NJ SCHOOL PERFORMANCE REPORT

DELRAN INTERMEDIATE SCHOOL
(05-1060-015)
Grades Offered: 03-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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. HICKSON
Address	20 CREEK ROAD DELRAN, NJ 08075
Phone Number	(856)764-5100
Email Address	KHICKSON@DELRANSCHOOLS.ORG
Website	http://dis.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
3	204	253	227
4	240	213	246
5	215	244	212
Total	659	710	685

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	47.7%	47.3%
Male	52.2%	52.3%	52.7%
Economically Disadvantaged Students	28.5%	30.3%	27.6%
Students with Disabilities	20.0%	22.8%	20.6%
English Learners	7.3%	7.3%	6.7%
Homeless Students		1.1%	1.3%
Students in Foster Care		0.0%	0.0%
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	74.4%	69.4%	70.5%
Hispanic	9.7%	13.5%	13.0%
Black or African American	7.7%	9.2%	7.9%
Asian	4.1%	3.8%	4.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	4.1%	4.1%	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	78.4%
Portuguese	10.9%
Turkish	3.9%
Spanish	2.0%
Gujarati	1.5%
Other Languages	3.2%

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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	49	53	50	Met Standard	65	62	50	Exceeds Standard
White	50	54	50	Met Standard	67	62	51	Exceeds Standard
Hispanic	47.5	51	49	Met Standard	65	60	48	Exceeds Standard
Black or African American	39	52	44	Not Met	62	62	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	50	55	61	Met Standard	73	70	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	48	48	49	**	51	57.5	51	**
Economically Disadvantaged	48	52	48	Met Standard	61	61.5	47	Exceeds Standard
Students with Disabilities	45	52	41	Met Standard	62	58	43	Exceeds Standard
English Learners	61	62	54	Exceeds Standard	63	66	51	Exceeds Standard

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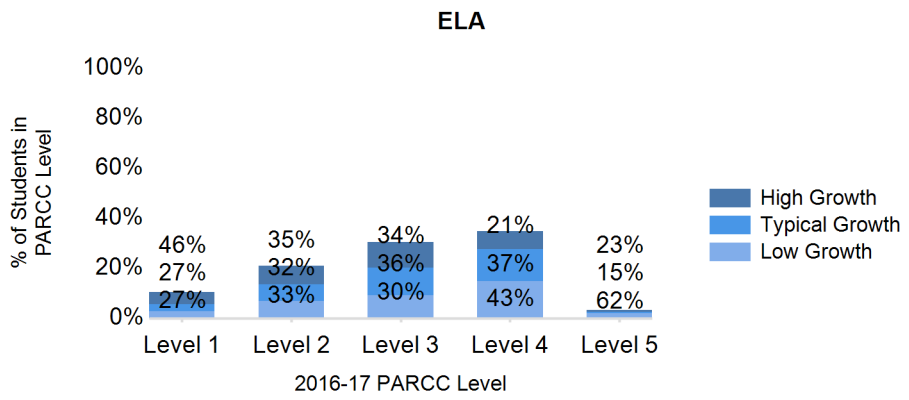
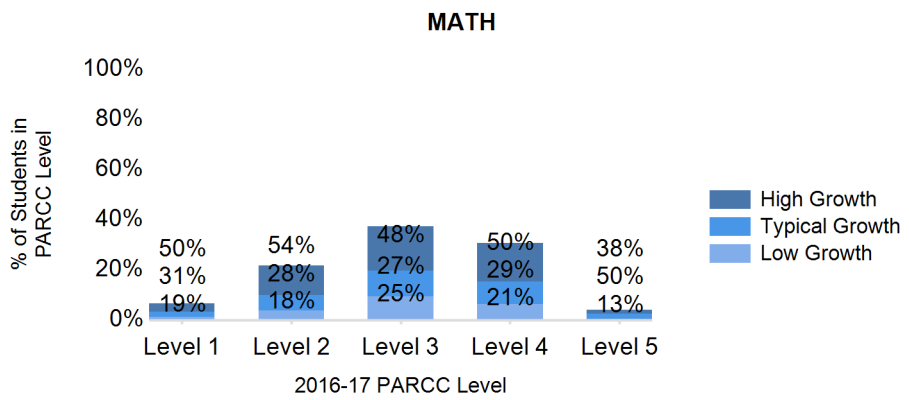
Student Growth by Performance Level

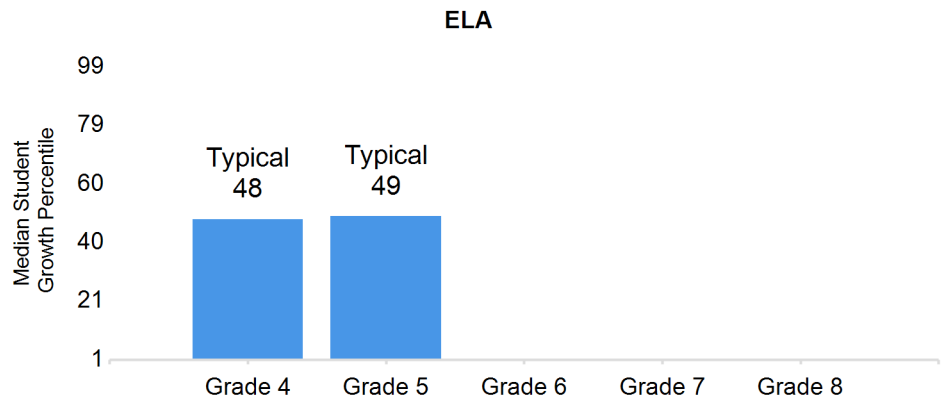
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

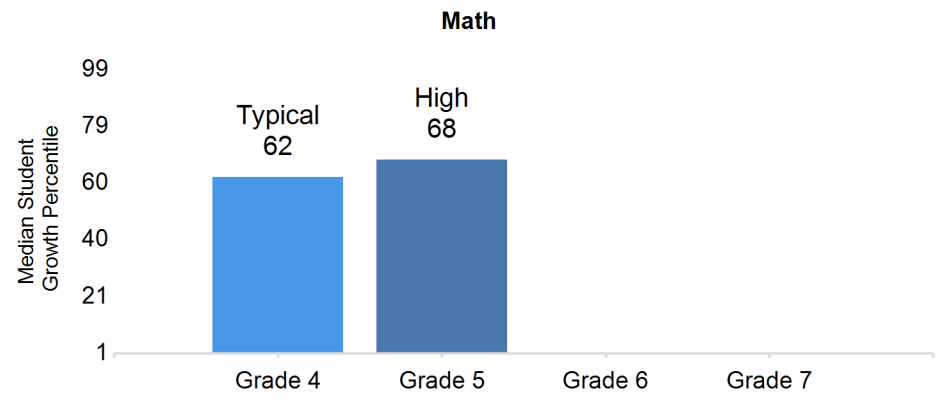




Student Growth by Grade

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	634	94.4	42.7	47.0	56.7	42.4	37.5	Met Target
White	443	92.5	44.9	48.8	65.6	43.7	37.7	Met Target
Hispanic	81	98.8	34.6	36.1	42.5	34.6	36.1	Met Target†
Black or African American	57	100.0	31.6	39.3	37.3	31.6	32.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	96.8	59.3	67.8	82.3	59.3	54.8	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	26	100.0	38.5	46.9	63.4	38.5	27	Met Target
Female	304	96.0	51.4	55.2	64.5	51.4		
Male	330	93.1	34.8	39.7	49.4	34.1		
Economically Disadvantaged Students	171	96.6	27.5	31.3	38.5	*	28.6	Met Target†
Non-Economically Disadvantaged Students	463	93.6	48.3	52.1	67.5	*		
Students with Disabilities	131	90.5	22.1	22.5	21.6	21.1	27.3	Not Met
Students without Disabilities	503	95.5	48.1	52.9	63.9	48.1		
English Learners	64	98.6	26.6	24.8	27.3	26.6	22.9	Met Target
Non-English Learners	570	94.0	44.6	49.0	59.4	44.0		
Homeless Students	*	*	*	21.4	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	215	739	739	750	14%	20%	27%	*	*	40%	52%
White	153	743	743	759	12%	15%	28%	*	*	45%	61%
Hispanic	29	737	737	736	*	*	34%	*	*	31%	38%
Black or African American	15	714	714	733	*	*	*	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	106	742	742	756	10%	22%	27%	*	*	41%	57%
Male	109	736	736	744	17%	18%	26%	*	*	39%	46%
Economically Disadvantaged Students	56	729	729	733	25%	20%	30%	*	*	25%	34%
Non-Economically Disadvantaged Students	159	743	743	762	10%	20%	25%	*	*	45%	64%
Students with Disabilities	42	718	718	719	33%	31%	*	*	*	17%	24%
Students without Disabilities	173	744	744	756	9%	17%	*	*	*	45%	57%
English Learners	19	720	720	712	*	*	*	*	*	21%	15%
Non-English Learners	196	741	741	753	*	*	*	*	*	41%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	745	745	756	7%	17%	32%	38%	7%	44%	58%
White	156	747	747	764	*	17%	33%	*	*	46%	68%
Hispanic	32	734	734	744	*	*	31%	34%	0%	34%	44%
Black or African American	23	738	738	739	*	*	*	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	106	749	749	762	*	11%	31%	*	*	52%	63%
Male	123	741	741	751	*	22%	33%	*	*	37%	53%
Economically Disadvantaged Students	63	733	733	740	*	*	37%	*	*	27%	40%
Non-Economically Disadvantaged Students	166	750	750	767	*	*	31%	*	*	51%	70%
Students with Disabilities	40	728	728	726	*	25%	*	*	*	30%	25%
Students without Disabilities	189	749	749	762	*	15%	*	*	*	47%	64%
English Learners	10	728	728	720	*	*	*	*	*	10%	17%
Non-English Learners	219	746	746	759	*	*	*	*	*	46%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	744	744	755	8%	15%	33%	*	*	44%	58%
White	133	746	746	763	*	15%	38%	*	*	44%	68%
Hispanic	19	732	732	743	*	*	*	*	*	42%	43%
Black or African American	16	735	735	738	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	95	754	754	762	*	*	26%	*	*	62%	66%
Male	95	735	735	749	*	*	40%	*	*	26%	51%
Economically Disadvantaged Students	51	732	732	739	*	*	31%	*	*	31%	39%
Non-Economically Disadvantaged Students	139	749	749	766	*	*	34%	*	*	49%	71%
Students with Disabilities	43	718	718	724	*	*	33%	*	*	14%	22%
Students without Disabilities	147	752	752	762	*	*	33%	*	*	53%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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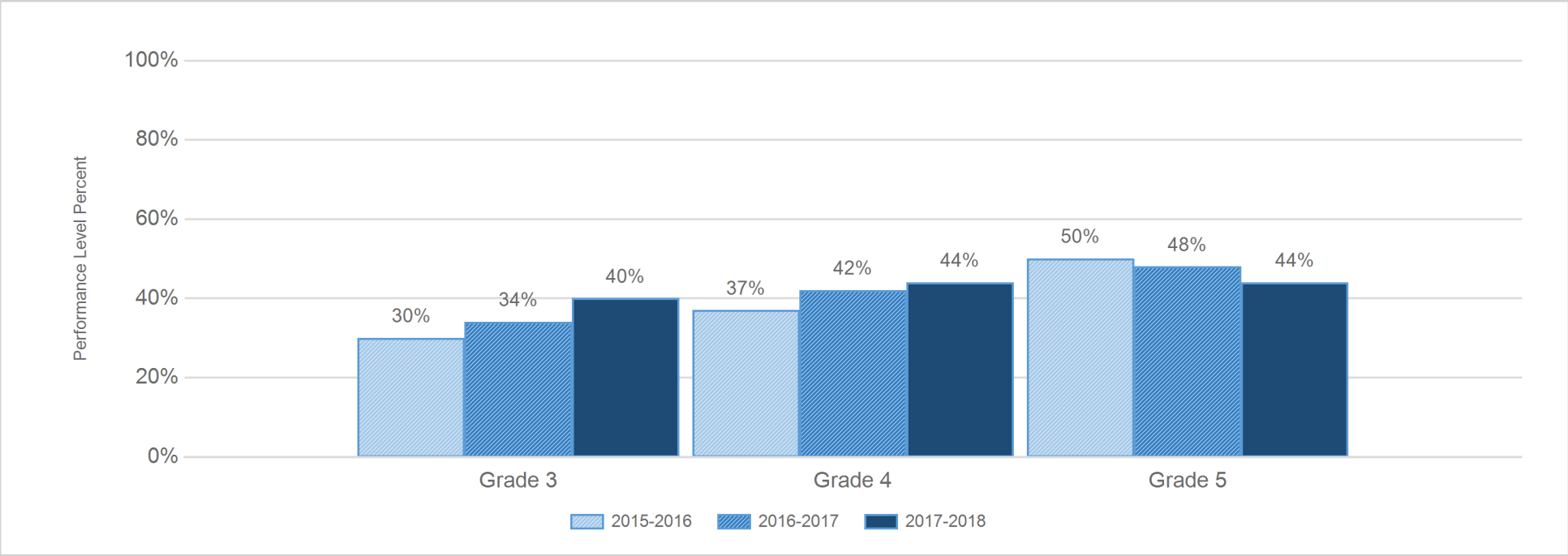
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	634	94.2	44.5	39.8	45.0	44.0	34.2	Met Target
White	443	92.5	46.8	42.1	54.1	45.5	35.1	Met Target
Hispanic	83	98.9	36.1	30.0	29.2	36.1	30.9	Met Target
Black or African American	55	96.6	34.5	26.1	23.4	34.5	19.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	96.8	55.5	60.6	77.0	55.5	62	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	26	100.0	42.3	37.5	53.0	42.3	27	Met Target
Female	304	95.7	44.7	39.0	46.0	44.7		
Male	330	92.8	44.3	40.4	43.9	43.1		
Economically Disadvantaged Students	172	96.7	30.2	25.9	26.6	*	24.6	Met Target
Non-Economically Disadvantaged Students	462	93.3	49.8	44.1	55.9	*		
Students with Disabilities	130	89.9	30.0	22.5	17.1	28.3	23.9	Met Target
Students without Disabilities	504	95.4	48.3	43.8	50.5	48.3		
English Learners	66	98.7	24.2	19.4	24.6	24.2	26.5	Met Target†
Non-English Learners	568	93.6	46.9	41.6	46.9	46.1		
Homeless Students	*	*	*	28.5	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	744	744	752	9%	13%	34%	38%	6%	44%	53%
White	153	748	748	760	*	14%	31%	*	*	50%	64%
Hispanic	33	737	737	739	*	*	48%	*	*	30%	38%
Black or African American	14	721	721	734	*	*	*	*	*	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	108	742	742	752	*	13%	32%	*	*	44%	53%
Male	110	745	745	751	*	14%	36%	*	*	43%	53%
Economically Disadvantaged Students	59	732	732	736	*	20%	36%	*	*	27%	35%
Non-Economically Disadvantaged Students	159	748	748	762	*	11%	34%	*	*	50%	66%
Students with Disabilities	42	723	723	730	*	*	29%	*	*	24%	29%
Students without Disabilities	176	748	748	756	*	*	36%	*	*	48%	57%
English Learners	23	716	716	726	*	*	*	*	*	*	23%
Non-English Learners	195	747	747	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

DELRAN INTERMEDIATE SCHOOL
(05-1060-015)
Grades Offered: 03-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	744	744	748	5%	18%	34%	*	*	43%	49%
White	156	746	746	755	*	18%	37%	*	*	42%	60%
Hispanic	32	737	737	737	*	*	38%	38%	0%	38%	34%
Black or African American	23	734	734	730	*	*	*	*	*	39%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	106	743	743	748	*	15%	38%	*	*	41%	50%
Male	123	745	745	748	*	21%	30%	*	*	46%	49%
Economically Disadvantaged Students	63	736	736	733	*	*	35%	*	*	33%	30%
Non-Economically Disadvantaged Students	166	748	748	758	*	*	33%	*	*	47%	62%
Students with Disabilities	40	727	727	725	*	28%	*	*	*	35%	22%
Students without Disabilities	189	748	748	753	*	16%	*	*	*	45%	55%
English Learners	10	741	741	722	0%	*	*	*	*	40%	16%
Non-English Learners	219	745	745	750	5%	*	*	*	*	43%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

DELRAN INTERMEDIATE SCHOOL
(05-1060-015)
Grades Offered: 03-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	745	745	748	6%	18%	32%	39%	5%	45%	49%
White	134	746	746	756	*	13%	36%	*	*	46%	60%
Hispanic	21	738	738	736	*	*	*	*	*	43%	32%
Black or African American	15	735	735	730	*	*	*	*	*	40%	26%
Asian, Native Hawaiian, or Pacific Islander	13	775	775	777	0%	0%	*	*	*	54%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	97	748	748	749	*	13%	35%	*	*	47%	50%
Male	96	742	742	747	*	23%	28%	*	*	42%	48%
Economically Disadvantaged Students	53	731	731	733	*	32%	*	*	*	28%	29%
Non-Economically Disadvantaged Students	140	750	750	758	*	13%	*	*	*	51%	62%
Students with Disabilities	42	726	726	726	*	31%	*	*	*	26%	20%
Students without Disabilities	151	750	750	752	*	15%	*	*	*	50%	55%
English Learners	12	726	726	718	*	*	*	*	*	25%	13%
Non-English Learners	181	746	746	750	*	*	*	*	*	46%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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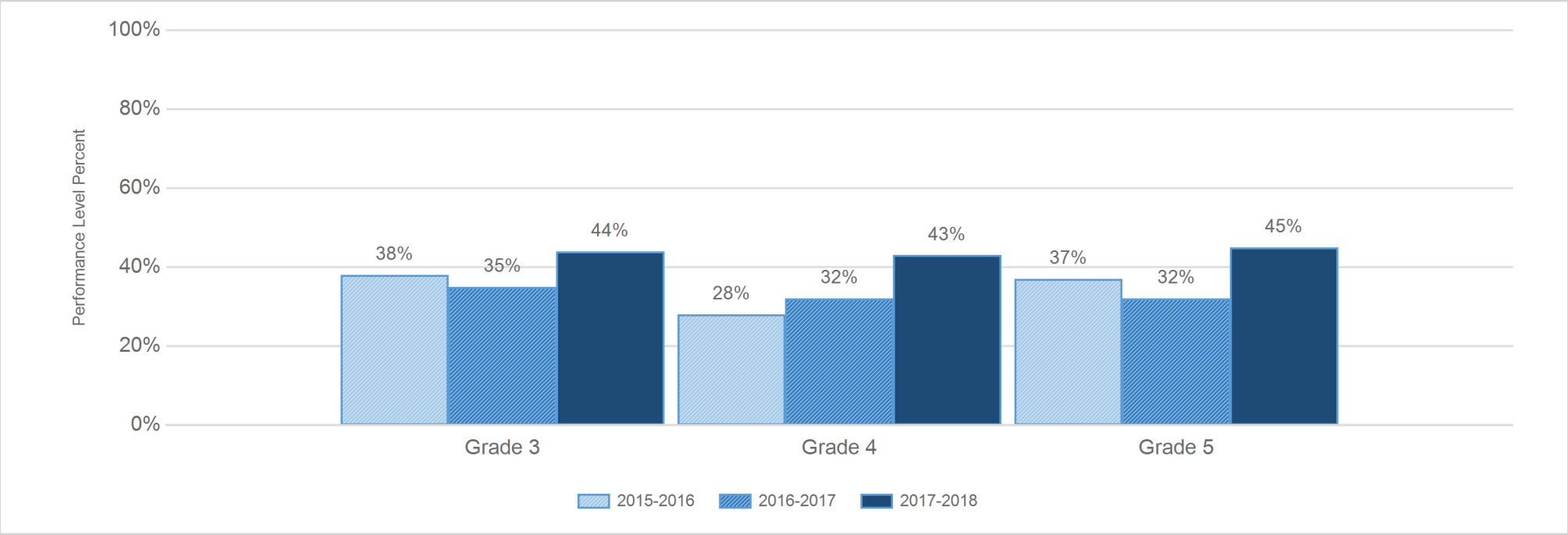
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	56.7%	60.7%	Met Target†

† 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	18	83.3%	16.7%
3-4	14	85.7%	14.3%
5 or more	10	70.0%	30.0%

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

NJASK Science Assessment Information

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

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

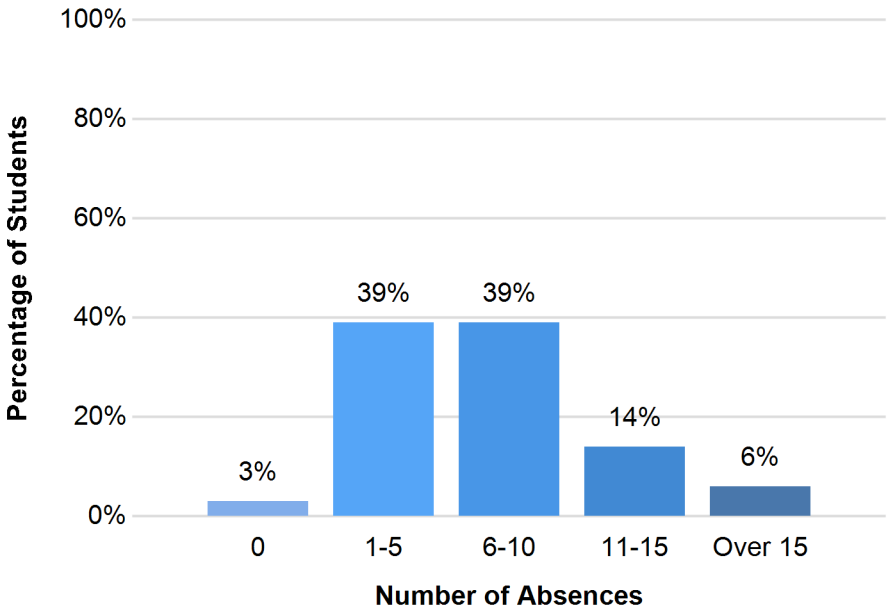
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	28	4.1	7.6	Met
White	15	3.1	7.6	Met
Hispanic	5	5.7	7.6	Met
Black or African American	5	8.8	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	7.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.6	Not Met
Economically Disadvantaged Students	9	4.8	7.6	Met
Students with Disabilities	10	6.8	7.6	Met
English Learners	3	6.5	7.6	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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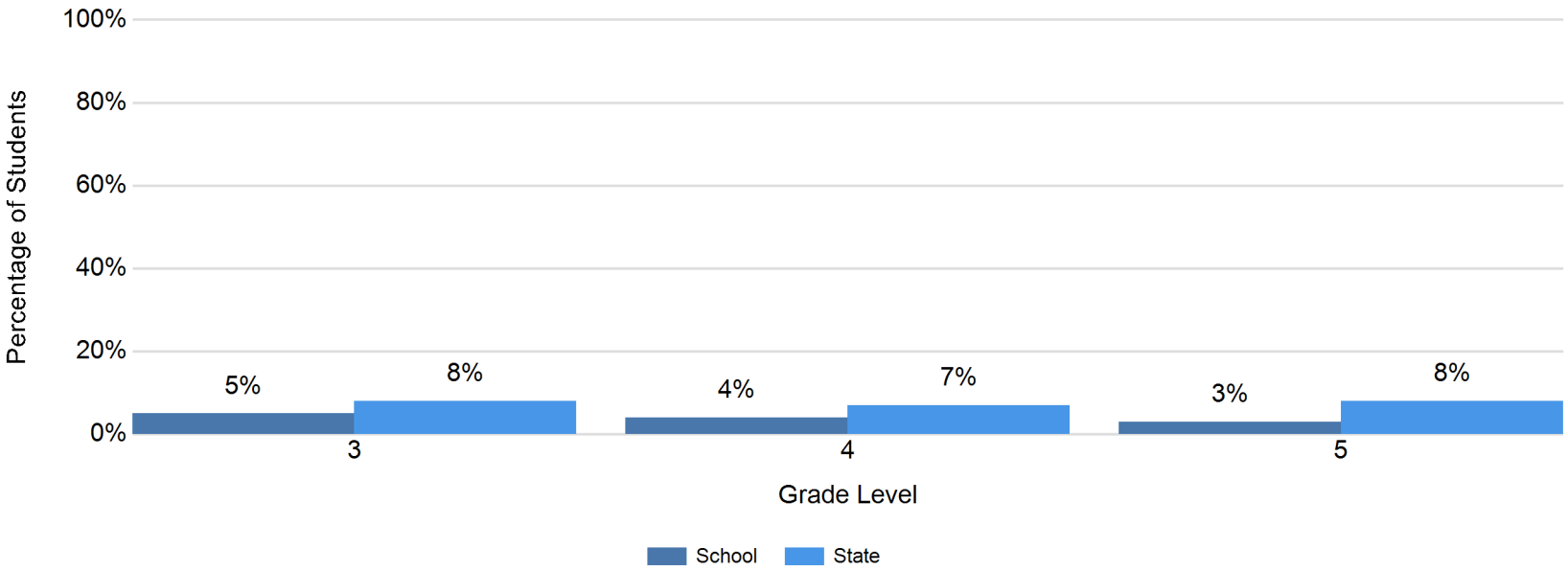
Chronic Absenteeism by Grade

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



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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	8
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.04

Police Notifications

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

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

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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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
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	*	*
Out-of-School Suspensions	12	1.8%
Any Suspension	12	1.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
26

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	11.4:1

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	53	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	81.1%	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	13:1	12:1
Students to Administrators	228:1	164:1
Teachers to Administrators	18:1	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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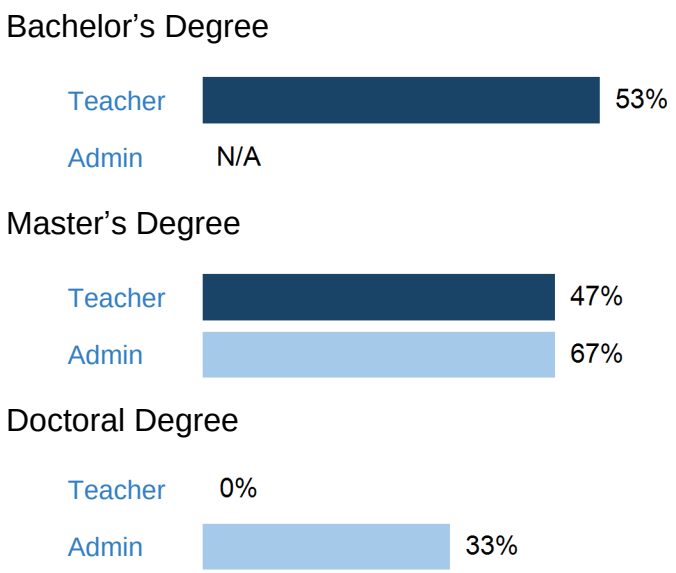
Teachers and Administrators - Level of Education

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	94.6%

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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

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	77.4%	100.0%
Male	22.6%	0.0%
White	92.5%	66.7%
Hispanic	0.0%	0.0%
Black or African American	1.9%	33.3%
Asian	3.8%	0.0%
American Indian or Alaska Native	1.9%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

DELRAN INTERMEDIATE SCHOOL
(05-1060-015)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	17.18	15.0%
Mathematics Proficiency	37.74	15.0%
English Language Arts Growth	43.19	20.0%
Mathematics Growth	91.81	20.0%
Progress Towards English Language Proficiency	57.45	20.0%
Chronic Absenteeism	78.66	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.59	n/a
Summative Rating: Percentile Rank of Summative Score	56.64	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	Exceeds Standard	Met Target†	Met	No
White	52.70	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	60.82	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	61.09	14.08	No	Met Target†	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	42.62	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	62.22	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	73.72	14.08	No	Not Met	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	64.90	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Standard	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:	• ExtensiveSupplemental Literacy Support Services to expand opportunities for all learners • Expanded performing arts program with Theatre Club, Advanced Band, Band, Chorus, Advanced Chorus, Jazz Band Programs • Wide Ranging sustainablity awareness with focus on STEAM themes and recycling initiatives with over 250 Green Team members
Mission, Vision, Theme:	We believe that each student deserves the opportunity to learn, be nurtured and valued in a safe, supportive and respectful educational community. Our motto is "Where cubs become bears."
Awards, Recognition, Accomplishments:	Delran Intermediate School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our students participate in the National Geographic Bee. In addition, our school has been recognized with a Lifetime Achievement Award as a top fundraising school from the New Jersey Leukemia and Lymphoma Society.

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Courses, Curriculum, Instruction:	The Delran Intermediate School utilizes the workshop model to foster student interest in literacy with the Units of Study for Teaching Reading & Writing. Using the rigorous My Math program, students develop a conceptual understanding of mathematical concepts. Accelerated Math and Gifted and Talented programs are also offered. Students are exposed to foreign language study using the Middlebury Interactive Languages online program.
Clubs and Activities:	Clubs and activities include Green Team, Student Council, Robotics, Theatre Club, Band, Advanced Band, Chorus, Advanced Chorus.

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Before and After School Programs:	Before and after school care is available to families through a partnership with the YMCA of Burlington County.
Staff and Professional Learning:	Staff professional development occurs through many venues including in-service days, PCPEP days, and job embedded opportunities. Staff collaborate weekly in articulation meetings.

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Student Supports and Services:	To support our students, we employ an ESL teacher, Reading Specialist, and 3 part-time basic skills teachers. The district also employs a behaviorist to provide assistance. In addition, our Intervention and Referral team meets regularly to discuss strategies for teachers and students. We have a full complement of special education services, including POR, ICR and self-contained classrooms.
Student Health and Wellness:	Our health and physical education program promotes positive healthy decision making and lifelong fitness. Breakfast and lunch programs are available daily.
Parent and Community Involvement:	The Elementary PTO provides support to enhance the learning experience at the Delran Intermediate School with field trips, educational assemblies, family activity nights, and reading incentive programs. The weekly DIS Dispatch informs parents of school happenings and the Parent Portal provides parents access to their student's information. Parental involvement also extends to volunteer support for after school clubs and activities.

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Facilities:	The Delran Intermediate School is an air conditioning facility built in 1996 that holds a media center, technology lab, art room, gymnamisum, music and band room and atrium that is used as part of our Green Team activities.
School Safety:	The Delran Township School District is committed to the safety and security of its students and staff. Each building is staffed with armed security personnel. We provide activities and programs that foster collaboration and respect and student well being, including cybersafety and preventing cyberbulling.

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Technology and STEM:	We offer a Robotics Club, and STEAM Camp. The Delran Township School District is in the beginning phases of opening a Fab Lab for all district students to use. Each classroom is outfitted with a Promethean Board. In addition to a technology lab, there is also a lab in the media center. Students use chromebooks and iPads. All students participate in an Hour of Code during Computer instruction. Students have 3-D printer access. Students are proficient in using Google Classroom.