NJ SCHOOL PERFORMANCE REPORT

MILLBRIDGE ELEMENTARY SCHOOL
(05-1060-050)
Grades Offered: PK-02
2017-2018

Report Key:
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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. LOWE
Address	282 CONROW ROAD DELRAN, NJ 08075-9751
Phone Number	(856)461-2900
Email Address	JLOWE@DELRANSCHOOLS.ORG
Website	http://mes.delranschools.org
Twitter	https://twitter.com/MB_Principal

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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
PK	48	32	35
KG	232	204	195
1	230	230	205
2	244	222	218
Total	754	688	653

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	44.6%	45.9%	45.3%
Male	55.4%	54.1%	54.7%
Economically Disadvantaged Students	28.9%	28.3%	25.4%
Students with Disabilities	17.9%	20.2%	21.0%
English Learners	12.6%	16.9%	16.8%
Homeless Students		0.9%	0.6%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.3%	1.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.4%	71.7%	69.2%
Hispanic	12.3%	13.2%	16.2%
Black or African American	7.8%	7.8%	7.5%
Asian	3.4%	3.1%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	3.8%	4.2%	3.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	42	28	35
PK - Full Day	6	4	0
KG - Half Day	0	0	0
KG - Full Day	232	204	195

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	78.6%
Portuguese	11.8%
Turkish	6.1%
Gujarati	1.2%
Spanish	1.1%
Other Languages	1.2%

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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	42.1%	60.7%	Not Met

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	73	*	*
3-4	30	*	*
5 or more	N	N	N

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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.

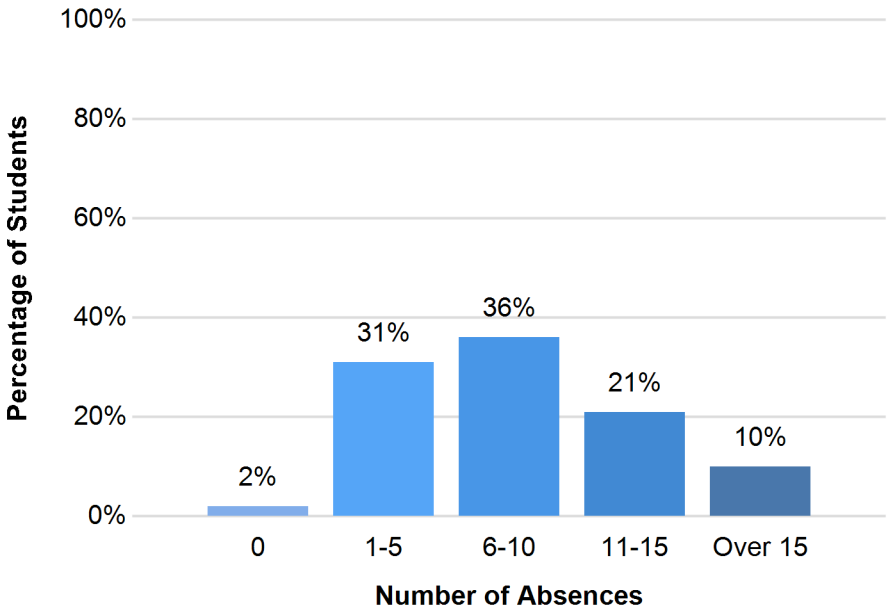
Chronic Absenteeism

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	42	6.8	10.2	Met
White	31	7.2	10.2	Met
Hispanic	8	8.2	10.2	Met
Black or African American	1	2.4	10.2	Met
Asian, Native Hawaiian, or Pacific Islander	1	4.8	10.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	10.2	Met
Economically Disadvantaged Students	20	12.7	10.2	Not Met
Students with Disabilities	12	11.7	10.2	Not Met
English Learners	14	13.0	10.2	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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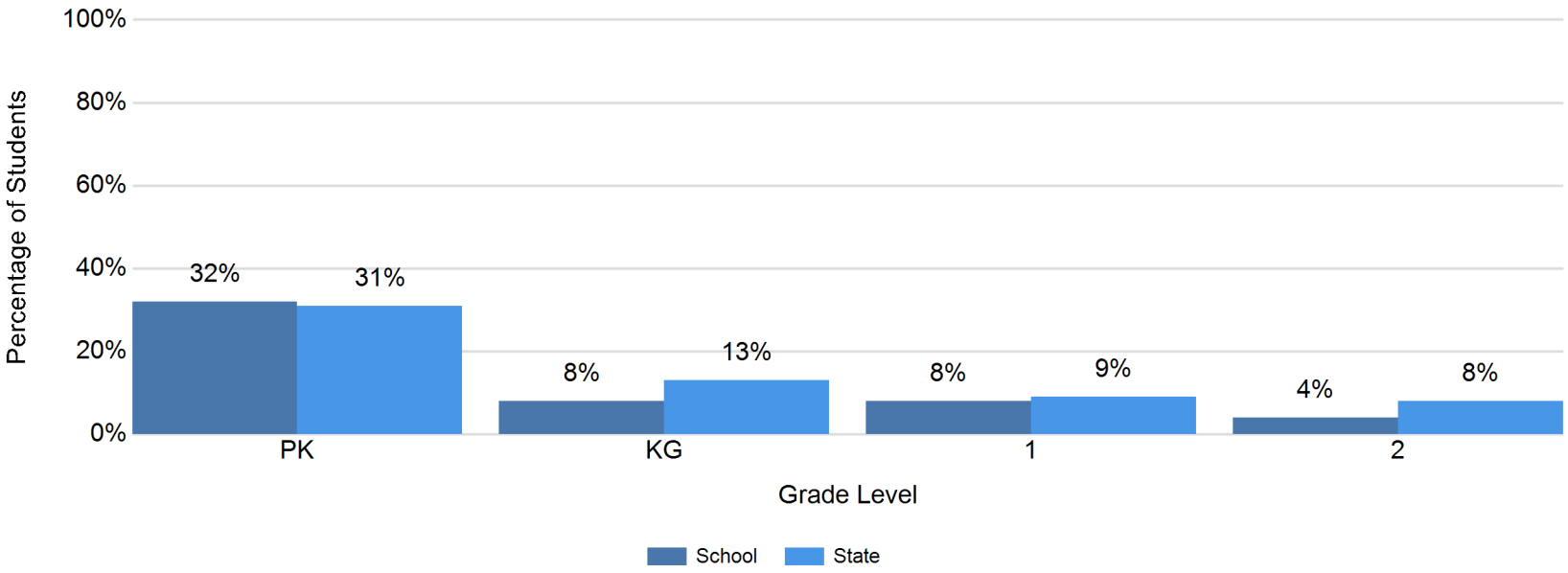
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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	57	117,464
Average years experience in public schools	9.1	12.0
Average years experience in district	6.9	10.7
Teachers in district for 4 or more years	57.9%	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	11:1	12:1
Students to Administrators	653:1	164:1
Teachers to Administrators	57:1	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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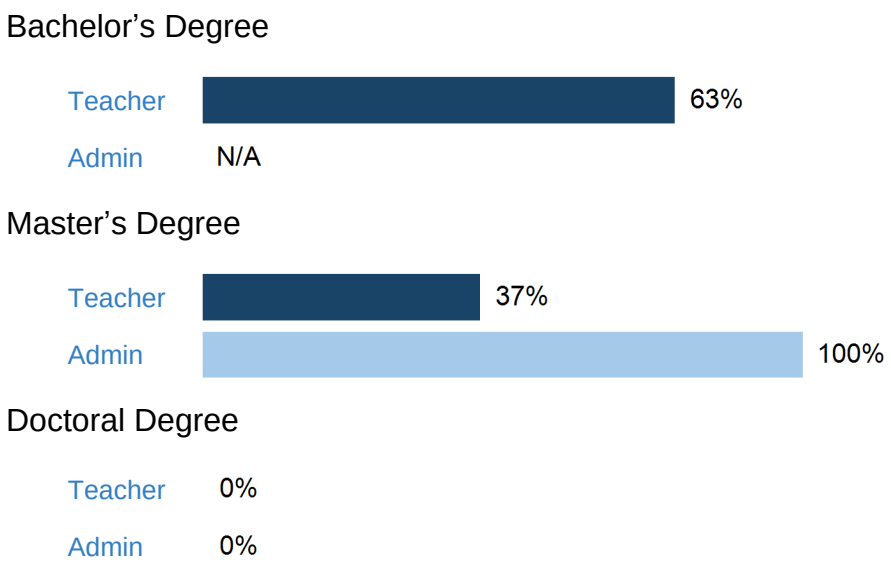
Teachers and Administrators - Level of Education

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	95.1%

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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	96.5%	100.0%
Male	3.5%	0.0%
White	98.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.8%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Blue Ribbon Lighthouse School of Excellence • Sustainable Jersey for Schools Bronze Level Certified- 2 times, 2017 Project Unless Grand Prize Winner • Curriculum includes Units of Study for Reading & Writing, Fundations, National Geographic Science, & Math Investigations
Mission, Vision, Theme:	Motto: Delran's Future Begins Here. Mission: Millbridge is an innovative, inclusive, student-centered community dedicated to educating the whole child. In partnership with families, we inspire lifelong learners by empowering every individual to reach their potential socially, emotionally, & academically. In a safe, supportive, nurturing environment, we embrace and respect our individuality and our diversity to facilitate our students' development into responsible, productive, global citizens.
Awards, Recognition, Accomplishments:	Millbridge is proud to have received a second designation as Bronze Level Certified with Sustainable Jersey for Schools. Our Green Team students were the Philadelphia Zoo's 2017 Project Unless Grand Prize Winner. Additionally, Millbridge is proud to be a Blue Ribbon Lighthouse School of Excellence.

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Courses, Curriculum, Instruction:	Curriculum includes Units of Study for Reading & Writing, Fundations, National Geographic Science, & My Math
Clubs and Activities:	Periodically, we have club days that allow every 1st and 2nd grade student to participate in their choice of clubs. Students are placed in their choice of clubs & there are offerings for every area of interest. Some clubs offer special activities in reading, math, creative writing, and cursive writing. Other clubs provide experiences with Zumba, yoga, soccer, computers, robotics, puzzles, board games, strategy games, & general fitness. We also have a very involved and active Green Team in addition to offering robotics clubs for 1st and 2nd grade students.

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Before and After School Programs:	Before and after school care is available to families through a partnership with the YMCA . For more information, visit https://philaymca.org/locations/burlington-riverfront-ymca/child-care/
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 in professional learning communities. The areas of focus for professional development during the 2017-18 school year were strategies to support students in the reading units of study curricula, the implementation of the My Math curricula and mathematics standards and instructional techniques to support English Language Learners. Additional PD opportunities were also provided to support the PBSIS initiative.

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Student Supports and Services:	To support our students, we have three full-time ESL teachers, two full-time Reading Specialists, and three part-time Basic Skills teachers. We have a full complement of special education services including two preschool disabled classrooms, ICR classes, POR classes, and three self-contained settings. The district also employs a full-time Behavioral Specialist to support students. Our Intervention and Referral Services team utilizes the Masonic Model Student Assistance Program.
Student Health and Wellness:	Breakfast in the classrooms and a lunch program offering six choices to students are available daily. Students have a physical education & a health class once a week and participate in 20 minutes of recess daily. In addition to regular playground equipment, a large selection of Imagination Playground materials are available.
Parent and Community Involvement:	The Elementary PT0 provides students with enriching, memorable experiences such as family activity nights, educational assemblies, reading incentive programs, contests and field trips. The weekly Cub Corner informs parents of school happenings. All documents are accessible in a virtual backpack, posted on our website. Parent Portal provides parents access to their student's information. Parent Advisory groups exist for English Language Learners & students with disabilities. Our ESL staff provide classes for parents who are looking to learn or improve their own English skills. Finally, Twitter is also used to share information.

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Facilities:	The Millbridge School was built in 1969 with an expansion done in 2002, adding ten additional classrooms to support increased enrollment. Each classroom has an air conditioning unit. We have two unique outdoor learning spaces. There is a pond/outdoor classroom in the courtyard. In 2016, a grant from Sustainable Jersey for Schools through the NJEA, funded a large rain garden that is also an interactive learning space which addressed a flooding problem on the playground.
School Safety:	The Delran Township School District is committed to the safety and security of its students and staff. There is a secure vestibule at the entrance of Millbridge, which is monitored by armed security personnel. We have numerous procedures in place to address visitor management. Our PBSIS committee works to ensure that there is a safe, positive environnent for all students and designs school-wide activities and communications with parents to support this endeavor. District-wide, a panel of key stakeholders, including representatives from adminstraion, food service, transportation, technology, and local law enforcment, 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:	Our media center houses a full computer lab and students participate in lessons to develop computer skills regularly. Each homeroom has a Promethean Board, allowing for interactive and dynamic presentation of materials. Kindergarten classrooms have several iPads and 1st and 2nd grade classrooms have several Chromebooks for student use. Additionally, a Chromebook cart is available to allow classes to complete projects with a 1:1 ratio. The maker space in the media center allows students to explore robotics and coding and kindergarten choice centers include a robotics and engineering station. There is a computer strategy games club that meets during the school day periodically throughout the year and afterschool robotics for 1st and 2nd grade. District-wide, we conduct special activities to celebrate the hour of code and resources are shared with parents. The Delran Township School District is in the beginning phases of opening a Fab Lab for all district students to use.
Early Childhood Education:	At Millbridge, we have two preschool classrooms that are staffed with certified preschool teachers that hold special education certificates and two full-tme paraprofessionals. Students who are part of our preschool disabled program attend this program, at no charge. An annual lottery is also held for residents wishing to enroll their 3 or 4 year old child. There is tuition charged for non-classified students.

NJ SCHOOL PERFORMANCE REPORT

MILLBRIDGE ELEMENTARY SCHOOL
(05-1060-050)
Grades Offered: PK-02
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Other Information:	At Millbridge, the entire staff is focused on supporting our students. To help us achieve our mission, we have a full-time guidance counselor and full-time and part-time nurse at the school level along with a BCBA shared between two schools. Every classroom has a part-time Classroom Management Assistant who works with the teacher to support the students in the classroom as well as during lunch and recess. The school's core values, known as the four Bear Paws- respectful, responsible, caring and helpful, guide our interactions and conversations with our students. Each morning, our students recite the Pledge of Alligiance and the "Cubs Care Promise" and particpate in a daily morning meeting to help support their social and emotional development. These evolutions have contributed to a collaborative effort to continue to expand the scope of PBSIS to include all stakeholders to ensure a caring, consistent, and safe educational environment for all students in our school.