classes by discipline:



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

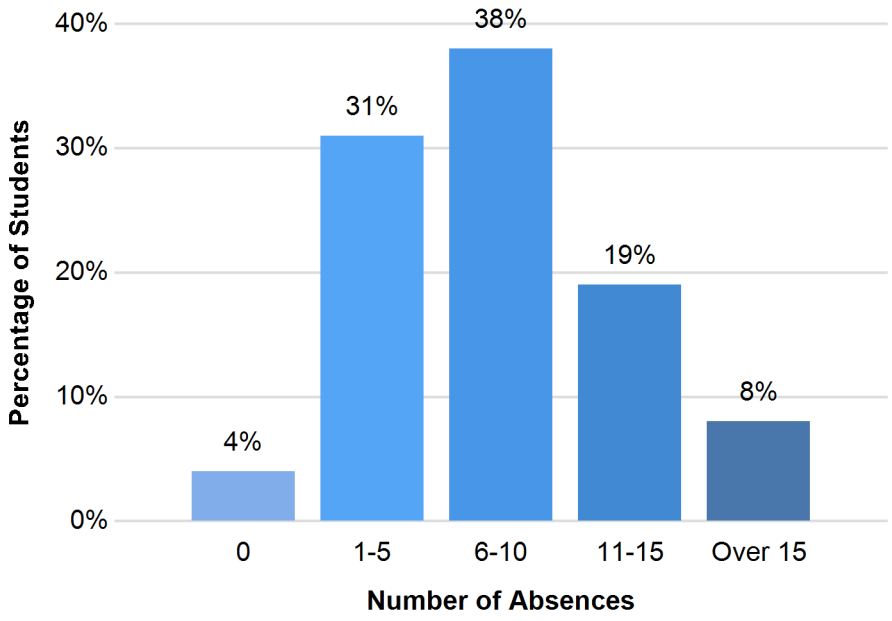
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	9.10	Met Target
White	6.00	9.10	Met Target
Hispanic	9.40	9.10	Not Met
Black or African American	6.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	9.10	Not Met
Students with Disabilities	13.00	9.10	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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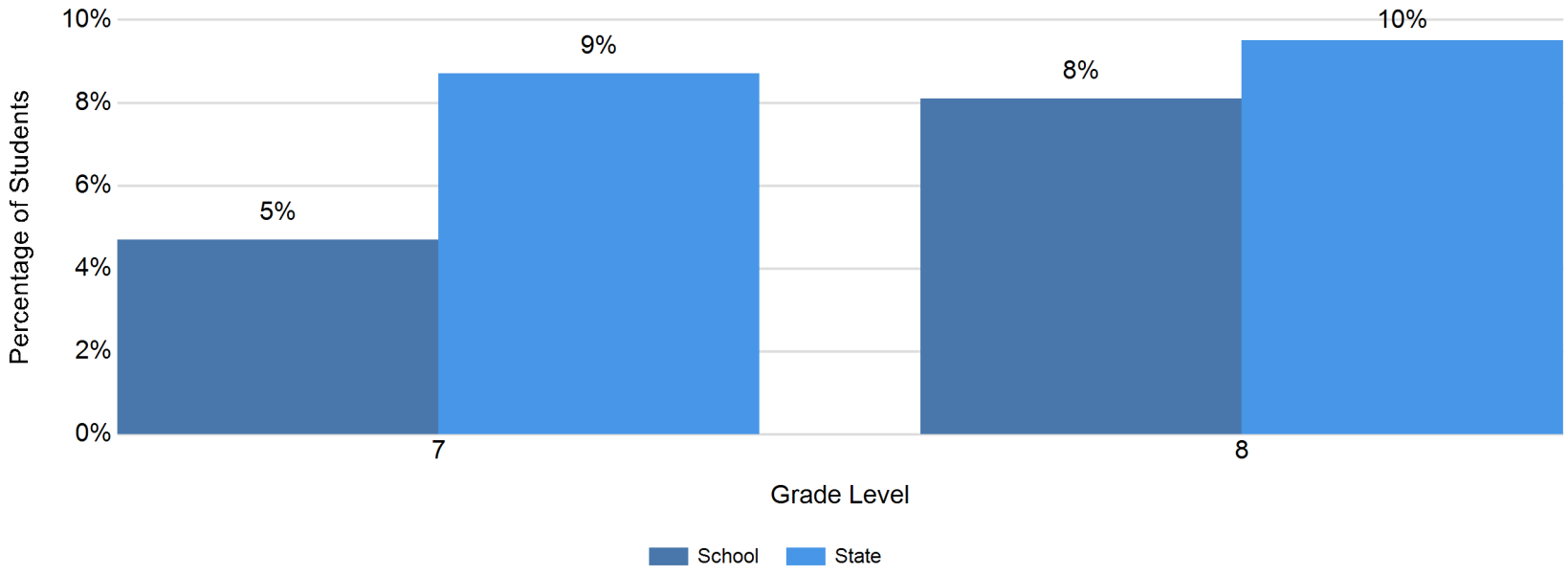
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 57 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.91

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.1%
Out-of-School Suspensions	0.2%
Any Suspension	6.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	684.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$598	$14,687	$15,285

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	56	120,724
Average years experience in public schools	15.9	11.8
Average years experience in district	14.9	10.5
Teachers in district for 4 or more years	89%	74%

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	12	9,506
Average years experience in public schools	21.7	15.9
Average years experience in district	16.7	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	13:1
Administrators	118:1	134:1
Librarian/Media Specialists		803:1
Nurses		803:1
Counselors		230:1
Child Study Team		321:1

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Teachers: All classroom teachers
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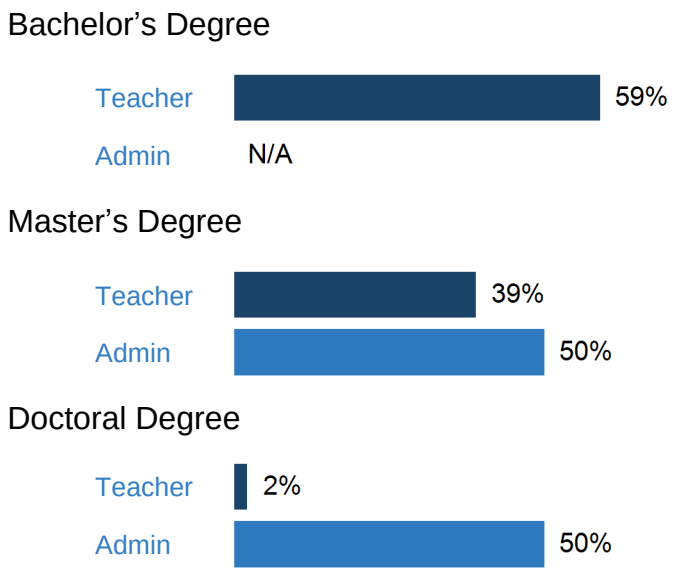
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%

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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.5	17.5%
Mathematics Proficiency	44.8	17.5%
English Language Arts Growth	83.1	25.0%
Mathematics Growth	33.8	25.0%
Chronic Absenteeism	48.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.7
Summative Rating: Percentile rank of Summative Score		62.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	51.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	84.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	**	No
Black or African American	76.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	34.1	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mrs. Bryfogle
Address:	FRIES MILL RD FRANKLINVILLE, NJ 08322
Phone:	(856)694-0100

Email Address:	jbryfogle@delsearegional.us
Website:	www.delsearegional.us
Facebook:	www.facebook.com/delsearegionalms/

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:	• Technology is part of our school day, with students utilizing 1:1 personal Chromebooks 24:7. • Every school day begins with 30 minutes of Sustained Silent Reading or Academic Achievement. • DMS offers over 30 sports, clubs or activities, including homework Clinic, tutoring and Organizational Management.
Mission, Vision, Theme:	Our Vision: Educating, inspiring and empowering our students and staff to excellence. The pride of the community, the BEST in the nation. Our Mission: The Delsea Regional High School District is a collaborative learning community that is passionately committed to educating all students; our mission is to develop life-long learners who demonstrate character and become valuable members of our community, country, and world.
Awards, Recognition, Accomplishments:	Academic achievement is valued and rewarded through the school's Renaissance program, along with programs such as Student of the Month, honor roll recognition, perfect attendance awards, and Junior Athenaeum League.

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Courses, Curriculum, Instruction:	All students have a seven period instructional day. ELA and math are given to each student in an extended block of time. Students also have a class period of social studies, PE/health, science, and technology/world language. Honors classes are given in Math, ELA, Science and SS. Students may elect one of the following: band, chorus or the 4-cycle exploratory classes (Art, Music, Study Skills and Research Writing). Enrichment classes are available for students who qualify.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Co-ed) Delsea Middle School offers a very competitive program that prepares students for a future in high school sports.
Clubs and Activities:	In addition to sports, DMS offers a variety of after school clubs including Art, Drama, English, Environmental, Foreign Language, History, Black History Club, Math, Peer Mediators, SURE (Students United for Respect and Equality), Student Council and Yearbook.
Before and After School Programs:	Before and after school homework clinic is designed to offer teacher help and guidance to students who require extra help in order to complete their assignments. Organizational Management is an academic support program designed to assist students with IEP's and 504 Plans to become successful learners. Our tutoring program in Math and ELA runs throughout the year before and after school for invited students.

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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.

Staff and Professional Learning:	Delsea continues to be innovative in staff professional development. The comprehensive program stresses sustained learning by teachers, reflecting and sharing the knowledge with colleagues. The Professional Learning Community (PLC) is a vibrant piece where teachers learn and discuss good teaching with their peers. This year, there is a school wide PD focus on increasing the usage of informational text and making data driven decisions.
Student Supports and Services:	The district offers a variety of services to meet the emotional and social needs of the students. The Natural Helpers, Peer Mediators, and Climate Team, comprised of students, teachers, counselors, and administrators, proactively address the issues of school violence and bullying. A collection of counseling groups and academic/social intervention committees (IR&S, CST, Peer Mentoring, Student Ambassadors) assist students as they navigate the confusing, often tumultuous, time of adolescence.
Student Health and Wellness:	Health services are available to any student who becomes ill or injured during the school day. First-aid will be provided to any student when necessary. If a student requires medical attention, every effort will be made to comfort the student and contact the parent. Lunch or breakfast is served daily at a reasonable cost. Free or reduced priced items are available to those who qualify. Parents may also add money to their student's account remotely.
Parent and Community Involvement:	In the continuing effort to increase parental involvement DMS has an active VIP (Very Important Parents) organization. Through Oncourse data entry system, parents have access to student information 24:7. Parent conferences, Open House and special workshops offer parents the opportunity to engage in educational conversations with teachers, administrators, consultants and other parents. DMS also offers an opportunity for our students' grandparents and parents to visit for breakfast or lunch.

NJ SCHOOL PERFORMANCE REPORT

Delsea Regional Middle School
2016-2017

Grade Span 07-08

15-4940-060
GLOUCESTER
DELSEA REGIONAL H.S DIST.
FRIES MILL RD
FRANKLINVILLE, NJ 08322

School Narrative

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Other Information:	Delsea Middle School is a comprehensive middle school with a focus on meeting the unique academic, social, and emotional needs of the early adolescent student in grades seven and eight. The school, which is located in southern Gloucester County, houses approximately 600 students and over 70 faculty members and support personnel. As part of Delsea Regional's commitment to 21st century learning and technology infusion, every student is given their own lightweight laptop, a Google Chromebook. Student learning can be better facilitated when every student has a device in school and at home and is able to access the internet. Instruction, communication, research, class discussions and assignment completion can all take place 24:7 with the assistance of the Chromebook. The implementation of a thirty-five minute period of Sustained Silent Reading and Academic Enrichment begins each day with an emphasis on reading for life and remaining diligent and accountable with learning. As a New Jersey School Choice District the Delsea Regional High School District provides the opportunity for non-resident students to attend Delsea Middle School at no cost to their parents/guardians. This School Choice program covers grades 7 and 8 and extends to the high school (grades 9-12) as well.