NJ SCHOOL PERFORMANCE REPORT

DELRAN MIDDLE SCHOOL
(05-1060-007)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	DELRAN TWP
Principal Name	MRS. DEVICARIS
Address	905 CHESTER AVENUE DELRAN, NJ 08075
Phone Number	(856)461-8822
Email Address	WDEVICARIS@DELRANSCHOOLS.ORG
Website	http://dms.delranschools.org

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	260	219	251
7	237	266	220
8	229	231	266
Total	726	716	737

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.3%	47.3%	46.5%
Male	50.7%	52.7%	53.5%
Economically Disadvantaged Students	25.2%	25.6%	24.2%
Students with Disabilities	18.6%	17.9%	18.3%
English Learners	3.2%	4.2%	3.5%
Homeless Students		0.6%	0.7%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.0%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.7%	75.0%	73.3%
Hispanic	8.1%	9.2%	11.4%
Black or African American	12.4%	8.8%	8.1%
Asian	3.9%	3.2%	3.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.8%	3.8%	3.9%

Enrollment by Home Language

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

Home Language	% of Students
English	81.0%
Portuguese	9.2%
Turkish	5.3%
Spanish	1.5%
Other Languages	3.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58.5	53	50	Met Standard	58	62	50	Met Standard
White	58	54	50	Met Standard	56	62	51	Met Standard
Hispanic	58	51	49	Met Standard	57	60	48	Met Standard
Black or African American	63.5	52	44	Exceeds Standard	61	62	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	65	55	61	**	*	70	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	52	48	49	Met Standard	64.5	57.5	51	**
Economically Disadvantaged	55.5	52	48	Met Standard	61.5	61.5	47	Exceeds Standard
Students with Disabilities	58	52	41	Met Standard	48	58	43	Met Standard
English Learners	63	62	54	Exceeds Standard	67	66	51	Exceeds Standard

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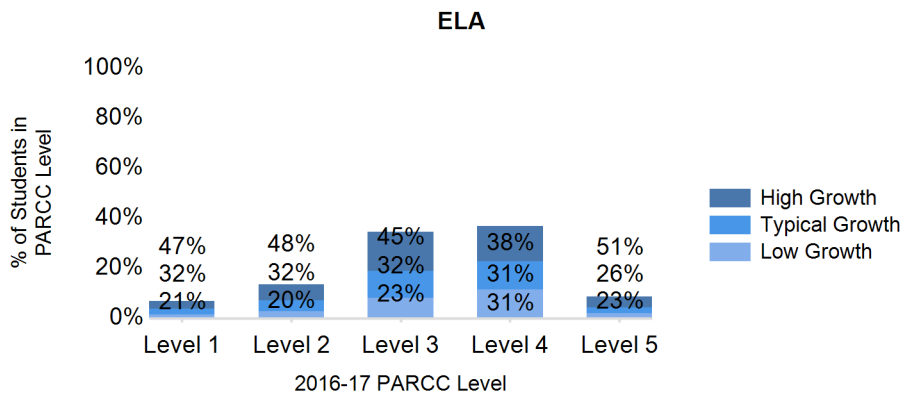
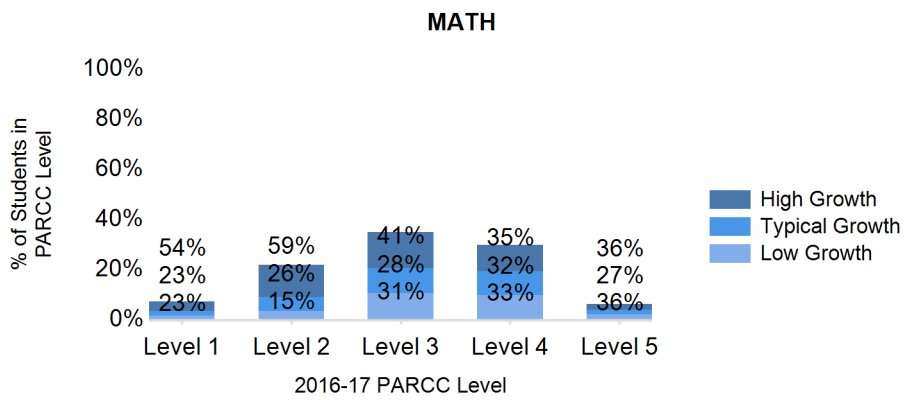
Student Growth by Performance Level

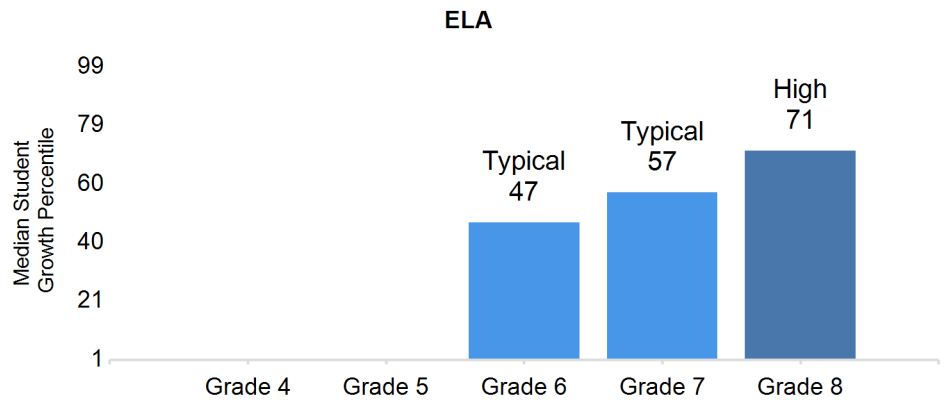
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

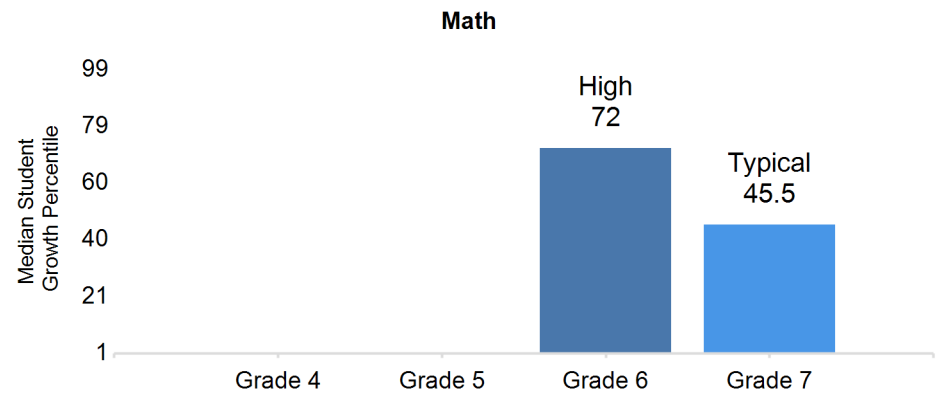




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	660	90.7	57.0	47.0	56.7	54.5	41.3	Met Target
White	494	91.5	57.5	48.8	65.6	55.5	40.9	Met Target
Hispanic	67	82.9	44.7	36.1	42.5	40.0	37.8	Met Target
Black or African American	53	93.4	56.6	39.3	37.3	55.4	40.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	95.8	80.9	67.8	82.3	80.9	58.8	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	25	86.2	60.0	46.9	63.4	54.4	41.5	Met Target
Female	306	90.6	62.5	55.2	64.5	59.9		
Male	354	90.7	52.3	39.7	49.4	49.9		
Economically Disadvantaged Students	142	86.2	38.8	31.3	38.5	*	31.2	Met Target
Non-Economically Disadvantaged Students	518	92.0	62.0	52.1	67.5	*		
Students with Disabilities	128	88.4	28.2	22.5	21.6	26.1	21.4	Met Target
Students without Disabilities	532	91.2	63.9	52.9	63.9	61.6		
English Learners	52	84.1	26.9	24.8	27.3	25.0	13.6	Met Target
Non-English Learners	608	91.3	59.6	49.0	59.4	57.1		
Homeless Students	*	*	*	21.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	744	744	754	*	16%	37%	*	*	44%	56%
White	148	745	745	761	*	12%	41%	*	*	45%	66%
Hispanic	30	739	739	742	*	*	37%	*	*	37%	42%
Black or African American	24	732	732	737	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	113	748	748	761	*	11%	37%	*	*	49%	64%
Male	105	740	740	748	*	21%	37%	*	*	38%	48%
Economically Disadvantaged Students	56	735	735	739	*	25%	34%	*	*	32%	37%
Non-Economically Disadvantaged Students	162	747	747	764	*	12%	38%	*	*	48%	68%
Students with Disabilities	41	727	727	723	*	27%	34%	*	*	22%	18%
Students without Disabilities	177	748	748	760	*	13%	38%	*	*	49%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	756	756	760	6%	11%	22%	45%	17%	62%	63%
White	158	756	756	768	*	*	20%	49%	16%	65%	72%
Hispanic	16	749	749	746	*	*	*	*	*	38%	49%
Black or African American	10	747	747	740	0%	*	*	*	*	40%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	86	766	766	769	*	*	16%	53%	23%	77%	72%
Male	113	747	747	752	*	*	26%	38%	12%	50%	54%
Economically Disadvantaged Students	41	746	746	742	*	*	32%	*	*	41%	44%
Non-Economically Disadvantaged Students	158	758	758	771	*	*	19%	*	*	67%	73%
Students with Disabilities	31	732	732	721	*	*	*	*	*	29%	22%
Students without Disabilities	168	760	760	768	*	*	*	*	*	68%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	762	762	759	5%	9%	23%	45%	17%	63%	60%
White	183	762	762	767	*	*	26%	43%	17%	60%	70%
Hispanic	18	756	756	744	*	0%	*	*	*	61%	45%
Black or African American	23	766	766	739	0%	*	*	*	*	83%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	110	765	765	768	*	*	25%	46%	17%	64%	69%
Male	131	759	759	751	*	*	22%	44%	18%	62%	52%
Economically Disadvantaged Students	45	742	742	740	*	*	29%	*	*	40%	42%
Non-Economically Disadvantaged Students	196	767	767	769	*	*	22%	*	*	68%	71%
Students with Disabilities	45	734	734	719	*	*	44%	*	*	22%	19%
Students without Disabilities	196	768	768	766	*	*	18%	*	*	72%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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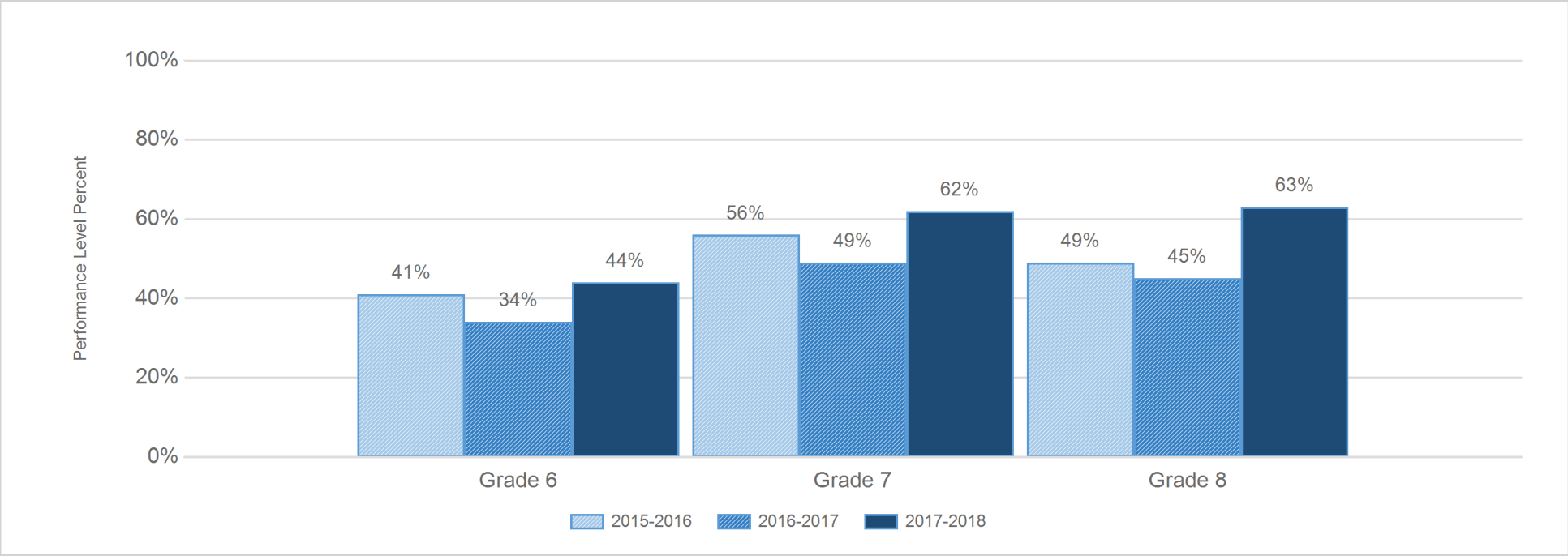
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	660	91.2	42.1	39.8	45.0	40.4	36.1	Met Target
White	494	91.9	43.2	42.1	54.1	41.7	37.1	Met Target
Hispanic	69	87.8	33.3	30.0	29.2	30.6	30	Met Target
Black or African American	51	90.2	29.4	26.1	23.4	27.7	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	95.8	76.2	60.6	77.0	76.2	50.1	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	25	86.2	44.0	37.5	53.0	39.9	45.7	Met Target†
Female	301	89.8	36.6	39.0	46.0	34.4		
Male	359	92.4	46.8	40.4	43.9	45.4		
Economically Disadvantaged Students	143	86.8	26.6	25.9	26.6	*	23.5	Met Target
Non-Economically Disadvantaged Students	517	92.5	46.4	44.1	55.9	*		
Students with Disabilities	125	86.3	17.6	22.5	17.1	16.0	19.3	Met Target†
Students without Disabilities	535	92.4	47.8	43.8	50.5	46.5		
English Learners	58	98.4	13.8	19.4	24.6	13.8	21.3	Met Target†
Non-English Learners	602	90.5	44.8	41.6	46.9	42.7		
Homeless Students	*	*	*	28.5	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	740	740	744	*	22%	39%	*	*	35%	44%
White	148	743	743	751	*	15%	44%	*	*	39%	54%
Hispanic	31	734	734	731	*	42%	*	*	*	29%	27%
Black or African American	22	724	724	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	112	740	740	745	*	26%	38%	*	*	33%	45%
Male	105	741	741	742	*	18%	40%	*	*	38%	42%
Economically Disadvantaged Students	56	732	732	729	*	32%	39%	*	*	21%	24%
Non-Economically Disadvantaged Students	161	743	743	753	*	19%	39%	*	*	40%	56%
Students with Disabilities	40	721	721	717	*	35%	30%	*	*	15%	13%
Students without Disabilities	177	745	745	748	*	19%	41%	*	*	40%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

DELRAN MIDDLE SCHOOL
(05-1060-007)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	738	738	743	8%	24%	32%	*	*	36%	43%
White	158	739	739	750	*	23%	35%	*	*	36%	54%
Hispanic	18	727	727	732	*	*	*	*	*	33%	27%
Black or African American	10	722	722	727	*	*	*	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	87	739	739	745	*	26%	38%	*	*	33%	45%
Male	114	737	737	741	*	23%	27%	*	*	38%	42%
Economically Disadvantaged Students	43	732	732	730	*	23%	33%	*	*	28%	24%
Non-Economically Disadvantaged Students	158	740	740	751	*	25%	32%	*	*	38%	55%
Students with Disabilities	31	717	717	717	*	52%	*	*	*	13%	12%
Students without Disabilities	170	742	742	748	*	19%	*	*	*	40%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

DELRAN MIDDLE SCHOOL
(05-1060-007)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	737	737	728	12%	24%	30%	*	*	34%	28%
White	128	735	735	736	13%	26%	30%	*	*	32%	36%
Hispanic	18	735	735	722	*	*	*	*	*	28%	22%
Black or African American	20	742	742	715	*	*	*	*	*	45%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	76	730	730	731	*	32%	41%	*	*	18%	31%
Male	102	742	742	725	*	19%	23%	*	*	45%	26%
Economically Disadvantaged Students	42	729	729	719	24%	24%	29%	*	*	24%	20%
Non-Economically Disadvantaged Students	136	739	739	735	8%	24%	31%	*	*	37%	35%
Students with Disabilities	42	714	714	705	*	31%	24%	*	*	12%	*
Students without Disabilities	136	744	744	735	*	22%	32%	*	*	40%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

DELRAN MIDDLE SCHOOL
(05-1060-007)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	782	748	746	0%	0%	*	*	*	97%	46%
White	51	781	753	755	0%	0%	*	*	*	96%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	26	780	748	748	0%	0%	*	*	*	96%	48%
Male	32	783	748	745	0%	0%	*	*	*	97%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	718	710	N	N	N	N	N	N	*
Non-English Learners	58	782	750	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	734	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	716	723	N	N	N	N	N	N	14%
Black or African American	N	N	723	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	N	N	731	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	723	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	714	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	723	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	N	N	714	710	N	N	N	N	N	N	14%
Black or African American	N	N	711	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	723	728	N	N	N	N	N	N	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	709	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	698	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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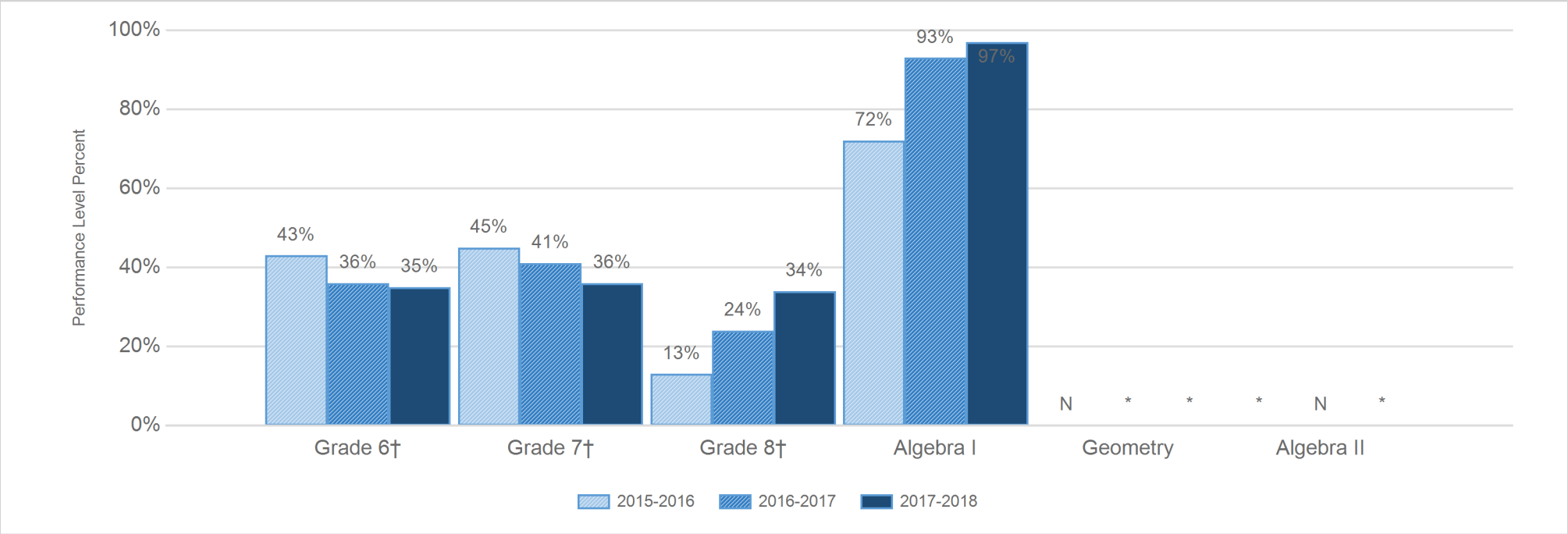
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	20.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	250
7	1	0	219
8	57	5	204
Total	58	5	673

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	214	0	0	0	0	0	0
7	214	0	0	0	0	0	0
8	128	0	0	0	54	0	0
Total	556	0	0	0	54	0	0

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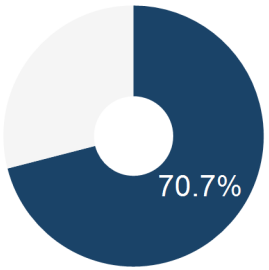
Visual and Performing Arts – Course Participation

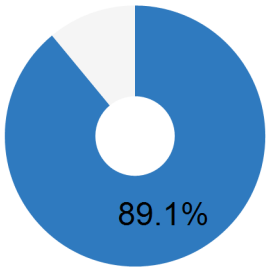
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

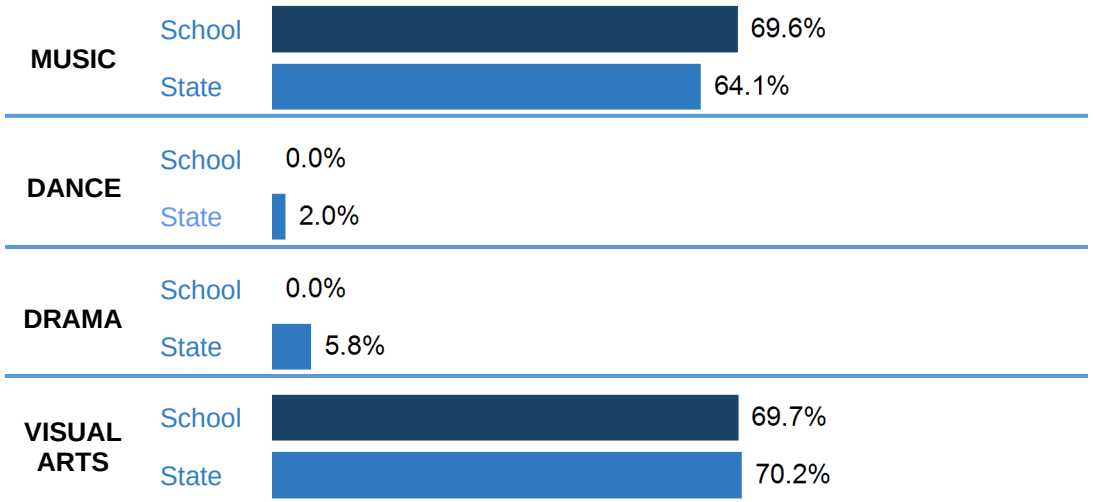


School



State

Students enrolled in one or more classes by discipline:



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

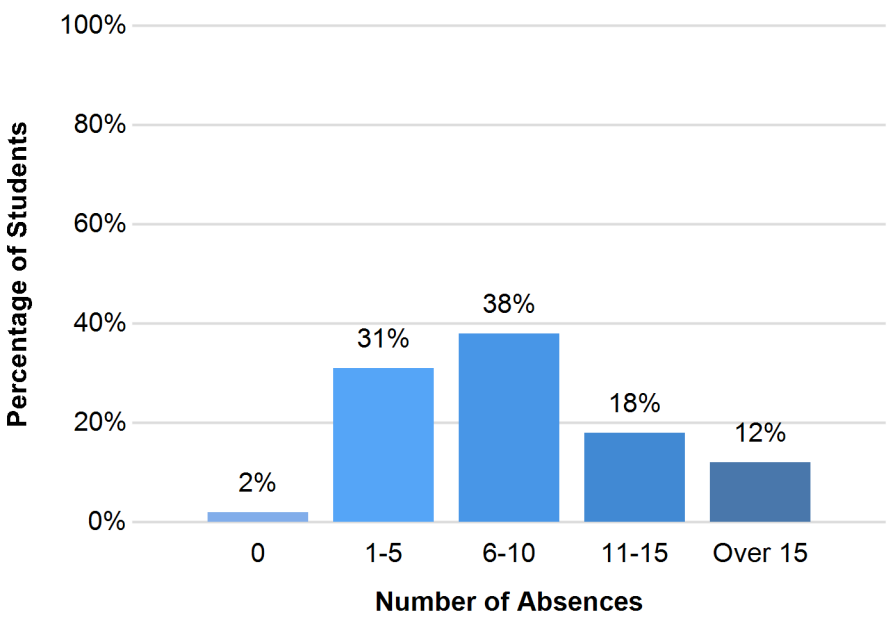
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	59	7.9	9.5	Met
White	42	7.7	9.5	Met
Hispanic	10	12.2	9.5	Not Met
Black or African American	5	8.2	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.9	9.5	Met
Economically Disadvantaged Students	22	12.3	9.5	Not Met
Students with Disabilities	27	18.8	9.5	Not Met
English Learners	4	16.0	9.5	Not Met

Days Absent

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



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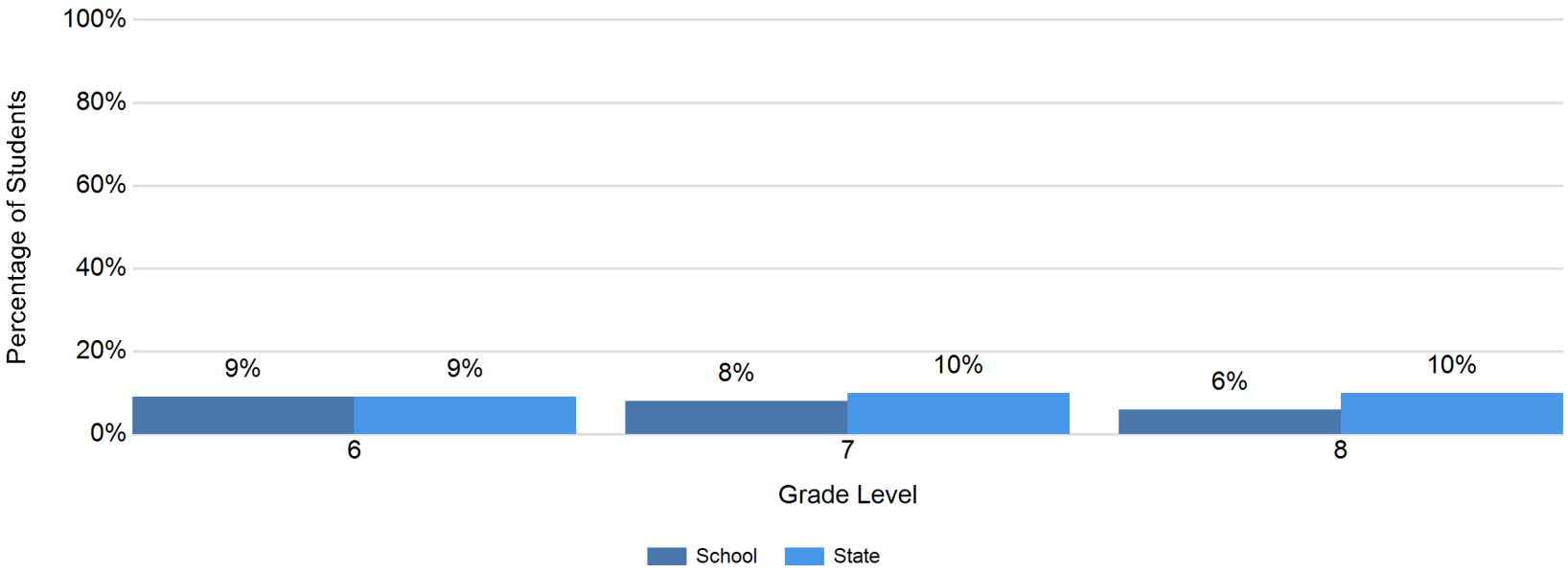
Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

DELRAN MIDDLE SCHOOL
(05-1060-007)
Grades Offered: 06-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	3.66

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	5	5
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	54	7.3%
Out-of-School Suspensions	20	2.7%
Any Suspension	59	8.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
81

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	6.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$366	$12,609	$12,975

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	117,464
Average years experience in public schools	12.9	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	76.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,374
Average years experience in public schools	18.5	16.0
Average years experience in district	9.1	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	369:1	164:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		739:1
Students to Nurses		739:1
Students to Counselors		369:1
Students to Child Study Team		422:1

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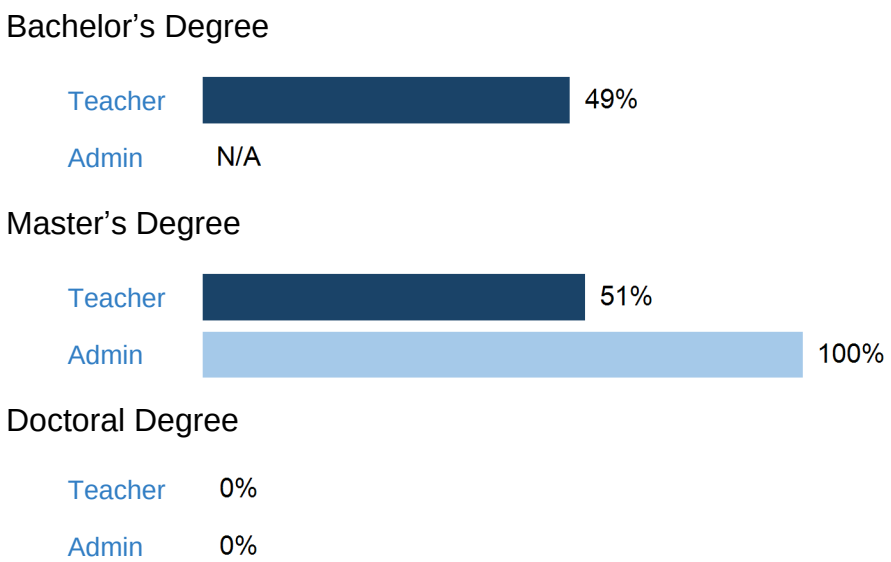
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	74.6%	50.0%
Male	25.4%	50.0%
White	93.7%	100.0%
Hispanic	1.6%	0.0%
Black or African American	1.6%	0.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	39.81	17.5%
Mathematics Proficiency	30.27	17.5%
English Language Arts Growth	80.39	25.0%
Mathematics Growth	80.24	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.19	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.60	n/a
Summative Rating: Percentile Rank of Summative Score	63.51	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	47.69	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	57.88	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	83.19	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	39.61	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	60.92	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	62.19	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	55.12	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Bronze Level Certification with Sustainable Jersey for Schools • Coriell and Delaware Valley Science Fair award winners • Baseball team sets school record and wins the division with 12-0-1 record!
Mission, Vision, Theme:	"To foster academic excellence through critical thinking and digital literacy. To deliver a non-biased educational experience that celebrates diversity by embracing the uniqueness of individuals. To nurture positive development of social, emotional, and intellectual growth by encouraging students to build character and respect for others. To provide a safe, respectful environment, strengthened by communication and personal accountability, directed toward success beyond the middle school level. "
Awards, Recognition, Accomplishments:	Delran Middle School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our students participate in the Coriell and Delaware Valley Science Fairs and are honored each year with individual award recognitions. Our students are also award winning participants in the PTA Reflections contest at the local, state and national level.

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Courses, Curriculum, Instruction:	"Delran Middle School has adopted the workshop model to foster students interests in literacy using Lucy Calkins' Units of Study for Teaching Reading & Writing. This approach enables teachers to deliver instruction tailored to the individual needs of each student. We offer accelerated, on-level, and remedial courses in each of our core content areas. Students also take physical education and health each year, as well as cycle classes in art, music, industrial arts, spanish, computers and coding. "
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Girls) Delran Middle School offers a comprehensive athletic program which includes field hockey, cross country, boys and girls basketball, cheerleading, wrestling, softball, baseball, track and field, and lacrosse. Participation in athletics is a privilege available to all eligible students. This privilege carries with it personal responsibilities to the team, school and the community.
Clubs and Activities:	Delran Middle School offers a wide array of clubs and activities every day after school. Some are an extension of the academic day by offering clubs in Art, Battle of the Books, Robotics, Rocketry, Choir, and Band, while other clubs provide experiences in baking, making good choices, chess, board games, yearbook, student council, school spirit, yoga, and drama.

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Staff and Professional Learning:	Staff professional development occurs through many venues including in-service days, PCPEP days, and job embedded opportunities. Additionally, staff meet weekly through subject partner articulations. The district offers many choice sessions in the area of professional development and also provides targets PD to content areas in need.

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Student Supports and Services:	To support our students, we have two part-time ESL teachers, three basic skills teachers, two guidance counselors, and a full complement of special education services. The district also employs two full-time behaviorists to support students, and our building houses a child study team comprised of a school psychologist, a social worker and an LDTC. Our intervention and referral team meets regularly to discuss strategies to support struggling students.
Student Health and Wellness:	Our comprehensive health and physical education program promotes positive healthy decisions and lifelong fitness. In Health class, we offer an in-depth look into social and emotional health, drug use and abuse and nutrition. Our Physical Education program promotes lifelong fitness. A full breakfast program is available to students each morning.
Parent and Community Involvement:	The PTA supports our school in a variety of ways. They sponsor educational assemblies, academic celebrations, provide novels to teachers, and fund graduation awards. The school's weekly newsletter informs parents of important dates and relevant information. Our Realtime parent portal provides parents access to their child's academic progress and grades. Parent Advisory groups exist for English Language Learners & students with disabilities. Twitter is also used to share information.

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Facilities:	The school was built in 1960. Additions were put on the building in 1964, 2001, and 2010.
School Safety:	The Delran Township School District is committed to the safety and security of its students and staff. The BOE has hired a security company to provide armed security specialists in each of the buildings. The BOE has also gone out to bid for a vestibule project that will enable the building to monitor visitor management in a more secure way. Students, staff, and parents learned about Harrassment, Intimidation, and Bullying at the begining of the school year, a message that is continually reinforced throughout the year. District-wide, a panel of key stakeholders, including representatives from administration, food service, transportation, technology, and local law enforcement, meet at safety meetings to discuss various issues and refine our procedures, under the direction of our district security specialists.

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Technology and STEM:	Every classroom in the school has a Promethean Board, allowing for interactive and dynamic presentation of materials. There are nine chromebook carts available for students to use during the school day as well as three full computer labs. We have added Coding as a cycle class in both seventh and eighth grades. District-wide, we conduct special activities to celebrate the hour of code and resources are shared with parents. We also have a Robotics club and a Rocketry club. The Delran Township School District is in the beginning phases of opening a Fab Lab for all district students to use.

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Other Information:	"Delran Middle School promotes quality instruction, an excellent learning environment, and the healthy social development of our students. Our courses are continually updated and modified to meet the changing needs of today's adolescents. Life at Delran Middle School is interesting, busy, colorful, and filled with meaning. Our students are developing into individuals and taking steps toward maturity, and we have front row seats to see and guide the transformation. There is nothing in the world like it! Our school is structured into six interdisciplinary teams. There are two teams per grade level. Teachers use common planning time to monitor the progress of their shared students and plan events and lessons for the team. The result is a learning community in which every student is well known by his or her group of teachers. Our ultimate school goal is to meet the needs of our students with a whole child philosophy. Our professional goals are to strengthen collaboration among teachers, examine student work to improve instruction, integrate technology and digital collaboration into student work, and perfect a workshop model of literacy instruction. Outside of the classroom, we have a well-developed intramural and interscholastic athletic program, a truly excellent vocal and instrumental music program, an annual spring musical presented by the drama club, and student publications ranging from yearbook to the school newspaper. We have an active computer club, robotics and rocketry clubs, and our students compete in Battle of the Books competitions. We are proud of our programs, proud of the commitment of the staff members who bring it all to life, and most proud of our students who shine with countless accomplishments. "