



Delran High School
2016-2017

Grade Span 09-12

05-1060-005
BURLINGTON
DELRAN TWP
50 HARTFORD ROAD
DELRAN, NJ 08075

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	216	235	219
10	228	219	228
11	213	222	220
12	196	208	215
Ungraded	2	1	3
Total	855	885	885

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	48%
Male	51%	51%	52%
Economically Disadvantaged Students	19%	21%	21%
Students with Disabilities	12%	12%	12%
English Learners	2%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.4%
Black or African American	10.8%
Hispanic	10.3%
Asian	3.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	885
Shared Time Students	0
Full Time Equivalent	885

Enrollment by Home Language

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

Home Language	% of Students
English	90.6%
Portuguese	3.5%
Turkish	2.6%
Spanish	1.2%
Other	1.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	388	89.8	38.40	41.70	54.90	36.3	25.9	Met Target
White	277	86.5	41.20	43.80	63.90	37.5	25.6	Met Target
Hispanic	42	98.0	28.50	32.60	39.80	28.5	27.4	Met Target
Black or African American	53	98.2	26.40	31.90	35.20	26.4	16.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	54.40	80.70	60	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	183	86.0	50.20	48.90	62.20	45.4		
Male	205	93.5	27.80	35.10	48.10	27.4		
Economically Disadvantaged Students	78	90.7	28.20	30.30	36.20	*	15.4	Met Target
Non-Economically Disadvantaged Students	310	89.6	41.00	45.70	65.80	*		
Students with Disabilities	61	95.7	19.70	22.00	20.50	19.7	17.1	Met Target
Students without Disabilities	327	88.8	41.90	46.20	61.90	39.2		
English Learners	17	100.0	*	*	25.20	*	**	**
Non-English Learners	371	89.4	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	741	741	749	13%	13%	33%	34%	7%	41%	52%
White	149	746	746	757	10%	11%	34%	36%	9%	45%	62%
Hispanic	29	727	727	733	*	*	*	*	*	35%	35%
Black or African American	33	731	731	730	*	*	36%	*	0%	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	102	747	747	756	*	*	28%	42%	*	53%	60%
Male	121	737	737	741	*	*	37%	27%	*	31%	43%
Economically Disadvantaged Students	61	728	728	731	*	*	25%	33%	*	36%	32%
Non-Economically Disadvantaged Students	162	746	746	758	*	*	36%	35%	*	43%	62%
Students with Disabilities	37	714	714	714	32%	27%	27%	*	*	14%	13%
Students without Disabilities	186	747	747	754	9%	10%	34%	*	*	47%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	733	733	743	23%	*	26%	30%	*	34%	46%
White	133	736	736	749	19%	*	26%	33%	*	37%	52%
Hispanic	21	718	718	728	48%	*	*	*	*	24%	34%
Black or African American	23	724	724	725	*	*	*	*	0%	22%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	88	743	743	752	17%	*	24%	39%	*	46%	54%
Male	94	723	723	734	28%	*	28%	22%	*	23%	39%
Economically Disadvantaged Students	26	712	712	726	46%	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	156	736	736	751	19%	*	*	*	*	37%	54%
Students with Disabilities	28	715	715	704	43%	*	*	*	*	25%	12%
Students without Disabilities	154	736	736	749	19%	*	*	*	*	36%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	725	725	736	28%	*	24%	22%	*	28%	38%
White	61	726	726	738	28%	*	25%	25%	*	30%	40%
Hispanic	16	720	720	731	*	*	*	*	0%	25%	34%
Black or African American	16	717	717	728	*	*	*	*	*	19%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	42	737	737	744	*	*	36%	*	*	36%	46%
Male	61	718	718	729	*	*	16%	*	*	23%	31%
Economically Disadvantaged Students	34	708	708	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	69	734	734	740	*	*	*	*	*	*	42%
Students with Disabilities	18	704	704	709	*	*	*	*	*	*	12%
Students without Disabilities	85	730	730	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

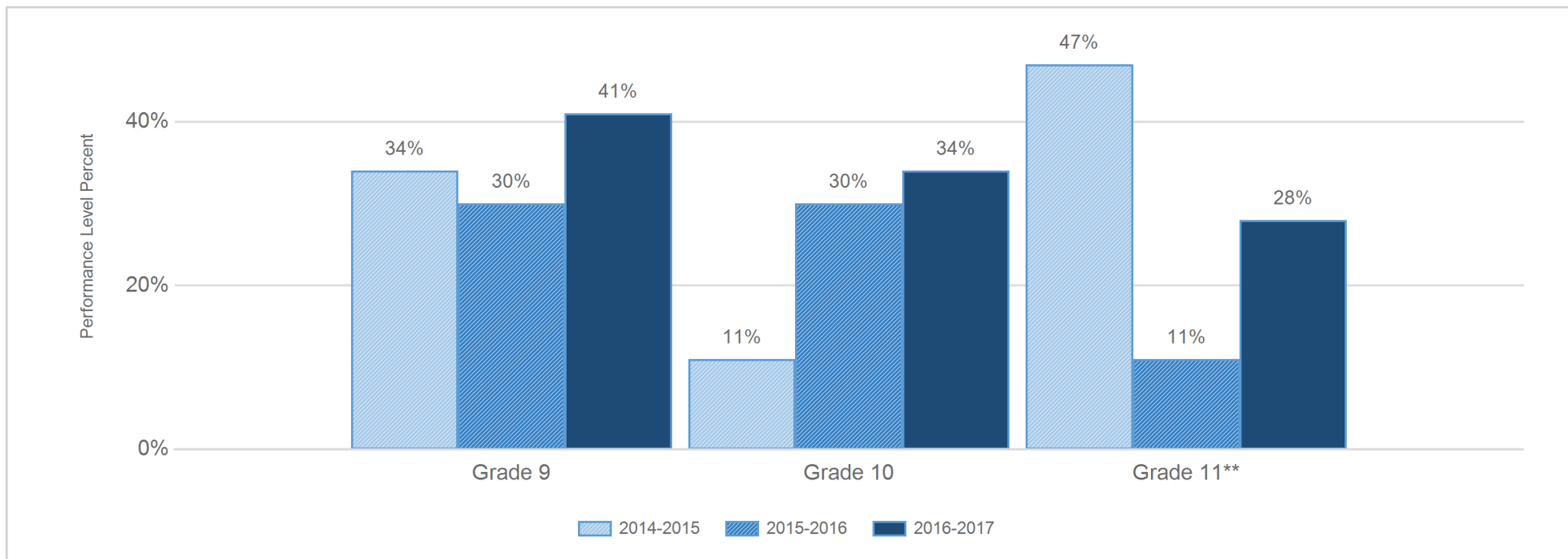


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	389	90.5	23.20	34.40	43.50	22	19	Met Target
White	278	87.1	24.80	36.40	52.40	22.7	18.8	Met Target
Hispanic	43	98.1	11.60	24.30	27.60	11.6	10.9	Met Target
Black or African American	53	100.0	20.80	21.30	21.70	20.8	16.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	183	86.5	25.60	33.80	44.10	23.3		
Male	206	94.3	20.80	34.80	42.90	20.6		
Economically Disadvantaged Students	81	93.8	13.60	21.20	25.10	*	8.7	Met Target
Non-Economically Disadvantaged Students	308	89.5	25.60	39.20	54.30	*		
Students with Disabilities	62	95.7	*	*	16.50	*	7.3	Met Target†
Students without Disabilities	327	89.5	*	*	48.80	*		
English Learners	18	100.0	*	*	23.30	*	N	N
Non-English Learners	371	90.0	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	724	739	743	16%	33%	38%	13%	0%	13%	42%
White	100	728	*	751	11%	27%	46%	16%	0%	16%	52%
Hispanic	33	718	*	728	*	*	*	*	*	*	24%
Black or African American	28	719	*	724	*	43%	*	*	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	71	724	745	744	17%	35%	35%	*	*	13%	43%
Male	95	725	734	741	16%	31%	40%	*	*	14%	40%
Economically Disadvantaged Students	58	721	*	727	22%	35%	29%	*	*	14%	23%
Non-Economically Disadvantaged Students	108	726	*	751	13%	32%	43%	*	*	13%	52%
Students with Disabilities	37	710	710	714	*	*	*	*	*	*	10%
Students without Disabilities	129	729	745	747	*	*	*	*	*	*	47%
English Learners	13	709	709	708	*	*	*	*	*	*	*
Non-English Learners	153	726	741	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	734	735	734	*	27%	39%	23%	*	25%	30%
White	134	736	*	740	*	25%	43%	24%	*	27%	38%
Hispanic	19	723	723	722	*	*	*	*	0%	11%	14%
Black or African American	25	724	724	719	*	40%	*	*	0%	20%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	91	734	734	735	*	33%	35%	24%	*	25%	31%
Male	96	735	*	733	*	22%	43%	21%	*	25%	30%
Economically Disadvantaged Students	27	724	724	721	*	44%	*	*	*	15%	13%
Non-Economically Disadvantaged Students	160	736	*	740	*	24%	*	*	*	27%	39%
Students with Disabilities	31	716	716	711	*	*	*	*	*	*	*
Students without Disabilities	156	738	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	722	722	725	29%	23%	25%	23%	0%	23%	28%
White	88	725	725	731	25%	22%	30%	24%	0%	24%	33%
Hispanic	11	726	726	710	*	*	*	*	0%	27%	14%
Black or African American	17	706	706	703	*	*	*	*	0%	18%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	57	728	728	725	26%	*	26%	32%	*	32%	27%
Male	64	717	717	725	31%	*	23%	16%	*	16%	29%
Economically Disadvantaged Students	30	708	708	708	43%	*	*	*	0%	10%	13%
Non-Economically Disadvantaged Students	91	727	727	733	24%	*	*	*	0%	28%	35%
Students with Disabilities	14	691	691	692	*	*	*	*	*	*	*
Students without Disabilities	107	726	726	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

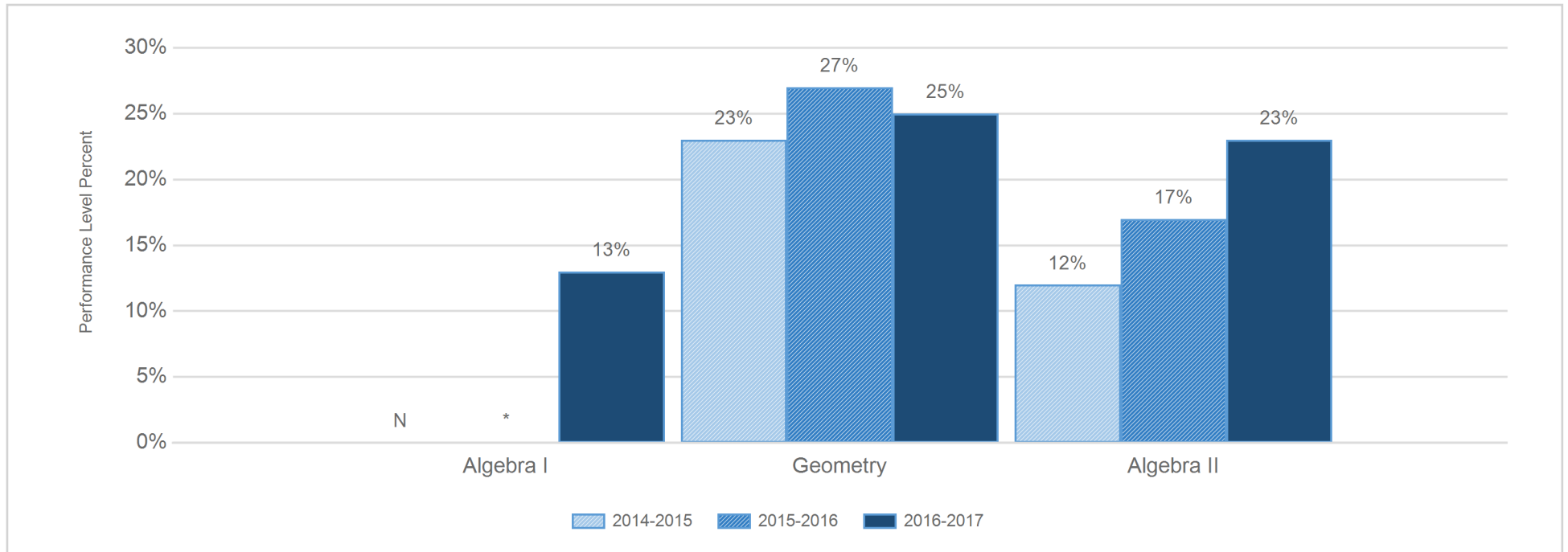


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

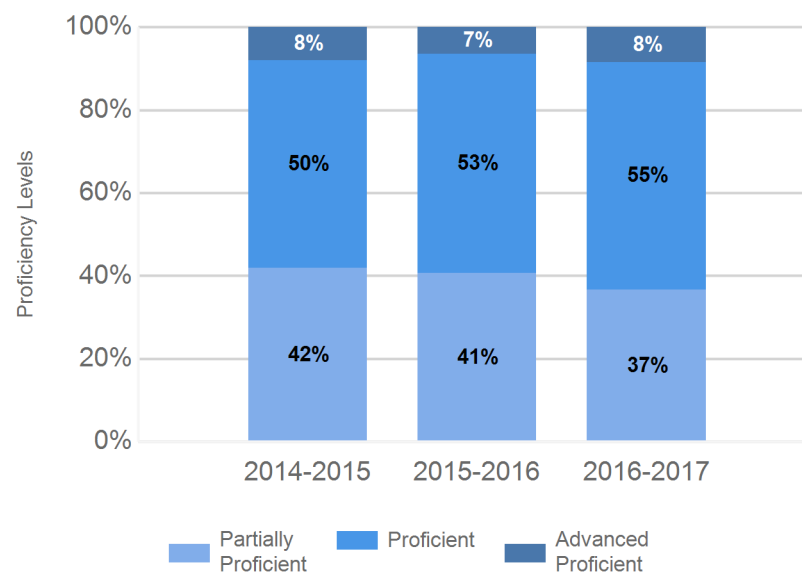
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	55%	37%
White	9%	58%	34%
Hispanic	*	40%	50%
Black or African American	4%	40%	56%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	36%
Economically Disadvantaged Students	5%	38%	57%
Students with Disabilities	N	30%	70%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	98.7%	89.4%
Percentage of students taking the SAT	94.4%	70.0%
Percentage of students taking the ACT	32.6%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	479	481	Varies By Grade	68%	67%
PSAT - Math	477	483	Varies By Grade	47%	49%
SAT - Reading and Writing	543	551	480	76%	77%
SAT - Math	549	552	530	59%	58%
ACT - Reading	23	24	22	57%	65%
ACT - English	22	24	18	77%	79%
ACT - Math	23	24	22	54%	65%
ACT - Science	22	23	23	36%	54%



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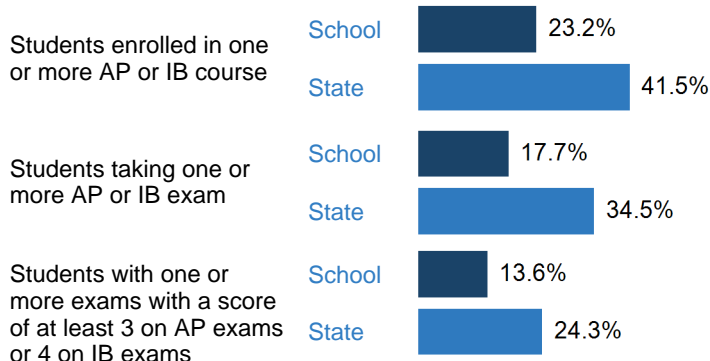
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

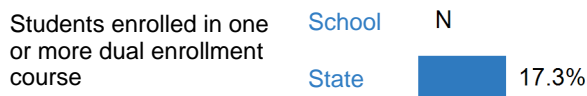
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	9
AP Calculus AB	41	25
AP Chemistry	27	15
AP English Language and Composition	6	4
AP English Literature and Composition	12	1
AP European History	16	8
AP Physics C	12	0
AP Physics C: Mechanics	0	8
AP Spanish Language	13	5
AP Statistics	19	7
AP U.S. Government and Politics	12	6
AP U.S. History	0	33
Total Exams Taken		121
Exams with scores of at least 3 on AP exams or 4 on IB exams		88



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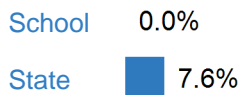
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

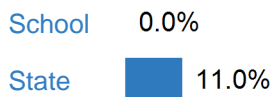
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

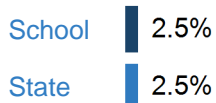
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	149	70	1	0	1	0	0
10	12	142	81	1	0	0	31
11	3	8	103	85	8	5	42
12	0	4	11	34	65	65	40
Schoolwide	164	224	196	120	74	70	113
Enrolled in AP/IB Course					41	19	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	73	0	8	139	0	1
10	147	75	3	10	0	15
11	14	147	3	2	78	20
12	59	21	18	0	37	61
Schoolwide	293	243	32	151	115	97
Enrolled in AP/IB Course	9	27		0	12	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	220	1	0	0	0	1
10	8	219	0	0	0	10
11	5	211	0	0	16	23
12	1	13	0	0	90	114
Schoolwide	234	444	0	0	106	148
Enrolled in AP/IB Course	0	0	0	0	0	24

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	144	39	0	0	21	0	0
10	173	16	0	0	24	0	0
11	123	20	0	0	11	0	0
12	46	18	0	0	10	0	0
Schoolwide	486	93	0	0	66	0	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	216	45	0	0	32	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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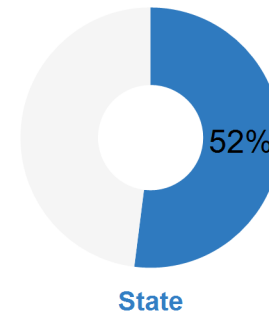
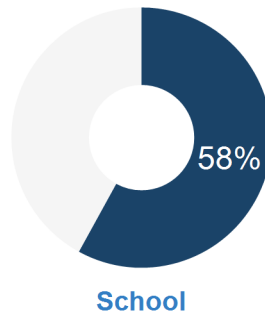
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Visual and Performing Arts – Course Participation

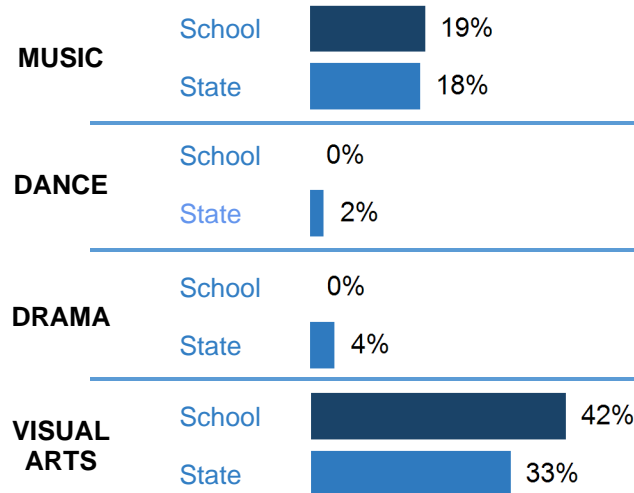
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	91.1%	90.5%	96.8%	91.8%	95.4%	N	Met Goal	93.3%	96.0%	Not Met
White	92.4%	94.5%	97.6%	95.1%	96.3%	N	Met Goal	93.9%	95.4%	Not Met
Hispanic	*	84.3%	86.7%	86.3%	92.9%	**	**	87.5%	**	**
Black or African American	96.0%	83.4%	95.8%	85.3%	87.5%	N	N	86.7%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	81.3%	83.9%	94.0%	85.6%	88.0%	82.3%	Met Target	81.6%	91.0%	Not Met
Students with Disabilities	68.0%	78.8%	86.7%	82.1%	86.7%	78.7%	Met Target	80.6%	92.2%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	91.1%	-
2016	95.4%	96.8%
2015	92.3%	93.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.9%	1.1%
2014-2015	0.1%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.4%	40.4%	59.6%
White	81.9%	38.6%	61.4%
Hispanic	42.9%	33.3%	66.7%
Black or African American	73.9%	52.9%	47.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	62.2%	52.2%	47.8%
Students with Disabilities	33.3%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82.1%	34.7%	65.3%	76.5%	23.5%	60%	40%
White	82.1%	32.8%	67.2%	78.9%	21.1%	57%	43%
Hispanic	91.7%	72.7%	27.3%	81.8%	18.2%	81.8%	18.2%
Black or African American	71.4%	40%	60%	73.3%	26.7%	73.3%	26.7%
Asian, Native Hawaiian, or Pacific Islander	100%	25%	75%	66.7%	33.3%	58.3%	41.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.1%	51.6%	48.4%	80.7%	19.4%	77.4%	22.6%
Students with Disabilities	57.1%	75%	25%	91.7%	8.3%	91.7%	8.3%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

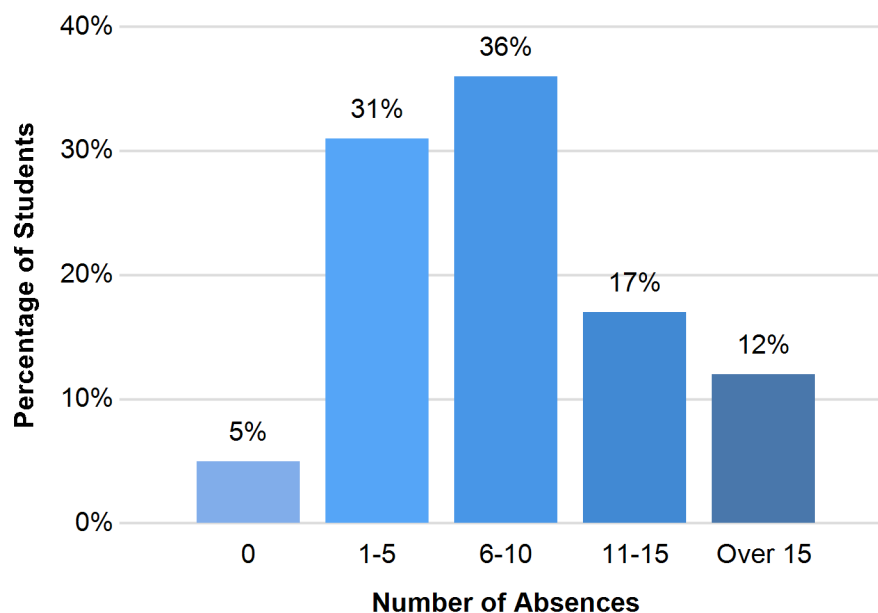
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	14.30	Met Target
White	10.10	14.30	Met Target
Hispanic	7.50	14.30	Met Target
Black or African American	11.20	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.70	14.30	Met Target
Students with Disabilities	28.70	14.30	Not Met
English Learners	0	14.30	Met Target

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

Days Absent

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



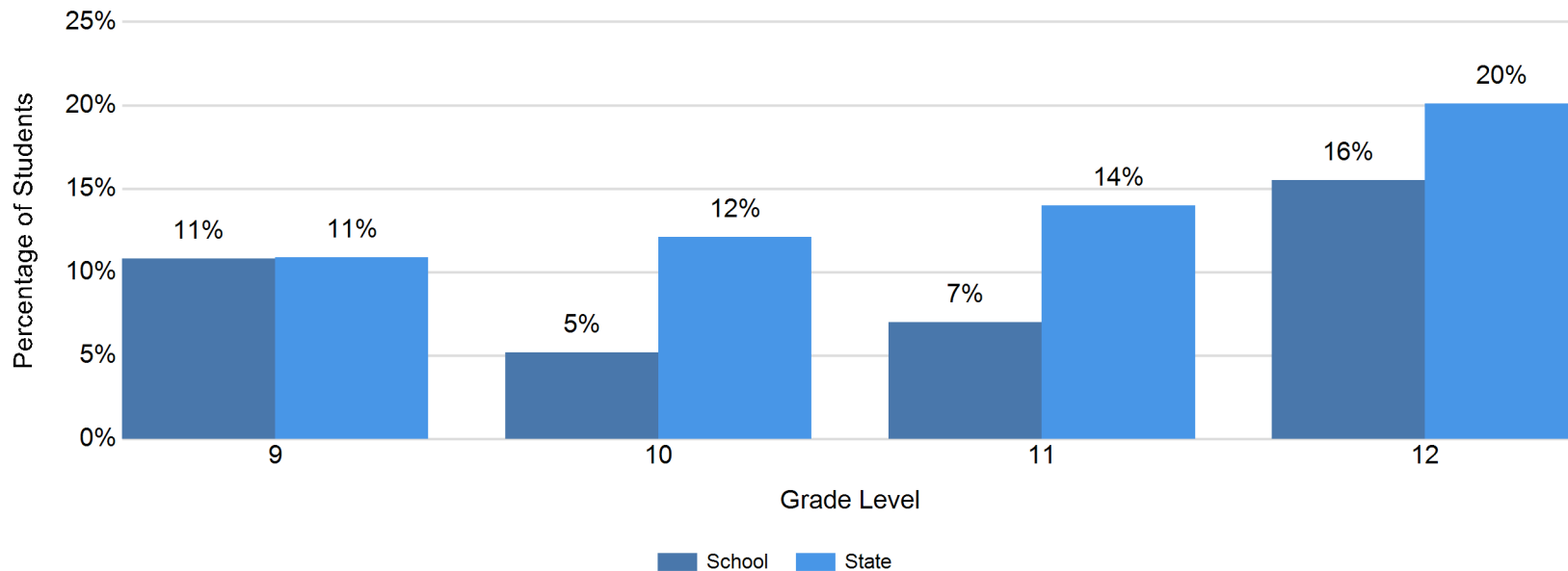


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 13 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	12
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.92

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	166.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$405	\$12,266	\$12,671



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	443:1	167:1
Librarian/Media Specialists		750:1
Nurses		750:1
Counselors		375:1
Child Study Team		428:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.9	17.5%
Mathematics Proficiency	38.9	17.5%
Graduation - 4-Year	59.7	25.0%
Graduation - 5-Year	29.9	25.0%
Chronic Absenteeism	66.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.9
Summative Rating: Percentile rank of Summative Score		43.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	44.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
White	37.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	60.0	6.2	No	Met Target	Met Target	Met Target	N	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	44.8	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Students with Disabilities	51.7	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Finkle	Email Address:	dfinkle@delranschools.org
Address:	50 HARTFORD ROAD DELRAN, NJ 08075	Website:	dhs.delranschools.org
Phone:	(856)461-6100		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Designated as an AP Honor Roll School for participation and success on Advanced Placement Exams. • The DHS Golden Regiment Marching Band won the Class 1A Nationals with their historic show entitled "Gold Rush." • Delran High School is proud to be Bronze Level Certified with Sustainable Jersey for Schools.
 <p>Mission, Vision, Theme:</p>	<p>We are dedicated to a democratic system, affording all students the opportunity for intellectual, emotional, and physical growth. Servicing a diverse ethnic, religious, racial, and socio-economic population, we promote an atmosphere that encourages an understanding and respect for cultural diversity. We foster intellectual development of each individual, recognizing that each student has special abilities, interests and needs through a comprehensive program.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Delran High School was recognized on the 7th Annual AP Honor Roll. The Golden Regiment won the National Championship for 1A. Delran High School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our Green Team students were the Philadelphia Zoo's 2017 Project Unless Prize Winner. Additionally, Delran High School is proud to be a Blue Ribbon Lighthouse School of Excellence.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Honors, College Prep and General courses are offered in the core academic areas. In addition, a wide selection of elective courses are available highlighted by business, digital media and technology courses. We offer thirteen Advanced Placement Courses and thirty CAP Courses wherein students earn high school credits through the dual credit program with Rowan College at Burlington County. We also boast a very active cooperative education program providing vocational opportunities.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Athletics are an important part of the overall educational program at Delran High School. 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 that the athlete represents, understanding that an emphasis on academic achievement is of primary importance. Students enjoy excellent facilities in athletics and participate in 22 Varsity and 30 sub-varsity interscholastic sports.</p>
 <p>Clubs and Activities:</p>	<p>Students participate in over 40 extra-curricular clubs including service organizations as well as academic extensions of the classroom like Mock Trial and . Students have been awarded numerous honors for our art programs through the Teen Arts competition. We also have an active Performing Arts program with vocal music, instrumental music as well as theater productions. Our students are also highly engaged in a robotics program which competes annually.</p>
 <p>Before and After School Programs:</p>	<p>Our Media Center is open two days a week for students to use its resources. It is staffed by our Media Specialist who supports student research, online studies, and homework support.</p>








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 <p>Staff and Professional Learning:</p>	<p>Staff professional development occurs through many venues including in-service days, daily PLC periods, and job embedded opportunities. The areas of focus for professional development during the 2016-17 school year were strategies to support students in supporting claims through evidence in writing, thorough implementation of the New Jersey State Science Standards, instructional techniques to support English Language learners, and using data to improve student achievement.</p>
 <p>Postsecondary Information:</p>	<p>84% of our graduating seniors have continued their education at a 4-year or 2-year college, or trade school. We support our students and families through informational evenings where the process as well as financial aid are discussed. Naviance is utilized to assist students in college and career planning. We also offer a summer seminar where students get ideas and support for writing their college essays. We have a number of students who also move on to serve our country in the military.</p>
 <p>Student Supports and Services:</p>	<p>To support our students, Delran High School employes a full-time ESL teacher and a district behaviorist. We have a full complement of special education services including POR classes, ICR classes. We also boast an active National Honor Society which provides tutoring to peers both during the school day as well as after school. We also provide a Math Center during all lunches for students. We also have an active Intervention and Referral Services team which supports students and their learning.</p>
 <p>Student Health and Wellness:</p>	<p>Our comprehensive health and physical education program promotes positive health decisions and lifelong fitness. In health, we offer an in-depth look into Social and Emotional Health, Drug Use and Abuse, Nutrition, Driver's education, First Aid and Safety, as well as Human Relationships and Reproductive Systems. Our Physical Education program is a very successfully implemented choice program where students engage in the activity they find most interesting to them.</p>
 <p>Parent and Community Involvement:</p>	<p>We collaborate on a variety of events throughout the school year with the PTA. Our biggest event, the Gift Basket Extravaganza, supports Project Graduation. Homecoming is a special time in Delran, as the community works together to produce amazing floats and experiences for the students. A broadcast is sent bi-weekly to the parents and the administration has an open door policy. Parents are also encouraged to access the Parent Portal for grade, attendance, and discipline information.</p>




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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.

 <p>Facilities:</p>	<p>Delran High School was built in 1976 with a Science Wing and renovations completed in 2012. The state of the art science rooms include all necessary aspects for an inclusive lab-based science curriculum. We also have a biotech lab and greenhouse which helps to further student studies of horticulture. The building is air-conditioned in all but the PE wing of the school. We have 8 computer labs and 330 laptop computers for students use throughout the day.</p>
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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.



Other Information:

For over forty years, Delran High School has been dedicated to nurturing a supportive, student-centered, environment where all people are treated with dignity and respect. We have been providing excellent academic preparation for a diverse student population through strong academic programs, extensive array of clubs and activities, and outstanding athletic teams. Our program provides every opportunity for our students to develop and display their talents. We are committed to a collaborative, data-driven process focusing on and leading to quality and continuous improvement. We constantly strive to improve instruction, services, and opportunities to meet the growing needs of our students. Our faculty has been honored in many ways and continues to drive teaching practices throughout the state. They have presented at the New Jersey Science Convention in two areas: the New Jersey Science Standards in action through student inquiry and writing across the curriculum through the use of a claim-evidence-reasoning template. We are also honored to have the NJ Council for the Social Studies Teacher of the year, the New Jersey representative for the Presidential Awards for Excellence in Mathematics and Science Teaching program as well as the Director for the All South Jersey Jazz Band. Our students are blessed with a talented and passionate faculty who strive to support student learning and growth through innovative methodology and collaborative pedagogical reflection. The Delran community is very proud of our school's outstanding programs, student achievement, and the dedication of the faculty, staff, and our Board of Education. Delran High School is a dynamic place to prepare for college, train for employment and develop the necessary skills to be a life-long learner!




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Delran Intermediate School
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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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.

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

Grade	2014-15	2015-16	2016-17
3	219	195	245
4	200	235	204
5	245	210	239
Ungraded	30	19	22
Total	694	659	710

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	48%
Male	54%	52%	52%
Economically Disadvantaged Students	24%	29%	30%
Students with Disabilities	19%	20%	23%
English Learners	4%	7%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	69.4%
Hispanic	13.5%
Black or African American	9.2%
Asian	3.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	4.1%

Enrollment by Home Language

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

Home Language	% of Students
English	78.3%
Portuguese	9.9%
Turkish	4.2%
Spanish	2.8%
Gujarati	1.5%
<i>Other</i>	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	600	89.0	41.80	41.70	54.90	39.1	35.2	Met Target
White	416	87.7	43.90	43.80	63.90	40.5	35.4	Met Target
Hispanic	78	92.2	29.50	32.60	39.80	28.5	33.6	Met Target†
Black or African American	57	91.2	40.30	31.90	35.20	38.4	30	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	96.3	52.00	54.40	80.70	52	53.4	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	24	89.7	37.50	*	54.90	36.4	24	Met Target
Female	290	90.5	47.60	48.90	62.20	45.4		
Male	310	87.7	36.40	35.10	48.10	33.5		
Economically Disadvantaged Students	187	93.8	34.20	30.30	36.20	*	25.8	Met Target
Non-Economically Disadvantaged Students	413	87.0	45.30	45.70	65.80	*		
Students with Disabilities	128	85.5	23.40	22.00	20.50	21	24.4	Met Target†
Students without Disabilities	472	90.0	46.80	46.20	61.90	44.3		
English Learners	56	90.3	23.20	*	25.20	22.1	19.7	Met Target
Non-English Learners	544	88.9	43.80	*	57.40	40.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	737	737	749	*	22%	31%	31%	*	34%	50%
White	158	739	739	759	*	20%	29%	32%	*	36%	61%
Hispanic	36	724	724	734	*	*	50%	*	0%	11%	35%
Black or African American	24	741	741	731	*	*	*	42%	0%	42%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	107	743	743	754	*	19%	32%	34%	*	38%	55%
Male	128	733	733	745	*	25%	30%	28%	*	30%	46%
Economically Disadvantaged Students	76	728	728	731	*	25%	32%	25%	*	25%	31%
Non-Economically Disadvantaged Students	159	742	742	762	*	21%	30%	33%	*	38%	63%
Students with Disabilities	42	725	725	720	*	43%	*	*	*	21%	24%
Students without Disabilities	193	740	740	755	*	18%	*	*	*	36%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	742	742	753	*	20%	29%	39%	*	42%	56%
White	126	743	743	762	*	20%	32%	39%	*	41%	67%
Hispanic	18	740	740	740	*	*	*	*	0%	50%	40%
Black or African American	14	743	743	737	*	*	*	*	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	13	756	756	777	0%	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	92	749	749	758	*	16%	28%	42%	*	49%	61%
Male	86	735	735	749	*	24%	29%	35%	*	35%	51%
Economically Disadvantaged Students	49	732	732	737	*	*	25%	37%	*	37%	36%
Non-Economically Disadvantaged Students	129	746	746	764	*	*	30%	40%	*	44%	69%
Students with Disabilities	36	716	716	725	*	42%	*	*	*	14%	25%
Students without Disabilities	142	749	749	759	*	15%	*	*	*	49%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	746	746	756	*	15%	30%	44%	*	48%	59%
White	141	749	749	763	*	12%	28%	47%	*	53%	69%
Hispanic	28	735	735	743	*	*	36%	*	0%	32%	44%
Black or African American	20	735	735	740	*	*	*	*	0%	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	10	756	756	757	0%	*	*	*	0%	50%	60%
Female	103	753	753	761	*	10%	33%	51%	*	54%	66%
Male	101	740	740	750	*	20%	27%	37%	*	41%	53%
Economically Disadvantaged Students	63	738	738	740	*	21%	30%	35%	*	37%	40%
Non-Economically Disadvantaged Students	141	750	750	765	*	12%	30%	48%	*	53%	71%
Students with Disabilities	43	730	730	725	*	23%	33%	*	*	23%	22%
Students without Disabilities	161	751	751	762	*	12%	29%	*	*	54%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

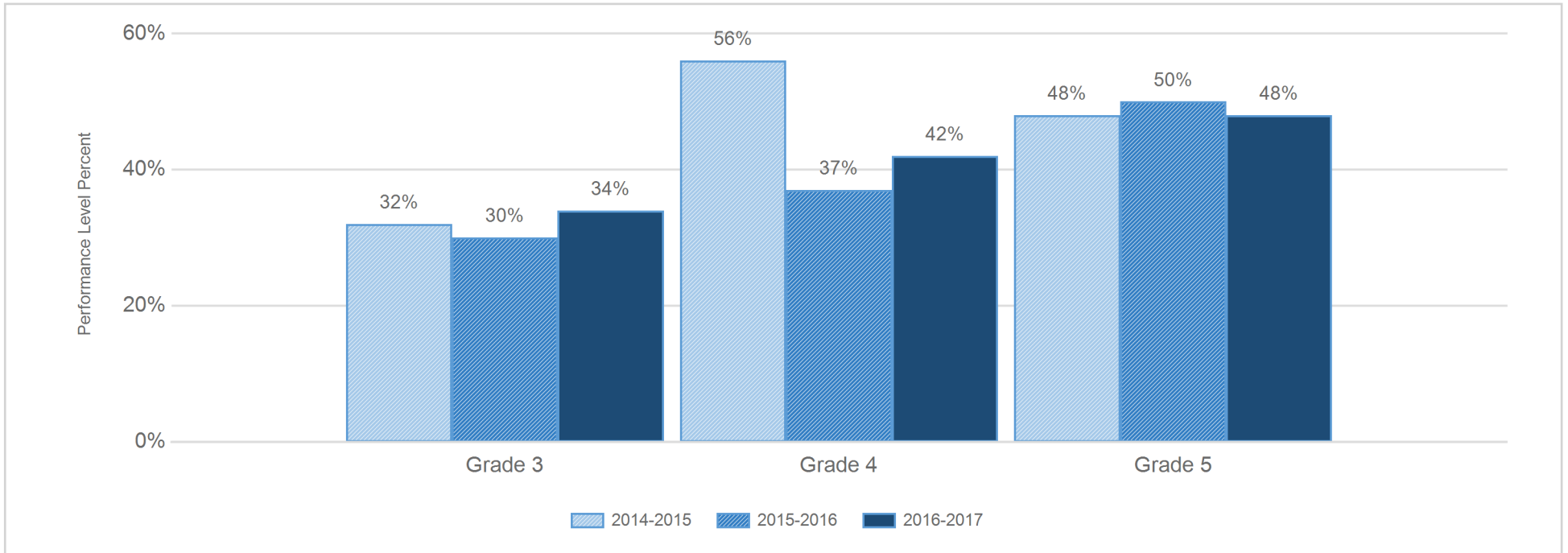


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	604	89.2	33.90	34.40	43.50	31.7	31.6	Met Target
White	416	87.8	36.60	36.40	52.40	33.7	32.6	Met Target
Hispanic	81	91.6	22.20	24.30	27.60	21.2	28.1	Met Target†
Black or African American	58	92.6	20.70	21.30	21.70	20.1	16	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	96.3	64.00	*	75.60	64	61	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	24	89.7	29.20	*	44.90	28.3	24	Met Target
Female	291	90.3	33.00	33.80	44.10	31.3		
Male	313	88.1	34.90	34.80	42.90	32.1		
Economically Disadvantaged Students	189	93.4	23.80	21.20	25.10	*	21.5	Met Target
Non-Economically Disadvantaged Students	415	87.3	38.50	39.20	54.30	*		
Students with Disabilities	129	86.2	21.80	*	16.50	19.6	20.8	Met Target†
Students without Disabilities	475	90.0	37.20	*	48.80	35.2		
English Learners	60	91.4	16.60	*	23.30	16	23.6	Met Target†
Non-English Learners	544	88.9	35.90	*	45.20	33.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	741	741	751	6%	24%	35%	29%	5%	35%	53%
White	160	743	743	759	*	24%	33%	32%	*	38%	63%
Hispanic	37	730	730	738	*	27%	41%	*	*	19%	37%
Black or African American	24	731	731	733	*	*	46%	*	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	108	740	740	751	*	27%	34%	31%	*	34%	52%
Male	130	741	741	751	*	22%	35%	29%	*	35%	53%
Economically Disadvantaged Students	77	730	730	736	*	29%	38%	21%	*	21%	34%
Non-Economically Disadvantaged Students	161	746	746	761	*	22%	34%	34%	*	41%	65%
Students with Disabilities	42	727	727	729	*	33%	31%	*	*	19%	29%
Students without Disabilities	196	743	743	755	*	22%	36%	*	*	38%	57%
English Learners	12	714	714	724	*	*	*	*	*	*	21%
Non-English Learners	226	742	742	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	736	736	747	*	20%	40%	30%	*	32%	47%
White	126	737	737	755	*	23%	39%	29%	*	31%	59%
Hispanic	20	730	730	734	*	*	*	*	0%	25%	30%
Black or African American	15	733	733	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	13	756	756	774	0%	*	*	*	*	69%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	93	736	736	747	*	22%	39%	31%	*	32%	47%
Male	88	736	736	747	*	18%	41%	28%	*	31%	48%
Economically Disadvantaged Students	49	729	729	732	*	25%	41%	22%	*	22%	27%
Non-Economically Disadvantaged Students	132	739	739	757	*	18%	39%	33%	*	35%	61%
Students with Disabilities	37	719	719	724	*	38%	*	*	*	24%	22%
Students without Disabilities	144	741	741	751	*	15%	*	*	*	33%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	206	735	735	747	*	26%	33%	27%	*	32%	46%
White	142	739	739	754	*	25%	33%	31%	*	37%	57%
Hispanic	29	723	723	735	*	*	*	*	*	21%	30%
Black or African American	20	721	721	729	*	*	*	*	0%	15%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	10	733	733	747	*	*	*	*	0%	30%	47%
Female	104	735	735	747	*	24%	35%	27%	*	31%	47%
Male	102	735	735	746	*	28%	30%	28%	*	32%	46%
Economically Disadvantaged Students	64	725	725	732	*	28%	31%	22%	*	23%	27%
Non-Economically Disadvantaged Students	142	739	739	756	*	25%	33%	30%	*	35%	59%
Students with Disabilities	43	720	720	725	*	42%	23%	*	*	14%	19%
Students without Disabilities	163	739	739	751	*	22%	35%	*	*	36%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

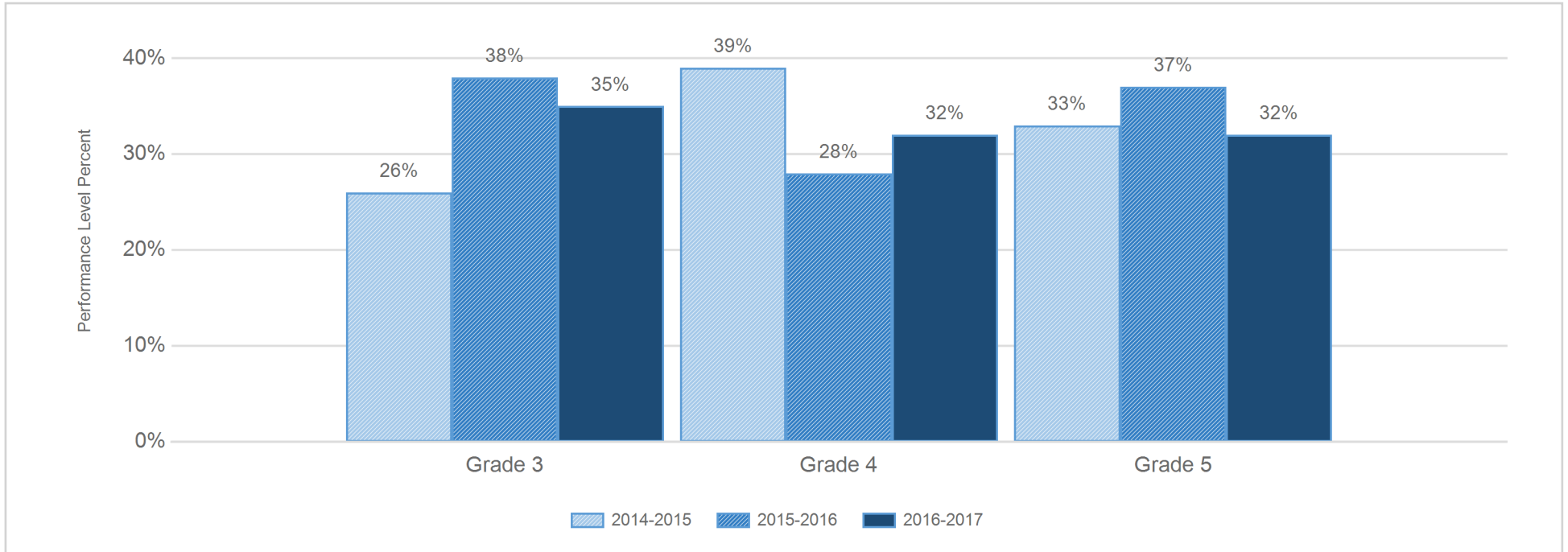


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

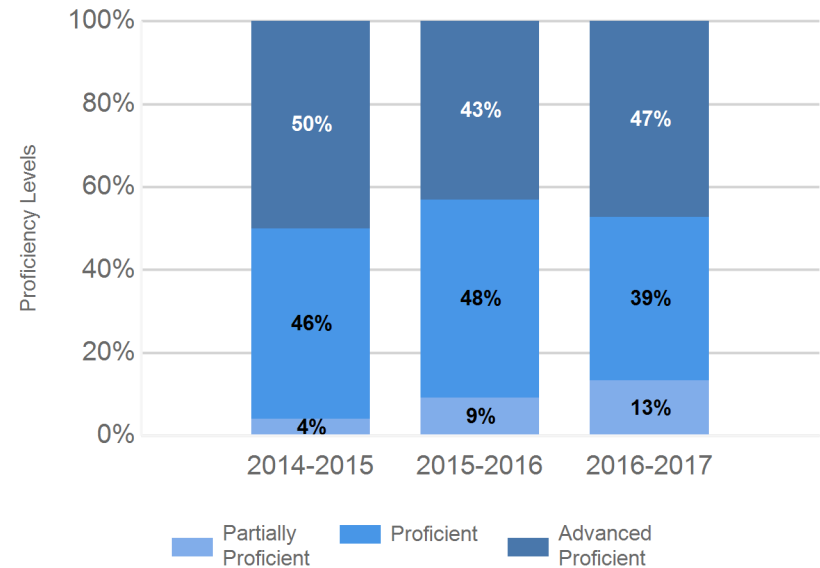
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	39%	13%
White	47%	44%	10%
Hispanic	38%	33%	29%
Black or African American	57%	7%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	38%	38%	24%
Students with Disabilities	28%	43%	30%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	41	50	Met Target	51	57	50	Met Target
White	48	40	50	Met Target	53	61	52	Met Target
Hispanic	63	53	49	Exceeds Target	51	53	47	Met Target
Black or African American	63.5	35	45	Exceeds Target	43	48.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	45.5	60	**	55	61.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	39	25.5	51	**	31.5	40	52	**
Economically Disadvantaged	54	45	47	Met Target	48	52	46	Met Target
Students with Disabilities	42	43	41	Met Target	52.5	50	43	Met Target
English Learners	54	51	53	Met Target	66	68	51	Exceeds Target

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



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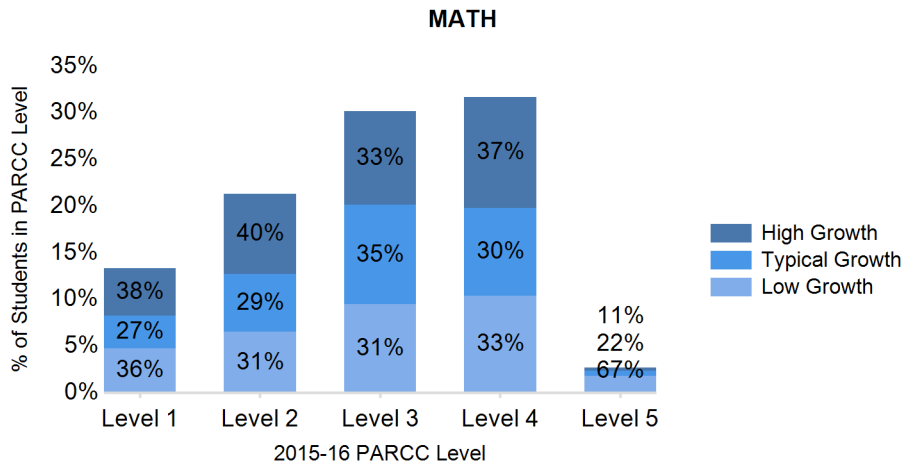
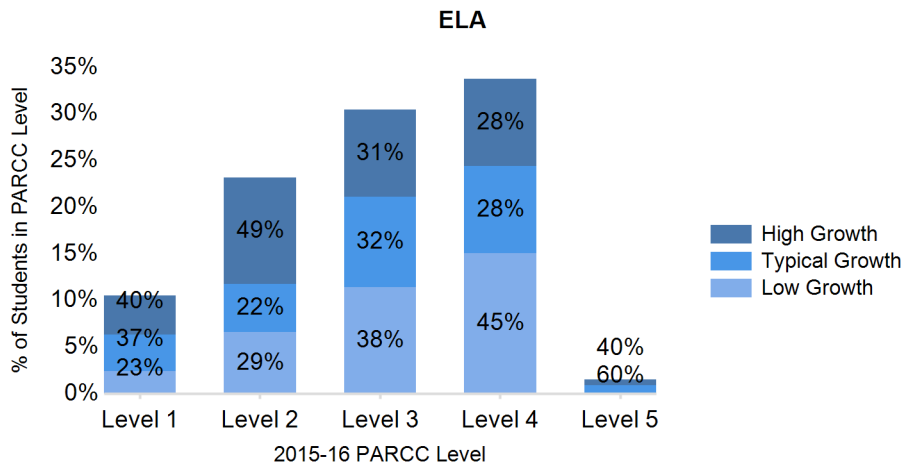
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

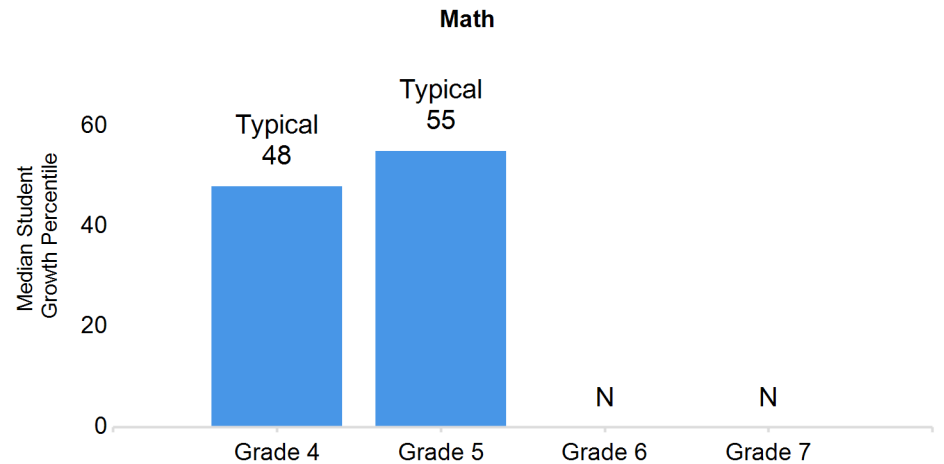
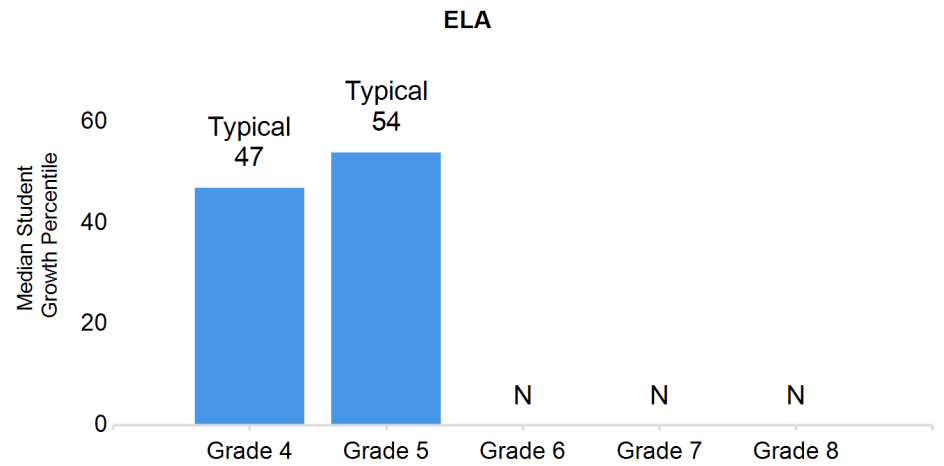
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

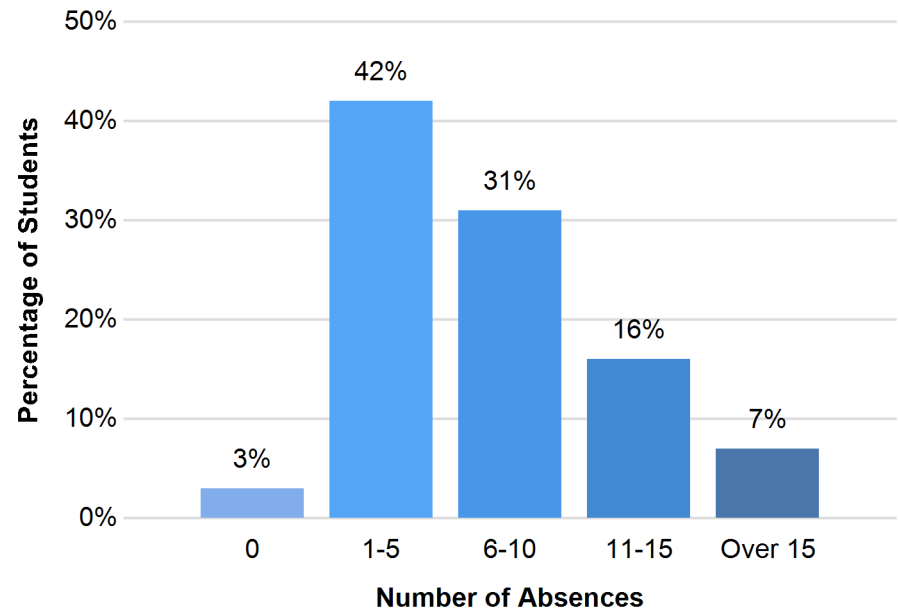
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	7.00	Met Target
White	4.60	7.00	Met Target
Hispanic	9.70	7.00	Not Met
Black or African American	9.10	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.40	7.00	Met Target
Economically Disadvantaged Students	9.00	7.00	Not Met
Students with Disabilities	11.00	7.00	Not Met
English Learners	12.50	7.00	Not Met

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

Days Absent

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



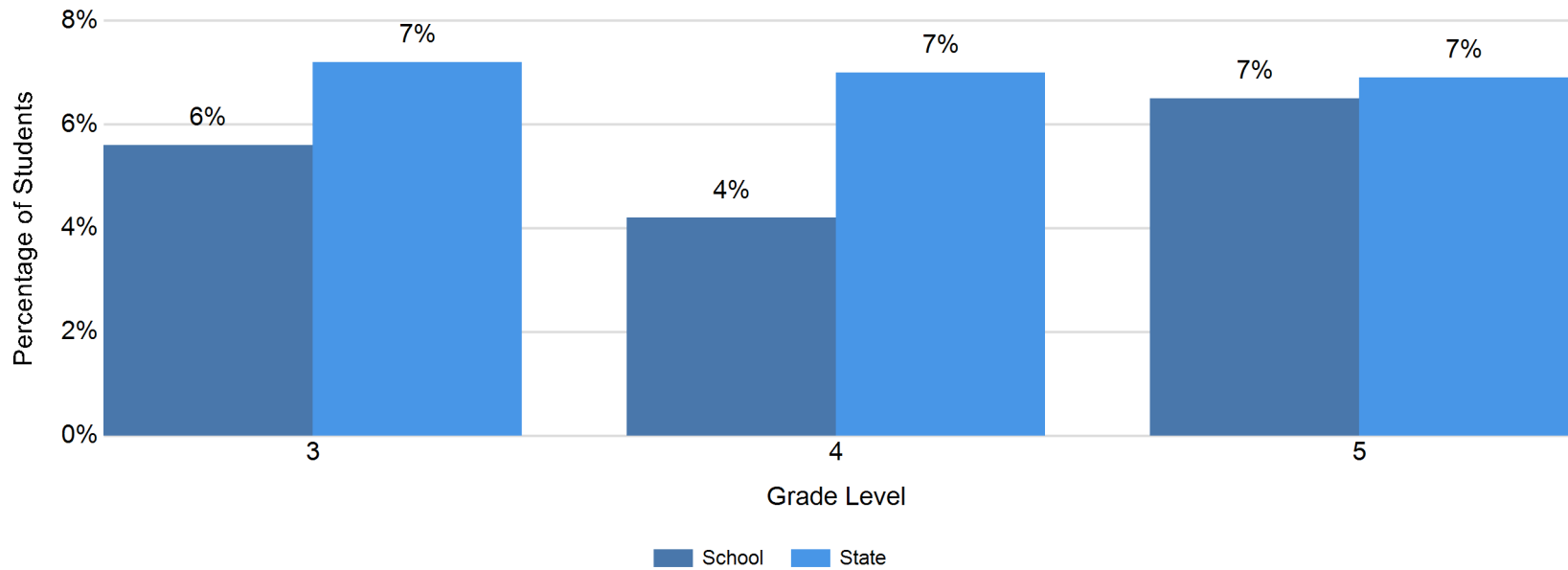


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.55

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.3%
Out-of-School Suspensions	3.2%
Any Suspension	3.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	166.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$405	\$12,266	\$12,671



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	237:1	167:1
Librarian/Media Specialists		750:1
Nurses		750:1
Counselors		375:1
Child Study Team		428:1



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

Teachers and Administrators - Level of Education

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

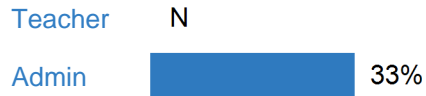
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.5	17.5%
Mathematics Proficiency	21.0	17.5%
English Language Arts Growth	62.0	25.0%
Mathematics Growth	58.3	25.0%
Chronic Absenteeism	60.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.8
Summative Rating: Percentile rank of Summative Score		43.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	34.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	51.2	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	63.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target	Met Target	Met Target	**	**	No
Economically Disadvantaged Students	54.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	59.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	51.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Hickson	Email Address:	khickson@delranschools.org
Address:	20 CREEK ROAD DELTRAN, NJ 08075	Website:	dis.delranschools.org
Phone:	(856)764-5100		

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • Achieved Bronze Level Certification with Sustainable Jersey for Schools • Implementation of Next Generation Science Standards, My Math, and Calkins Units of Study • Offers Theatre, Band, Chorus, Robotics, Student Council and Green Team Clubs and Activities
<p>Mission, Vision, Theme:</p>	<p>We are dedicated to nurturing a supportive, student-centered environment where all people are treated with dignity and respect. Our motto is "Where cubs become bears."</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>The Delran Intermediate School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our students participate in the National Geographic Bee and are also award winning PTA Reflections contest at the local, state and national level. In addition, our school has been recognized with a Lifetime Achievement Award as the top fundraising school from the New Jersey Leukemia and Lymphoma Society.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Delran Intermediate School has adopted the workshop model to foster student interest in literacy using 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 Latin, Spanish, Chinese and French foreign language study using the Middlebury Interactive Languages online program.</p>
 <p>Clubs and Activities:</p>	<p>Students participate in a variety of clubs and activities, including Student Council, Green Team, Robotics, Theatre Club, Band and Chorus. Our philanthropic activities have raised thousands of dollars annually for area and national organizations.</p>
 <p>Before and After School Programs:</p>	<p>Before and after school care is available to families through a partnership with the YMCA of Burlington County. For more information, visit https://www.ymca-bc.org/child-care/school-age-child-care/delran-intermediate-school/</p>







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 <p>Staff and Professional Learning:</p>	<p>Staff professional development occurs through many venues including in-service days, PCPEP days, and job embedded opportunities. Additionally, staff collaborate weekly in articulation meetings. The areas of focus for professional development during the 2016-2017 school year were strategies to support students in the reading units of study, implementation of the Next Generation Science Standards, and the instructional strategies to support English Language Learners.</p>
 <p>Student Supports and Services:</p>	<p>Our health and physical education program promotes positive healthy decision making and lifelong fitness. Breakfast and lunch programs are available daily.</p>
 <p>Student Health and Wellness:</p>	<p>Our health and physical education program promotes positive healthy decision making and lifelong fitness. Breakfast and lunch programs are available daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The Elementary PTA provides support to enhance the learning experience at the Delran Intermediate School with field trips, educational assemblies, family activity nights, and reading incentive programs. Our Bear Talk parent & school liaison conversations that are held throughout the year. The weekly DIS Dispatch informs parents of school happenings and the Parent Portal provides parents access to their student's information.</p>




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 <p>Facilities:</p>	<p>The Delran Intermediate School is an air conditioning facility built in 1996 that holds a media center, technology lab, art room, gymnasium, music and band room and atrium that is used as part of our Green Team activities.</p>
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School Narrative

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Other Information:

Each morning at the Delran Intermediate School, the students and staff begin the day by reciting the PAWS Promise, in which we pledge to: have a Positive attitude; Act responsibly; Work to my best ability and Show respect. Working to actively reinforce these principles, our staff takes full advantage of every opportunity presented and teaches our students to do the same as we work to inspire young minds and create life-long learners. Our mission is to provide all students appropriate challenges in a safe, nurturing learning environment that encourages risk-taking, celebrates diversity, embraces multiple learning styles and reflects high, attainable standards. In partnership with families and our community, our student-centered, research-based, rigorous and relevant curriculum allows us to help our students develop into well-prepared, socially skilled, goal-oriented, and highly productive members of society. The motto of the Delran Intermediate School is "DIS: Where Cubs Become Bears". Our motto reflects our staff's commitment to helping all students realize their fullest potential, academically, socially and emotionally. Our teachers effectively meet the needs of all learners through professional collaboration and partnership with families. We embrace educational practices that recognize and celebrate ethnic diversity and learning differences. Focusing on the whole child, our teachers provide students with multiple avenues for learning. Our students excel because of our commitment to researched-based practices, delivered in caring, supportive, culturally-responsive classrooms. Through dedication, passion and innovation, the prevailing attitude of our staff is that our actions and habits must provide our students with an exceptional education. We are privileged and proud to serve the families, students and the community of Delran.



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	225	252	213
7	208	234	259
8	237	221	228
Ungraded	19	19	16
Total	689	726	716

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	49%	47%
Male	49%	51%	53%
Economically Disadvantaged Students	24%	25%	26%
Students with Disabilities	19%	19%	18%
English Learners	1%	3%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.0%
Hispanic	9.2%
Black or African American	8.8%
Asian	3.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	3.8%

Enrollment by Home Language

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

Home Language	% of Students
English	82.1%
Portuguese	8.7%
Turkish	5.0%
Spanish	1.1%
<i>Other</i>	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	582	84.2	43.70	41.70	54.90	38.6	39.1	Met Target†
White	437	82.5	45.30	43.80	63.90	39.3	38.7	Met Target
Hispanic	49	92.1	40.80	32.60	39.80	38.9	35.4	Met Target
Black or African American	53	84.8	28.30	31.90	35.20	25.1	38.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	95.7	54.60	54.40	80.70	54.6	57.6	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	21	88.9	42.90	*	54.90	39.5	N	N
Female	276	84.1	49.30	48.90	62.20	43.7		
Male	306	84.3	38.50	35.10	48.10	34		
Economically Disadvantaged Students	145	83.4	26.20	30.30	36.20	*	28.5	Not Met
Non-Economically Disadvantaged Students	437	84.5	49.40	45.70	65.80	*		
Students with Disabilities	102	78.5	21.60	22.00	20.50	17.8	18.2	Met Target†
Students without Disabilities	480	85.5	48.30	46.20	61.90	43.3		
English Learners	46	88.9	10.80	*	25.20	10.1	N	N
Non-English Learners	536	83.8	46.40	*	57.40	40.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	741	741	752	7%	19%	39%	28%	6%	34%	54%
White	144	743	743	758	*	17%	42%	30%	*	36%	63%
Hispanic	17	734	734	740	*	*	*	*	*	29%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	76	746	746	758	*	16%	45%	30%	*	37%	61%
Male	107	737	737	746	*	22%	36%	27%	*	33%	46%
Economically Disadvantaged Students	53	729	729	737	*	30%	34%	*	*	19%	34%
Non-Economically Disadvantaged Students	130	745	745	761	*	15%	42%	*	*	41%	65%
Students with Disabilities	28	722	722	722	*	36%	*	*	*	14%	17%
Students without Disabilities	155	744	744	758	*	16%	*	*	*	38%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	750	750	756	8%	10%	33%	35%	13%	49%	59%
White	156	751	751	764	8%	7%	34%	36%	15%	51%	69%
Hispanic	18	739	739	742	*	*	*	*	*	44%	44%
Black or African American	25	745	745	737	0%	*	40%	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	97	754	754	764	*	*	33%	35%	17%	52%	68%
Male	119	746	746	749	*	*	33%	35%	11%	46%	51%
Economically Disadvantaged Students	50	731	731	739	*	*	34%	26%	*	28%	40%
Non-Economically Disadvantaged Students	166	756	756	766	*	*	33%	38%	*	55%	70%
Students with Disabilities	38	729	729	719	*	*	45%	*	*	21%	19%
Students without Disabilities	178	754	754	763	*	*	30%	*	*	55%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	742	742	757	19%	15%	22%	34%	11%	45%	59%
White	138	748	748	764	15%	15%	23%	34%	15%	49%	68%
Hispanic	20	720	720	742	*	*	*	*	0%	35%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	108	754	754	766	13%	*	19%	40%	*	56%	68%
Male	87	727	727	749	25%	*	25%	26%	*	31%	50%
Economically Disadvantaged Students	44	719	719	739	36%	*	*	23%	*	27%	40%
Non-Economically Disadvantaged Students	151	749	749	766	13%	*	*	37%	*	50%	69%
Students with Disabilities	26	721	721	718	*	*	*	*	0%	19%	18%
Students without Disabilities	169	745	745	764	*	*	*	*	12%	49%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

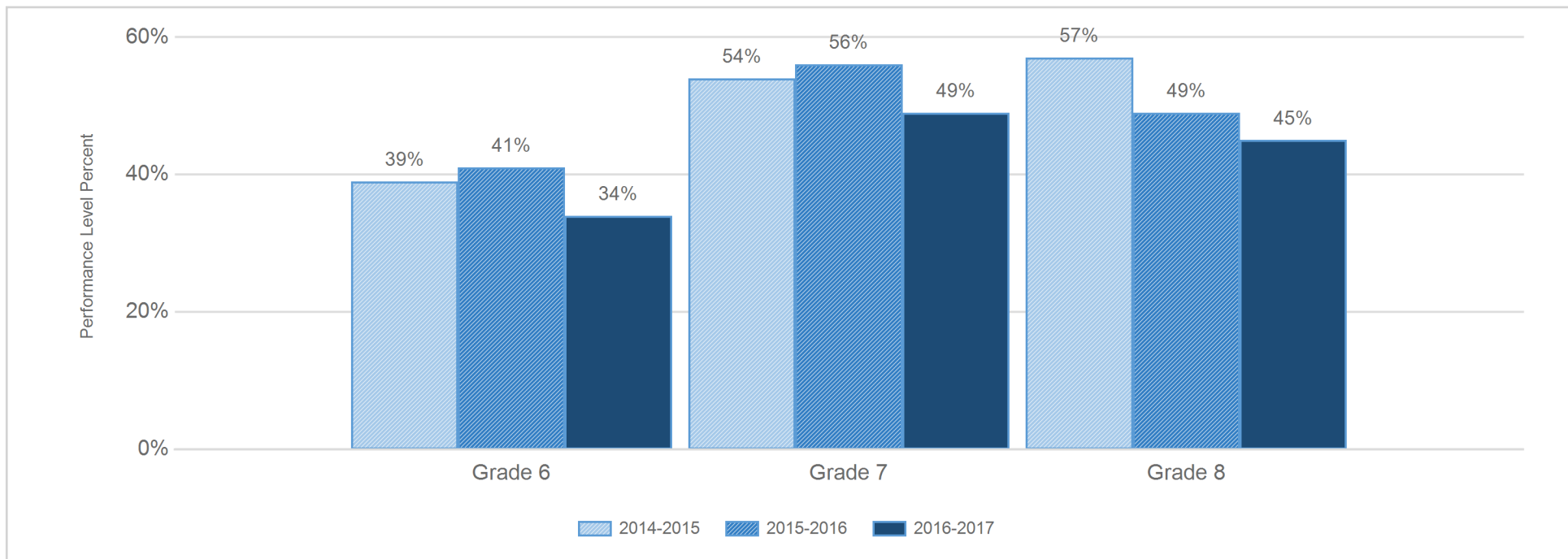


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	583	84.6	42.40	34.40	43.50	37.7	33.6	Met Target
White	438	83.0	43.80	36.40	52.40	38.4	34.7	Met Target
Hispanic	49	92.2	38.80	24.30	27.60	37	27.2	Met Target
Black or African American	53	84.8	22.70	21.30	21.70	20.1	26.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	95.7	63.60	*	75.60	63.6	48.5	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	21	88.9	47.60	*	44.90	43.9	N	N
Female	276	84.2	40.20	33.80	44.10	35.7		
Male	307	85.0	44.30	34.80	42.90	39.4		
Economically Disadvantaged Students	145	83.4	22.10	21.20	25.10	*	20.3	Met Target†
Non-Economically Disadvantaged Students	438	85.0	49.10	39.20	54.30	*		
Students with Disabilities	102	79.1	17.60	*	16.50	14.7	16	Met Target†
Students without Disabilities	481	85.9	47.60	*	48.80	42.9		
English Learners	46	89.3	19.50	*	23.30	18.2	N	N
Non-English Learners	537	84.2	44.30	*	45.20	39.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	741	741	743	7%	20%	37%	29%	7%	36%	44%
White	144	743	743	751	*	19%	40%	29%	*	36%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	77	741	741	745	*	23%	42%	27%	*	34%	45%
Male	106	741	741	742	*	18%	34%	30%	*	38%	43%
Economically Disadvantaged Students	54	728	728	728	*	26%	37%	19%	*	22%	24%
Non-Economically Disadvantaged Students	129	746	746	752	*	18%	37%	33%	*	42%	56%
Students with Disabilities	28	718	718	717	*	*	*	*	*	14%	13%
Students without Disabilities	155	745	745	748	*	*	*	*	*	40%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	743	743	741	*	19%	34%	37%	*	41%	40%
White	152	744	744	748	*	16%	34%	40%	*	43%	49%
Hispanic	19	735	735	730	*	*	*	*	0%	37%	23%
Black or African American	25	739	739	726	*	*	40%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	94	738	738	743	*	28%	34%	28%	*	32%	41%
Male	118	747	747	740	*	13%	35%	44%	*	48%	38%
Economically Disadvantaged Students	50	727	727	729	*	30%	36%	20%	*	20%	22%
Non-Economically Disadvantaged Students	162	748	748	749	*	16%	34%	42%	*	47%	50%
Students with Disabilities	38	718	718	716	*	47%	*	*	*	13%	11%
Students without Disabilities	174	748	748	746	*	13%	*	*	*	47%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	724	724	728	21%	31%	25%	24%	0%	24%	28%
White	85	726	726	736	18%	32%	26%	25%	0%	25%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	19	709	709	715	*	*	*	*	0%	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	63	726	726	730	*	35%	30%	21%	*	21%	30%
Male	69	722	722	725	*	28%	20%	26%	*	26%	26%
Economically Disadvantaged Students	38	714	714	719	34%	34%	*	*	0%	13%	19%
Non-Economically Disadvantaged Students	94	728	728	734	15%	30%	*	*	0%	28%	34%
Students with Disabilities	27	720	720	705	*	37%	*	*	0%	22%	*
Students without Disabilities	105	725	725	734	*	30%	*	*	0%	24%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	775	739	743	0%	0%	*	88%	*	93%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	48	776	745	744	*	*	*	85%	*	92%	43%
Male	21	774	734	741	*	*	*	95%	*	95%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	69	775	745	747	0%	0%	*	88%	*	93%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	69	775	741	745	0%	0%	*	88%	*	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	725	N	N	N	N	N	N	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	729	N	N	N	N	N	N	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	N	N	N	726	N	N	N	N	N	N	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

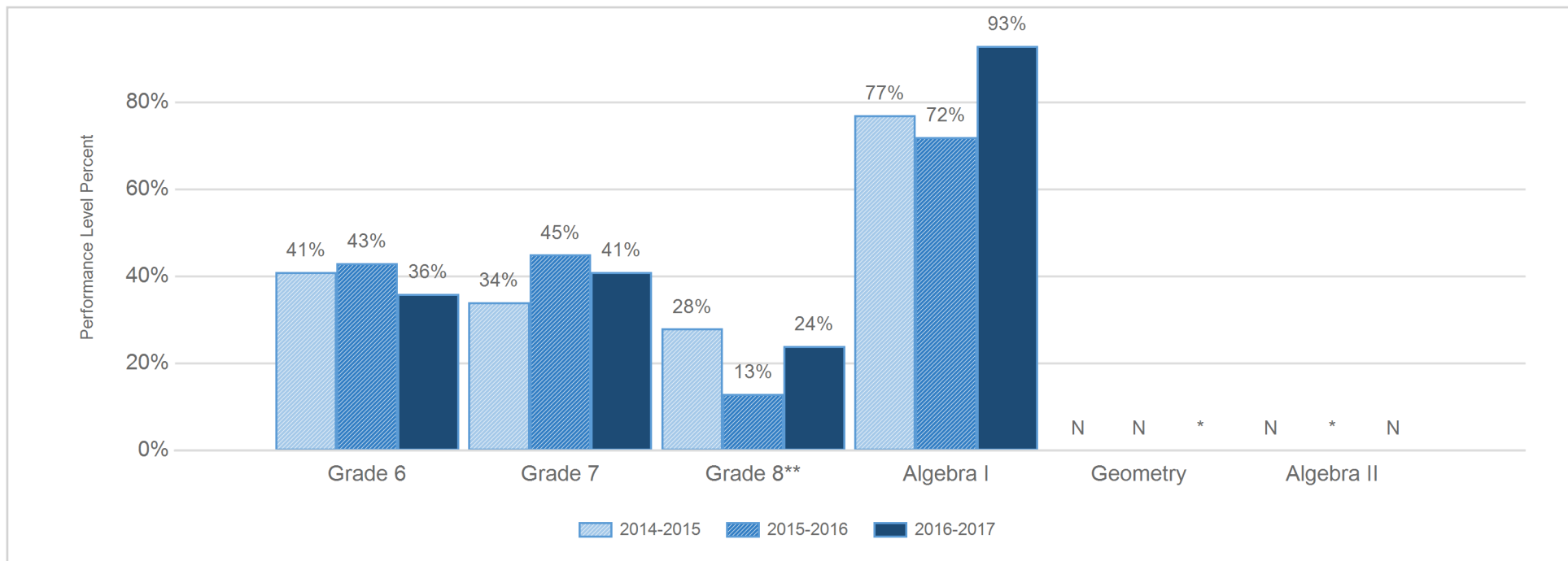


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	13	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

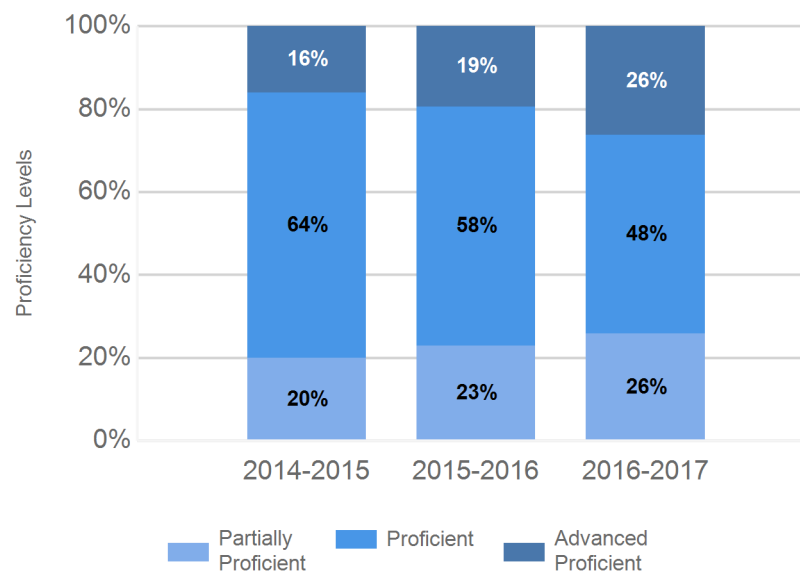
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	26%	48%	26%
White	30%	49%	21%
Hispanic	13%	44%	44%
Black or African American	11%	52%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	15%	42%	44%
Students with Disabilities	15%	32%	54%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	32	41	50	Not Met	64.5	57	50	Exceeds Target
White	33	40	50	Not Met	66	61	52	Exceeds Target
Hispanic	35	53	49	Not Met	54	53	47	**
Black or African American	17.5	35	45	Not Met	53	48.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	45.5	60	Met Target	70	61.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	21	25.5	51	**	57.5	40	52	**
Economically Disadvantaged	37.5	45	47	Not Met	53.5	52	46	Met Target
Students with Disabilities	44	43	41	Met Target	49	50	43	Met Target
English Learners	48.5	51	53	Met Target	72.5	68	51	Exceeds Target

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

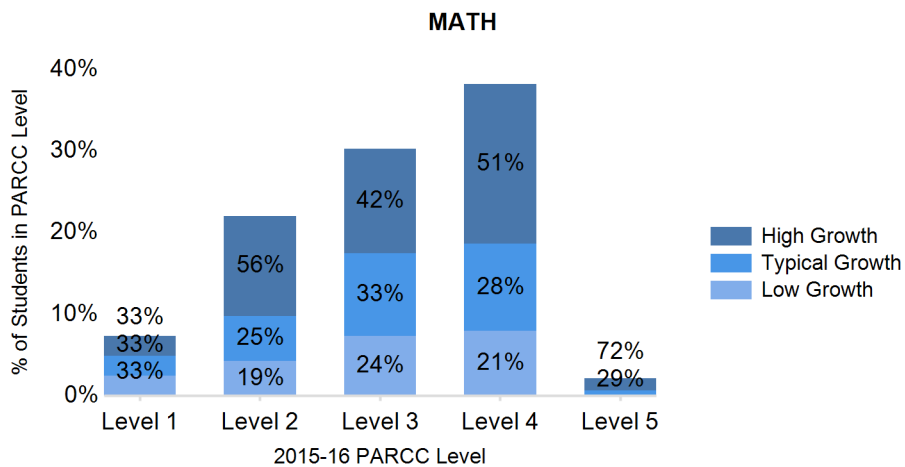
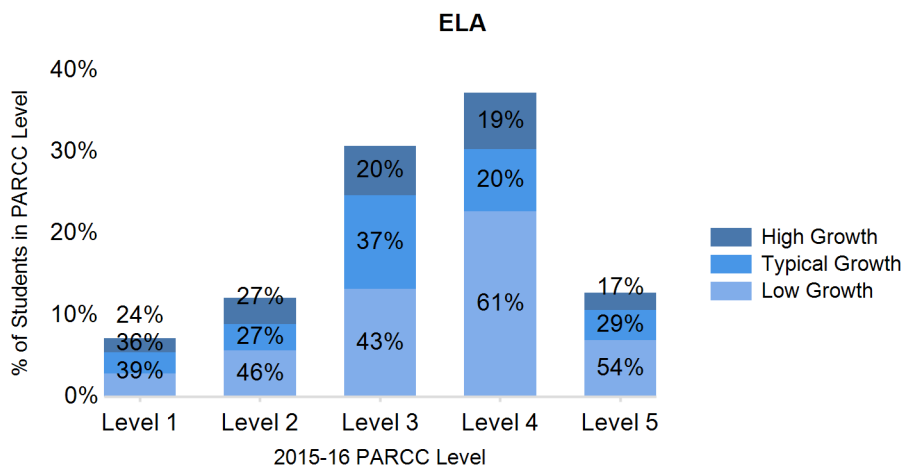
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

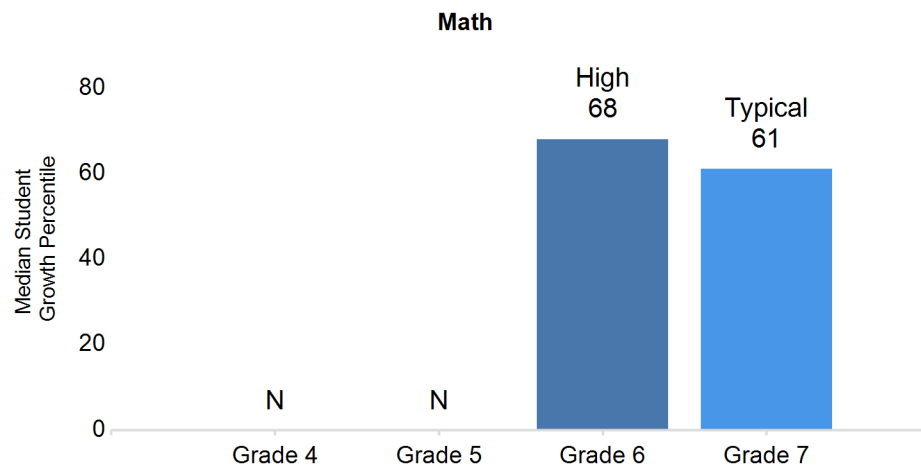
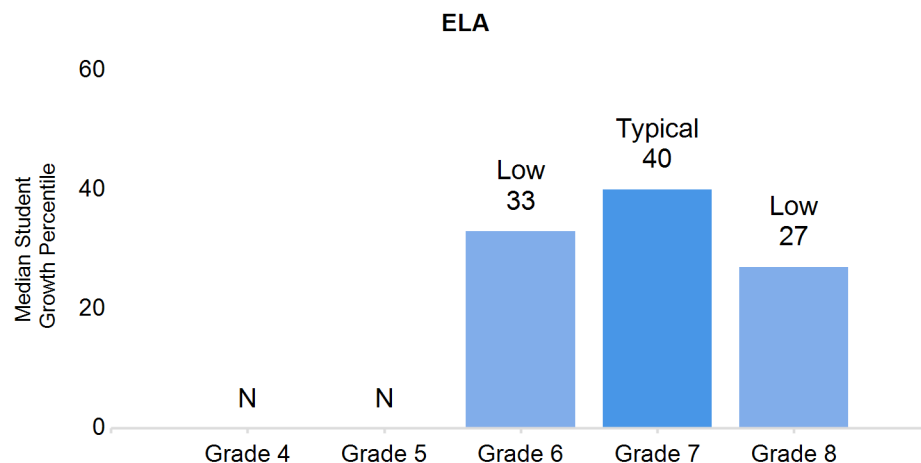
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	219
7	4	2	260
8	69	0	161
Schoolwide	73	2	640

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	199	0	0	0	0	0	0
7	260	0	0	0	0	0	0
8	77	0	0	0	70	0	0
Schoolwide	536	0	0	0	70	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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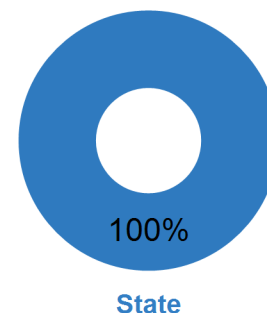
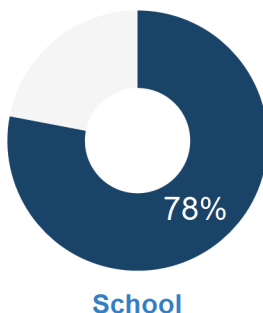
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Visual and Performing Arts – Course Participation

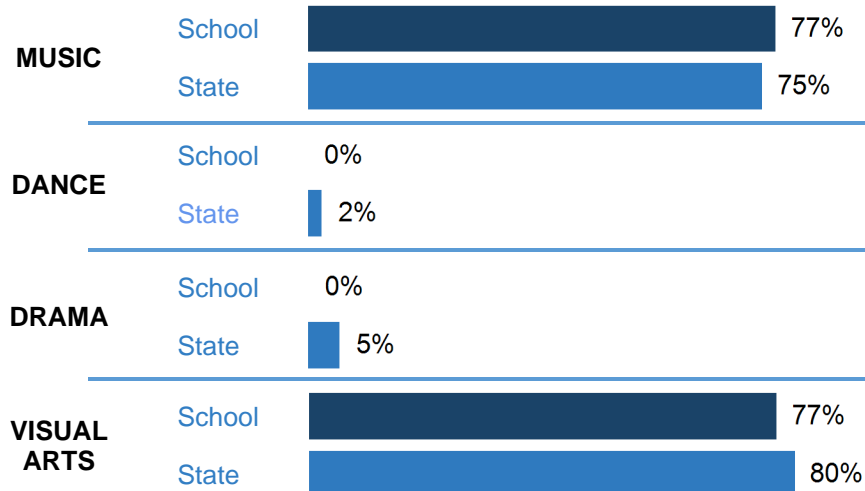
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

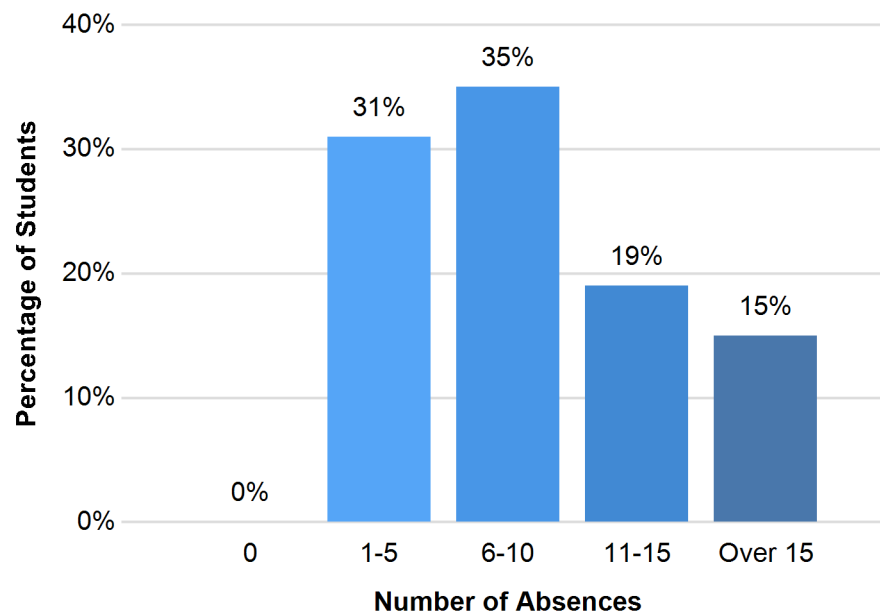
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	8.70	Not Met
White	10.80	8.70	Not Met
Hispanic	18.20	8.70	Not Met
Black or African American	10.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	8.70	Not Met
Economically Disadvantaged Students	17.50	8.70	Not Met
Students with Disabilities	23.40	8.70	Not Met
English Learners	25.00	8.70	Not Met

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

Days Absent

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



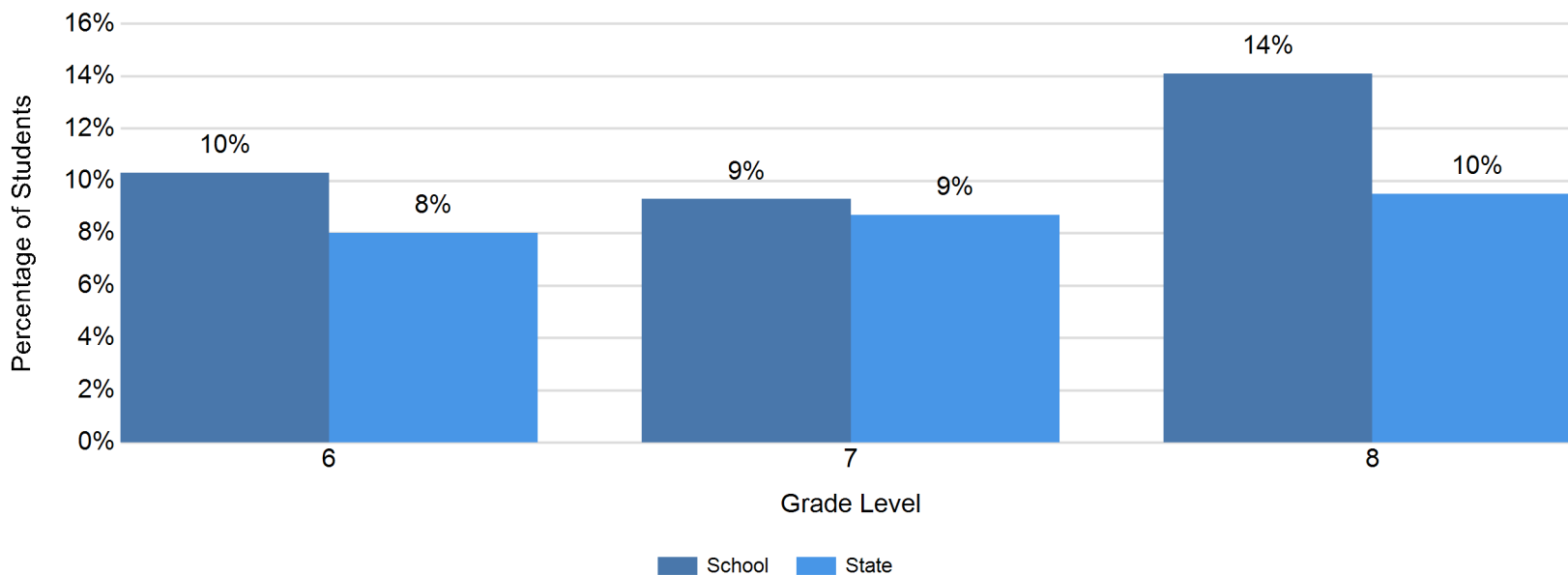


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.09

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	7.8%
Out-of-School Suspensions	2.5%
Any Suspension	8.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	166.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$405	\$12,266	\$12,671



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	358:1	167:1
Librarian/Media Specialists		750:1
Nurses		750:1
Counselors		375:1
Child Study Team		428:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	14.8	17.5%
Mathematics Proficiency	29.9	17.5%
English Language Arts Growth	5.7	25.0%
Mathematics Growth	86.6	25.0%
Chronic Absenteeism	17.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.5
Summative Rating: Percentile rank of Summative Score		23.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	33.5	11.9	No	Met Target†	Met Target	Not Met	Not Met	Exceeds Target	No
White	28.1	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Hispanic	31.6	11.9	No	Met Target	Met Target	Not Met	Not Met	**	No
Black or African American	40.0	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	23.5	11.9	No	Met Target†	Met Target	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	31.2	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	49.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	42.2	11.9	No	N	N	Not Met	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. DeVicaris	Email Address:	wdevicaris@delranschools.org
Address:	905 CHESTER AVENUE DELTRAN, NJ 08075	Website:	dms.delranschools.org
Phone:	(856)461-8822	Twitter:	https://twitter.com/@WDeVicaris

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Achieved Bronze Level Certification with Sustainable Jersey for Schools. • Varsity Girls Basketball team crowned Blue Division Champions • Implementation of NGSS in all grade levels brought an engaging and in-depth study of science to our school
 <p>Mission, Vision, Theme:</p>	<p>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.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>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.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>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, and computers.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Co-ed)</p> <p>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. Delran Middle School also offers intramural programs involving soccer and dodgeball where students compete against other students at our school.</p>
 <p>Clubs and Activities:</p>	<p>Delran Middle School offers a wide array of clubs and activities every day after school. Some are an extension of our academic programs by offering clubs in art, spanish, history, battle of the books, choir, band, rocketry and robotics. Other clubs provide experiences in baking, making good choices, puzzles, board games, chess, yearbook, student council, school spirit, and drama.</p>







Delran Middle School
2016-2017

Grade Span 06-08

05-1060-007
BURLINGTON
DELTRAN TWP
905 CHESTER AVENUE
DELTRAN, NJ 08075

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.

 <p>Staff and Professional Learning:</p>	<p>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 areas of focus for professional development during the 2016-17 school year were strategies to support students in the writing units of study, implementation of the Next Generation Science Standards and instructional techniques to support English Language learners.</p>
 <p>Student Supports and Services:</p>	<p>To support our students, we have two part-time ESL teachers, a basic skills teacher, two guidance counselors, and a full complement of special education services. The district also employs a full-time behaviorist to support students, and our building houses the district's school psychologist and social worker. Our intervention and referral team meets regularly to discuss strategies to support struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>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.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



Delran Middle School
2016-2017
Grade Span 06-08

05-1060-007
 BURLINGTON
 DELRAN TWP
 905 CHESTER AVENUE
 DELRAN, NJ 08075

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.



Facilities:

Delran Middle School was built in 1960. Additions were put on the school in 1964, 2001, and 2010. Each classroom has an air conditioning unit. We have a beautiful courtyard which serves as an outside space for learning. We also have renovated science labs and three full size computer labs.



Delran Middle School
2016-2017
Grade Span 06-08

05-1060-007
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School Narrative

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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.



Millbridge Elementary School
2016-2017


Grade Span PK-02

05-1060-050
BURLINGTON
DELRAN TWP
282 CONROW ROAD
DELRAN, NJ 08075-9751

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Millbridge Elementary School
2016-2017**

Grade Span PK-02

05-1060-050
BURLINGTON
DELTRAN TWP
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	24	21	7
KG	239	228	193
1	240	224	225
2	198	236	215
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	40	45	48
Total	741	754	688

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	21	21	7
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	236	228	193

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	45%	46%
Male	55%	55%	54%
Economically Disadvantaged Students	18%	29%	28%
Students with Disabilities	15%	18%	20%
English Learners	5%	13%	17%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.7%
Hispanic	13.2%
Black or African American	7.8%
Asian	3.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

Enrollment by Home Language

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

Home Language	% of Students
English	78.6%
Portuguese	11.6%
Turkish	6.4%
Spanish	1.0%
Other	2.1%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

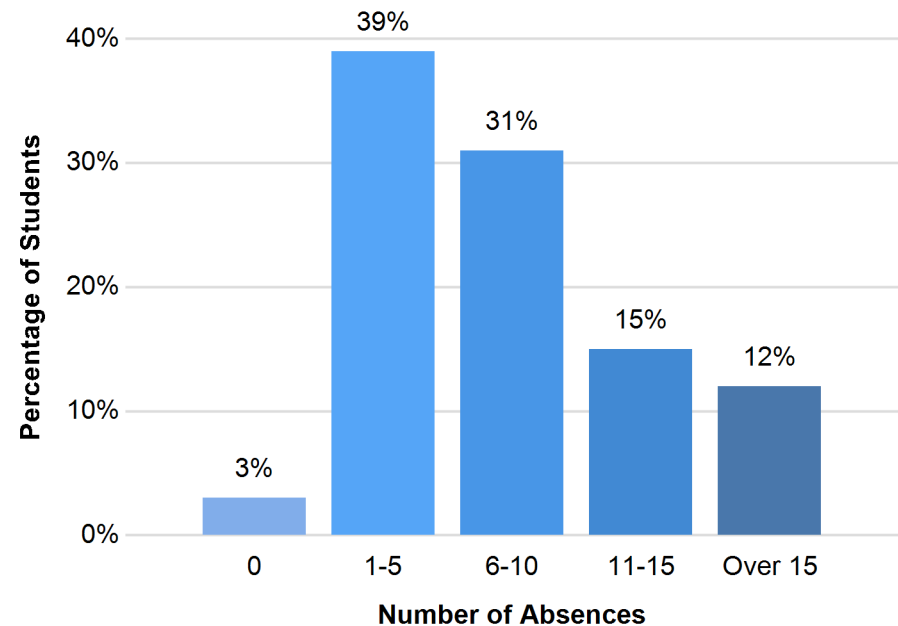
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	9.80	Met Target
White	8.50	9.80	Met Target
Hispanic	12.60	9.80	Not Met
Black or African American	15.40	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	9.80	Not Met
Economically Disadvantaged Students	13.40	9.80	Not Met
Students with Disabilities	20.20	9.80	Not Met
English Learners	20.40	9.80	Not Met

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

Days Absent

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





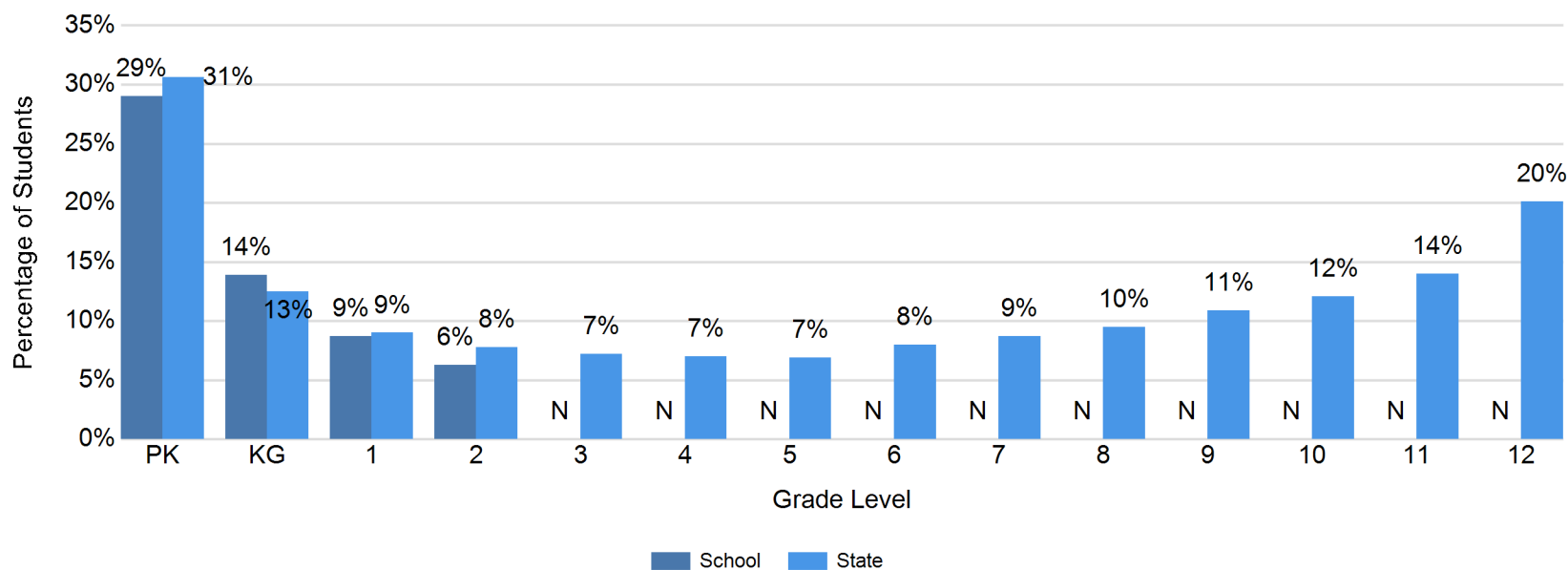
**Millbridge Elementary School
2016-2017**

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DELRAN TWP
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DELRAN, NJ 08075-9751

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Millbridge Elementary School
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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$405	\$12,266	\$12,671



Millbridge Elementary School
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	55%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	8.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	688:1	167:1
Librarian/Media Specialists		750:1
Nurses		750:1
Counselors		375:1
Child Study Team		428:1



Millbridge Elementary School
2016-2017

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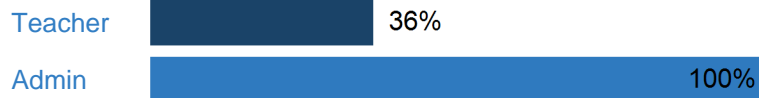
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



**Millbridge Elementary School
2016-2017**

Grade Span PK-02




05-1060-050
BURLINGTON
DELRAN TWP
282 CONROW ROAD
DELRAN, NJ 08075-9751

School General Info

Principal:	Mrs. Lowe	Email Address:	jlowe@delranschools.org
Address:	282 CONROW ROAD DELRAN, NJ 08075-9751	Website:	mes.delranschools.org
Phone:	(856)461-2900	Twitter:	https://twitter.com/MB_Principal

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:	<ul style="list-style-type: none"> • Blue Ribbon Lighthouse School of Excellence • Sustainable Jersey for Schools Bronze Level Certified, 2017 Project Unless Grand Prize Winner • Curriculum includes Units of Study for Reading & Writing, Foundations, 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 be 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.






**Millbridge Elementary School
2016-2017**

Grade Span PK-02

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 <p>Courses, Curriculum, Instruction:</p>	<p>Millbridge nurtures creativity & instills a love of reading & writing in our young learners using Units of Study for Teaching Reading & Writing. We also support decoding and encoding using the Foundations program. The inquiry-based Math Investigations program allows students to develop a strong conceptual understanding of mathematical principles & reasoning. These approaches enable teachers to deliver instruction tailored to the individual needs of each student.</p>
 <p>Clubs and Activities:</p>	<p>Periodic club days are held to allow every 1st & 2nd grade student to participate 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, tennis, computers, robotics, puzzles, board games, strategy games, & general fitness. We also have a very involved and active Green Team as well as an after-school robotics club.</p>
 <p>Before and After School Programs:</p>	<p>Before and after school care is available to families through a partnership with the YMCA of Burlington County. For more information, visit www.ymca-bc.org/child-care/school-age-child-care/millbridge-elementary-school/</p>







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 <p>Staff and Professional Learning:</p>	<p>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 2016-17 school year were strategies to support students in the reading units of study curricula, implementation of the Next Generation Science Standards and instructional techniques to support English Language learners.</p>
 <p>Student Supports and Services:</p>	<p>To support our students, we have two full-time ESL teachers, a full-time reading specialist, and four part-time basic skills teachers. We have a full complement of special education services including two preschool disabled classrooms, ICR classes, POR classes, a K-2 Autism program and two self-contained settings. The district also employs a full-time behaviorist to support students. Our intervention and referral team utilizes the Masonic Model Student Assistance Program.</p>
 <p>Student Health and Wellness:</p>	<p>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.</p>
 <p>Parent and Community Involvement:</p>	<p>The Elementary PTA 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. Parent Portal provides parents access to their student's information. Parent Advisory groups exist for English language learners & students with disabilities. Twitter is also used to share information.</p>



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School Narrative

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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.



**Millbridge Elementary School
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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 a full-time nurse at the school level along with a district-wide behaviorist. 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, the school recites the "Cubs Care Promise" and staff and students craft daily messages to help support the social and emotional development of our learners. 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 safe educational environment for all students in our school.



Other Information: