



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Delran Township School District
Principal Name	Mr. Daniel Finkle
Address	50 HARTFORD ROAD DELRAN, NJ 08075
Phone Number	856-461-6100
Email Address	<a href="mailto:dfinkle@delranschools.org">dfinkle@delranschools.org</a>
Website	<a href="http://dhs.delranschools.org">http://dhs.delranschools.org</a>
Facebook	<a href="https://www.facebook.com/DelranPrincipal/?modal=admin_todo_tour">https://www.facebook.com/DelranPrincipal/?modal=admin_todo_tour</a>
Twitter	<a href="https://twitter.com/DelranHS_Princ">https://twitter.com/DelranHS_Princ</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	221	219	257
10	228	218	224
11	220	224	215
12	216	218	217
Total	885	879	913

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.2%	48.3%
Male	52.1%	51.8%	51.7%
Economically Disadvantaged Students	21.4%	20.9%	21.6%
Students with Disabilities	12.2%	13.2%	13.5%
English Learners	2.5%	3.6%	4.3%
Homeless Students	0.3%	0.5%	0.2%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.4%	73.5%	73.8%
Hispanic	10.3%	10.6%	9.2%
Black or African American	10.8%	10.6%	11.4%
Asian	3.8%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	2.0%	2.5%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	885	879	913
Shared Time Students	0	0	0
Full Time Equivalent	885	879	913

### Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Portuguese	6.6%
Turkish	3.5%
Other Languages	3.2%



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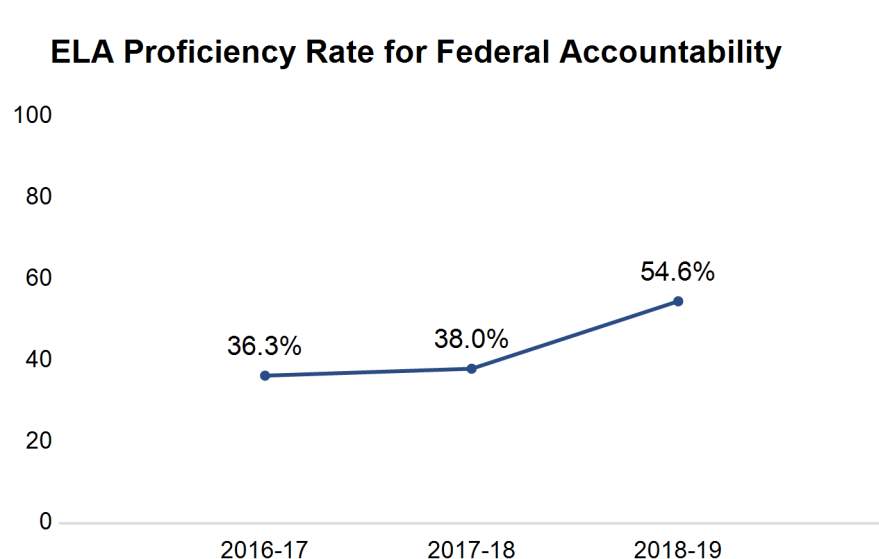
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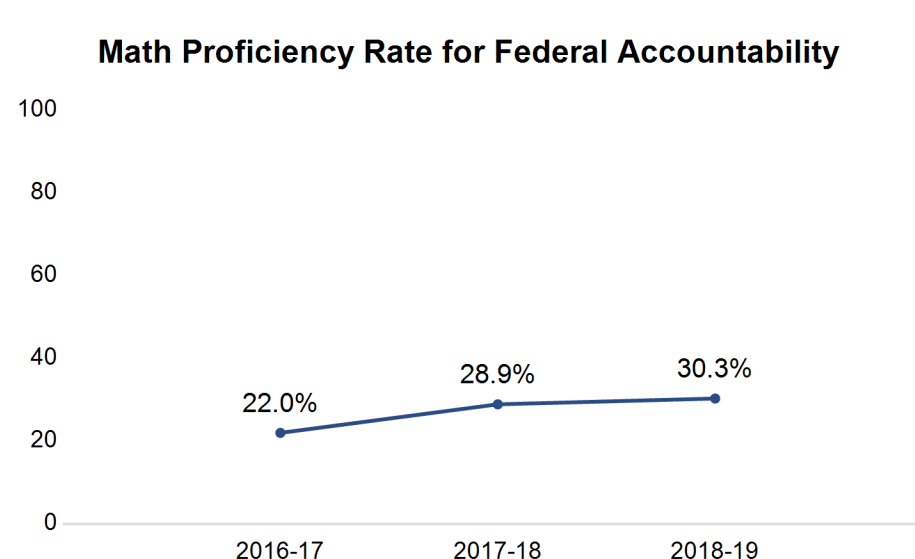
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.8%	97.9%	98.4%	90.5%	98.2%	98.0%
Proficiency Rate for Federal Accountability	36.3%	38.0%	54.6%	22.0%	28.9%	30.3%
Annual Target	25.9%	28.7%	31.5%	19.0%	22.2%	25.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	471	98.4	54.6	51.6	57.9	54.6	31.5	Met Target
White	353	98.1	56.9	53.9	66.9	56.9	31.3	Met Target
Hispanic	39	100.0	35.9	38.9	43.9	35.9	32.9	Met Target
Black or African American	48	100.0	43.8	40.1	38.5	43.8	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	*	82.9	68.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	94.1	66.7	56.8	64.4	65.8	**	**
Female	231	98.3	62.3	57.6	64.8	62.3		
Male	240	98.4	47.1	46.1	51.3	47.1		
Economically Disadvantaged Students	101	97.2	39.6	39.3	40.0	39.6	22.2	Met Target
Non-Economically Disadvantaged Students	370	98.7	58.6	55.2	67.9	58.6		
Students with Disabilities	79	94.3	25.3	27.3	22.7	25.1	23.7	Met Target
Students without Disabilities	392	99.2	60.5	57.1	65.1	60.5		
English Learners	24	100.0	*	*	29.3	*	17.6	Not Met
Non-English Learners	447	98.3	*	*	60.6	*		
Homeless Students	N	N	N	36.4	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	27.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



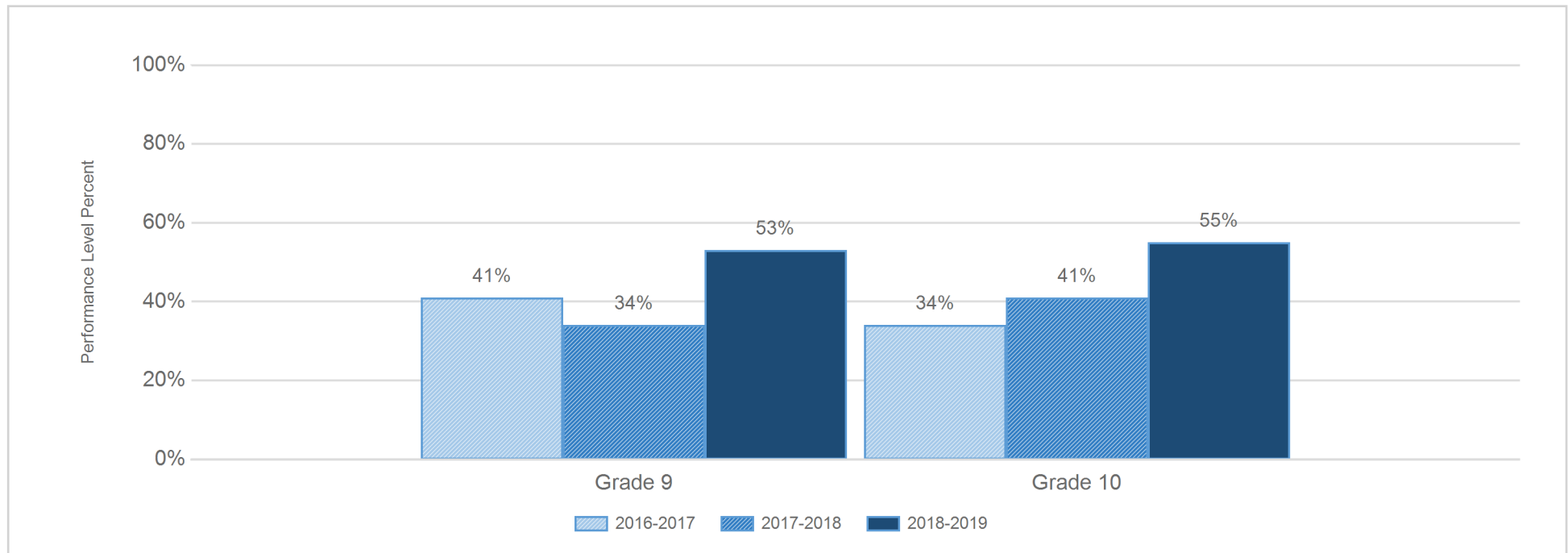
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	251	754	754	753	6%	10%	30%	38%	16%	53%	56%
White	189	754	754	762	6%	10%	31%	38%	15%	53%	65%
Hispanic	20	736	736	737	*	*	*	*	*	40%	40%
Black or African American	24	759	759	732	0%	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	115	758	758	760	*	*	28%	38%	18%	57%	63%
Male	136	749	749	746	*	*	32%	38%	13%	51%	49%
Economically Disadvantaged Students	50	732	732	734	*	*	28%	*	*	34%	36%
Non-Economically Disadvantaged Students	201	759	759	762	*	*	31%	*	*	58%	65%
Students with Disabilities	43	730	730	717	*	*	33%	*	*	26%	17%
Students without Disabilities	208	758	758	760	*	*	30%	*	*	59%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	222	754	754	757	10%	13%	22%	38%	17%	55%	58%
White	162	759	759	767	9%	12%	18%	40%	21%	61%	67%
Hispanic	20	733	733	738	*	*	*	*	*	30%	43%
Black or African American	26	739	739	733	*	*	42%	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	115	766	766	766	*	*	18%	*	*	69%	66%
Male	107	742	742	749	*	*	26%	*	*	40%	51%
Economically Disadvantaged Students	53	745	745	735	*	*	28%	*	*	43%	40%
Non-Economically Disadvantaged Students	169	757	757	767	*	*	20%	*	*	59%	67%
Students with Disabilities	34	719	719	711	35%	*	*	*	*	21%	19%
Students without Disabilities	188	761	761	765	5%	*	*	*	*	61%	65%
English Learners	10	694	694	687	*	0%	*	*	*	10%	*
Non-English Learners	212	757	757	760	*	14%	*	*	*	57%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	468	98.0	30.3	38.6	44.5	30.3	25.4	Met Target
White	350	97.5	30.9	40.7	54.1	30.9	25.3	Met Target
Hispanic	40	100.0	20.0	24.2	28.8	20.0	18.2	Met Target
Black or African American	48	100.0	22.9	26.5	23.0	22.9	23.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	*	76.5	60.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	93.7	40.0	43.2	53.3	39.5	**	**
Female	231	97.9	26.4	34.9	44.9	26.4		
Male	237	98.0	34.2	42.0	44.2	34.2		
Economically Disadvantaged Students	101	97.2	19.8	23.4	26.3	19.8	16.2	Met Target
Non-Economically Disadvantaged Students	367	98.2	33.2	43.1	54.9	33.2		
Students with Disabilities	81	96.6	*	*	17.4	*	15	Not Met
Students without Disabilities	387	98.2	*	*	50.0	*		
English Learners	25	100.0	*	*	25.0	*	22	Not Met
Non-English Learners	443	97.8	*	*	46.5	*		
Homeless Students	N	N	N	18.2	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	54.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



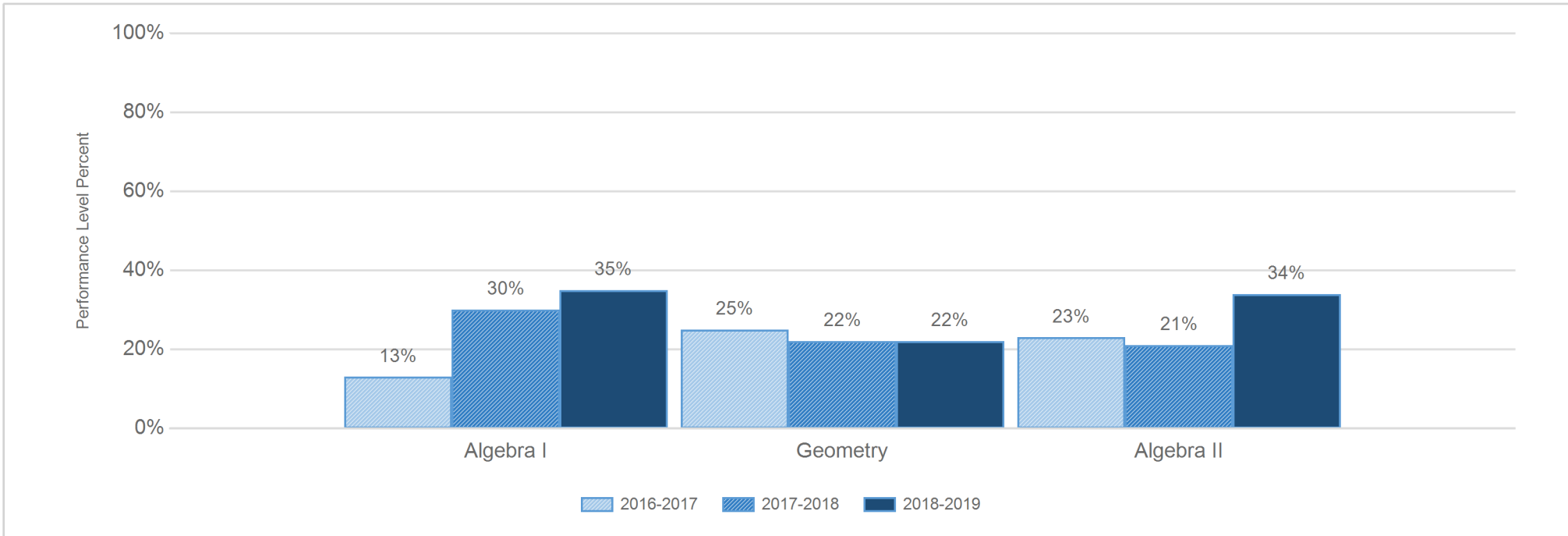
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	194	737	746	744	7%	29%	29%	*	*	35%	42%
White	136	738	748	752	*	*	*	35%	0%	35%	53%
Hispanic	25	726	*	728	*	44%	*	*	*	24%	24%
Black or African American	21	739	*	725	*	*	*	*	*	38%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	89	732	740	745	*	35%	30%	*	*	28%	44%
Male	105	741	751	743	*	25%	28%	*	*	41%	41%
Economically Disadvantaged Students	53	729	*	727	*	40%	23%	*	*	26%	23%
Non-Economically Disadvantaged Students	141	740	*	752	*	26%	31%	*	*	38%	52%
Students with Disabilities	43	719	*	717	*	*	*	*	*	*	12%
Students without Disabilities	151	742	*	748	*	*	*	*	*	*	47%
English Learners	11	705	705	710	*	*	*	*	*	*	*
Non-English Learners	183	739	748	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	179	727	727	737	14%	28%	35%	22%	0%	22%	35%
White	136	729	*	743	13%	28%	37%	23%	0%	23%	43%
Hispanic	14	715	715	724	*	*	*	*	*	14%	17%
Black or African American	21	716	716	720	*	*	*	*	*	14%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	78	728	728	738	13%	27%	38%	22%	0%	22%	36%
Male	101	726	*	736	15%	30%	33%	23%	0%	23%	34%
Economically Disadvantaged Students	33	714	714	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	146	730	*	743	*	*	*	*	*	*	43%
Students with Disabilities	34	705	705	712	*	*	*	*	*	*	*
Students without Disabilities	145	732	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	100	740	740	755	*	*	32%	34%	0%	34%	58%
White	76	743	743	758	*	*	*	38%	0%	38%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	67	739	739	752	*	*	*	30%	0%	30%	55%
Male	33	743	743	758	*	*	*	42%	0%	42%	62%
Economically Disadvantaged Students	20	728	728	729	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	80	743	743	761	*	*	*	*	*	39%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	58.3%	40.9%	Met Target

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	86.4%	13.6%
3-4	13	69.2%	30.8%
5 or more	*	*	*



**Delran High School**  
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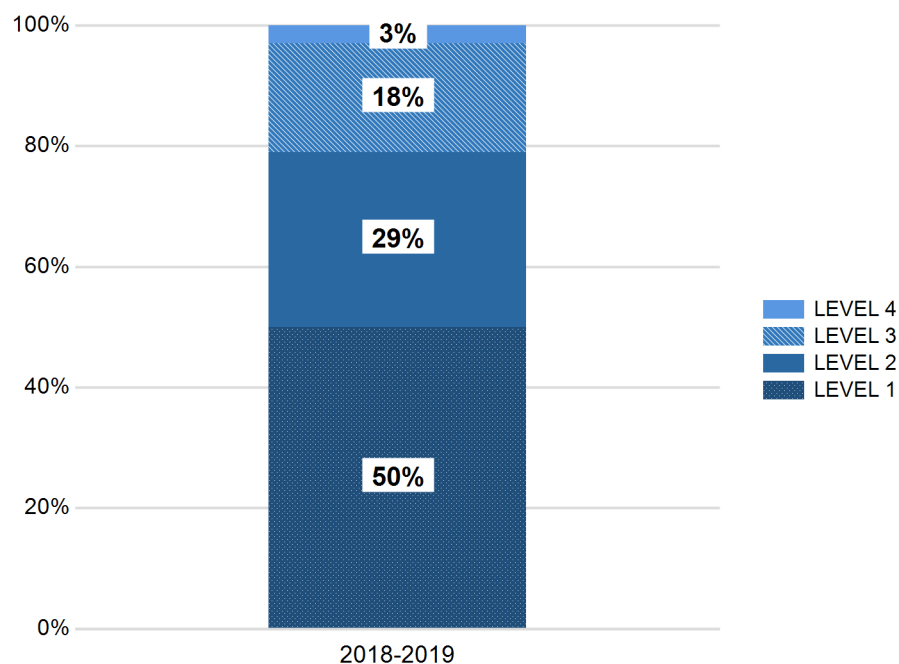
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	50	29	18	3
White	46	32	17	4
Hispanic	59	30	11	0
Black or African American	58	27	15	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	32	24	1
Male	55	27	13	5
Economically Disadvantaged Students	68	26	6	0
Non-Economically Disadvantaged Students	44	30	22	4
Students with Disabilities	72	24	3	0
Students without Disabilities	46	30	20	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	19.8%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	460	476	Grade 10: 430 Grade 11: 460	60%	61%
PSAT 10/NMSQT - Math	461	477	Grade 10: 480 Grade 11: 510	34%	43%
SAT - Reading and Writing	546	539	480	78%	70%
SAT - Math	535	541	530	54%	53%
ACT - Reading	23	25	22	65%	66%
ACT - English	22	24	18	74%	81%
ACT - Math	23	24	22	63%	65%
ACT - Science	23	24	23	53%	57%



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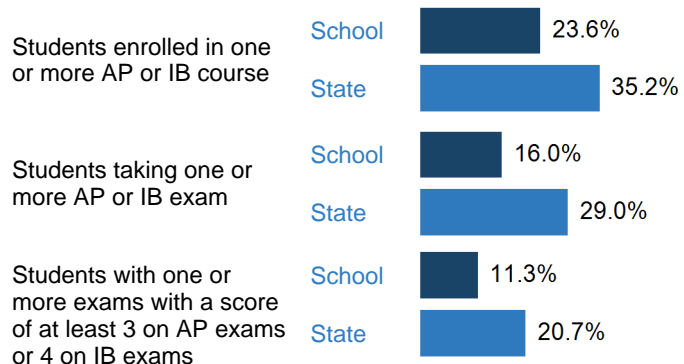
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

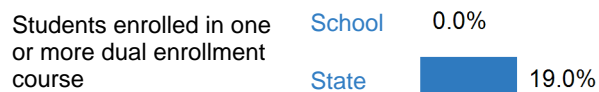
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	14
AP Calculus AB	38	23
AP Calculus BC	7	5
AP Chemistry	10	10
AP Computer Science A	9	0
AP English Language and Composition	20	18
AP English Literature and Composition	18	4
AP European History	6	2
AP French Language and Culture	2	0
AP Human Geography	21	9
AP Music Theory	4	2
AP Physics C	5	0
AP Physics C: Mechanics	0	2
AP Spanish Language	11	4
AP Statistics	9	3
AP U.S. Government and Politics	14	5



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	0	32
Total Exams taken		133
Exams with scores of at least 3 on AP exams or 4 on IB exams		98



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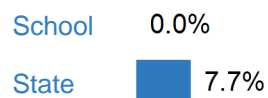
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation

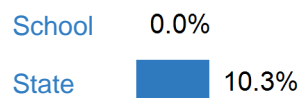
The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for 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 shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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### Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

#### Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

### Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	189	60	5	2	0	0	11
10	6	146	87	0	0	0	14
11	1	10	109	75	11	3	11
12	0	2	16	21	57	45	48
Total	196	218	217	98	68	48	84
Enrolled in AP/IB Course					45	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	68	0	6	183	0	0
10	170	63	6	1	1	10
11	14	101	13	2	107	33
12	57	4	24	1	33	89
Total	309	168	49	187	141	132
Enrolled in AP/IB Course	17	10		0	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	256	1	0	0	0	6
10	7	217	0	0	0	11
11	3	209	0	0	12	32
12	0	12	0	0	91	108
Total	266	439	0	0	103	157
Enrolled in AP/IB Course	0	0	0	0		37
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	179	29	0	0	34	0	0
10	142	36	0	0	26	0	0
11	103	18	0	0	14	0	0
12	37	5	0	0	9	0	0
Total	461	88	0	0	83	0	0
Enrolled in AP/IB Course	11	2	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	181	44	0	0	33	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	9	0	0	0	0	0
10	15	0	0	0	0	0
11	20	0	0	0	0	0
12	12	0	0	0	0	0
Total	56	0	0	0	0	0
Enrolled in AP/IB Course	9		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
German	*
Spanish	*
Total	*



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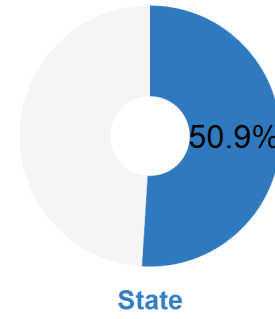
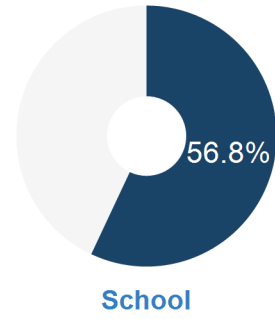
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**Visual and Performing Arts – Course Participation**

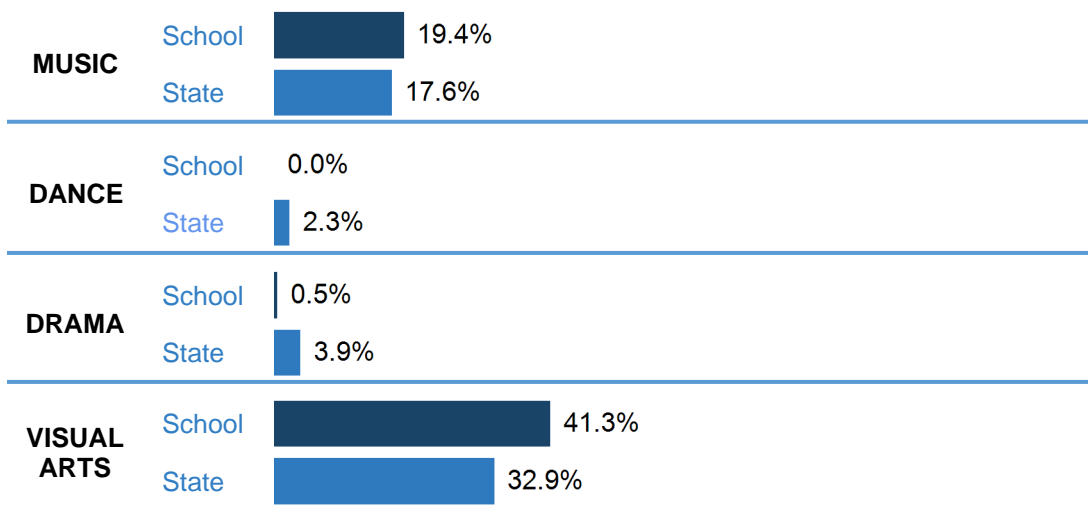
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 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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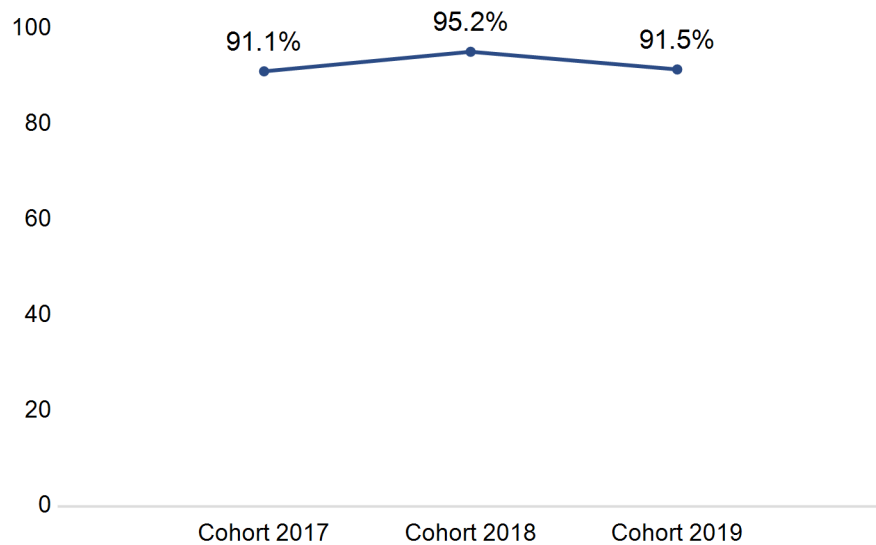
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

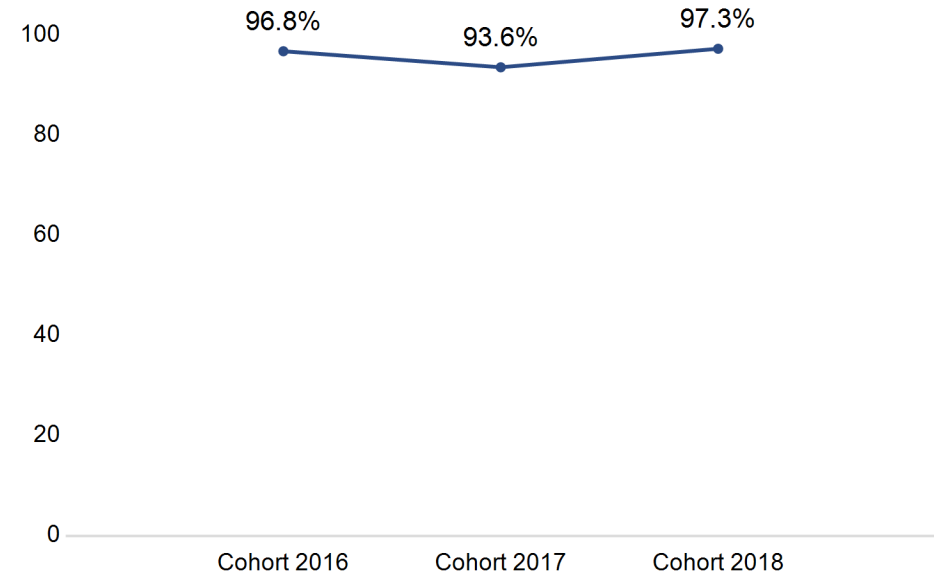
### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.1%	95.2%	91.5%	96.8%	93.6%	97.3%
Annual Target	92.6%	N		N	96.0%	
Met Annual Target?	Not Met	Met Goal		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.5%	90.6%	97.3%	92.5%	95.2%	N	Met Goal	93.6%	96.0%	Not Met
White	93.0%	94.9%	98.8%	95.9%	97.1%	N	Met Goal	93.6%	95.5%	Not Met
Hispanic	77.3%	84.5%	90.9%	87.3%	86.4%	72.6%	Met Target	90.0%	N	N
Black or African American	91.3%	83.3%	88.9%	87.1%	84.2%	**	**	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	92.6%	92.8%	95.9%	94.4%	95.8%			94.8%		
Male	90.4%	88.5%	98.4%	90.8%	94.7%			92.4%		
Economically Disadvantaged Students	84.8%	84.0%	97.7%	87.3%	89.4%	83.6%	Met Target	89.4%	91.5%	Not Met
Students with Disabilities	88.6%	79.2%	87.5%	83.8%	84.4%	80.4%	Met Target	68.0%	92.6%	Not Met
English Learners	50.0%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	33.8%	54.2%
Substitute Competency Test	58.8%	37.5%
Portfolio Appeals Process	3.7%	3.2%
Alternate Requirements specified in IEP	3.7%	5.1%
Unknown	0.0%	0.0%

### Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.7%	1.1%



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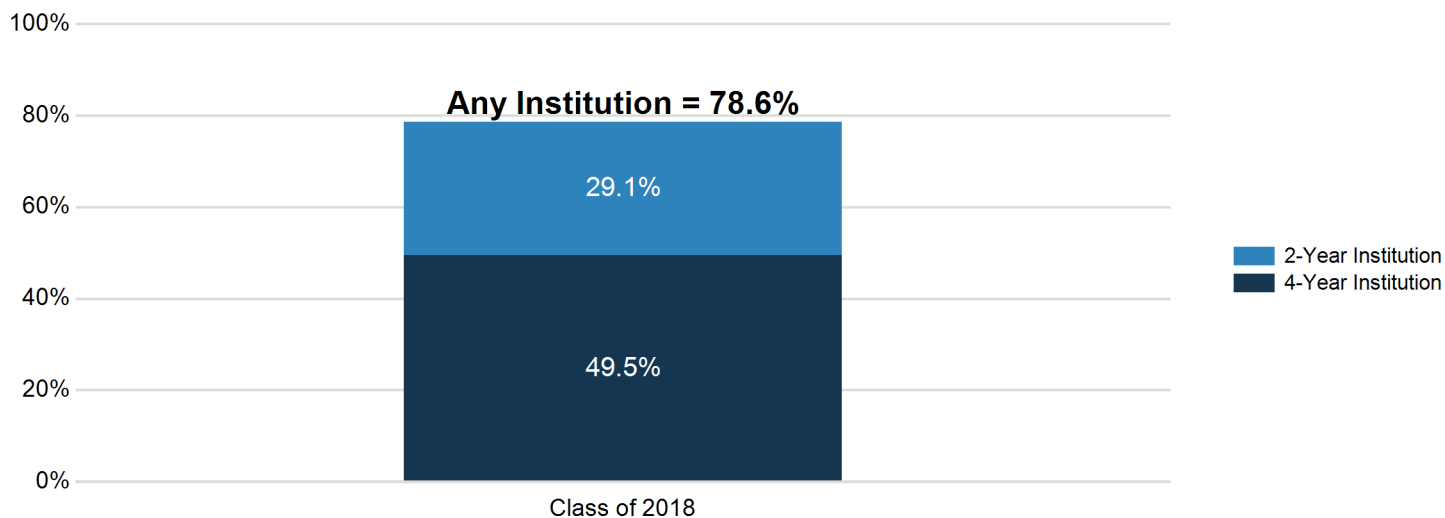
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.1%
% Enrolled in 4-Year Institution	49.5%
% Enrolled in Any Postsecondary Institution	78.6%



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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.9%	34.1%	65.9%
White	78.2%	30.9%	69.1%
Hispanic	57.1%	66.7%	33.3%
Black or African American	63.6%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.8%	31.6%	68.4%
Students with Disabilities	48.3%	57.1%	42.9%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.6%	37%	63%	76.9%	23.1%	64.7%	35.3%
White	83.1%	37%	63%	77.5%	22.5%	63%	37%
Hispanic	68.2%	53.3%	46.7%	60%	40%	60%	40%
Black or African American	50%	25%	75%	75%	25%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	83.3%	20%	80%	90%	10%	90%	10%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.4%	65.5%	34.5%	82.8%	17.2%	79.3%	20.7%
Students with Disabilities	54.2%	76.9%	23.1%	92.3%	7.7%	84.6%	15.4%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

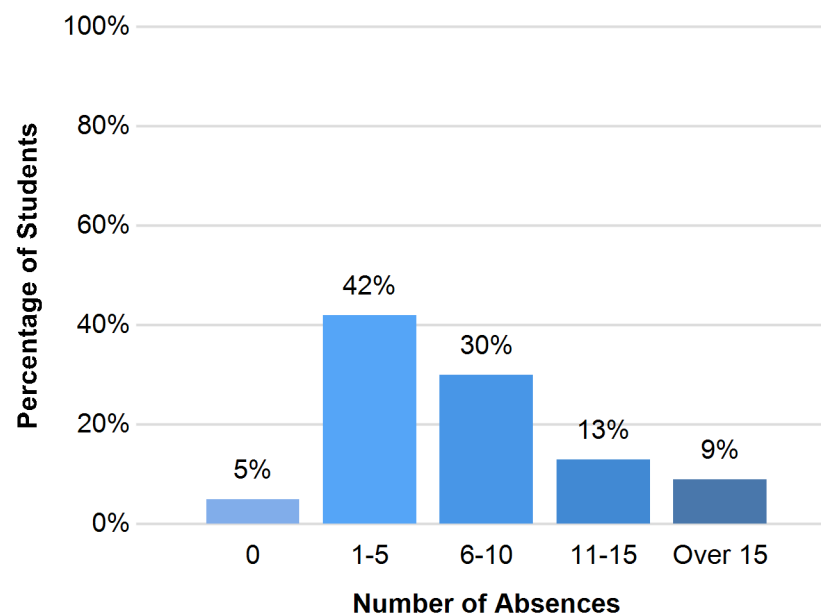
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	6.2	14.2	Met
White	39	5.6	14.2	Met
Hispanic	10	11.0	14.2	Met
Black or African American	8	7.2	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	14.2	Met
Female	30	6.4		
Male	29	6.0		
Economically Disadvantaged Students	22	10.6	14.2	Met
Students with Disabilities	17	10.9	14.2	Met
English Learners	2	5.1	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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



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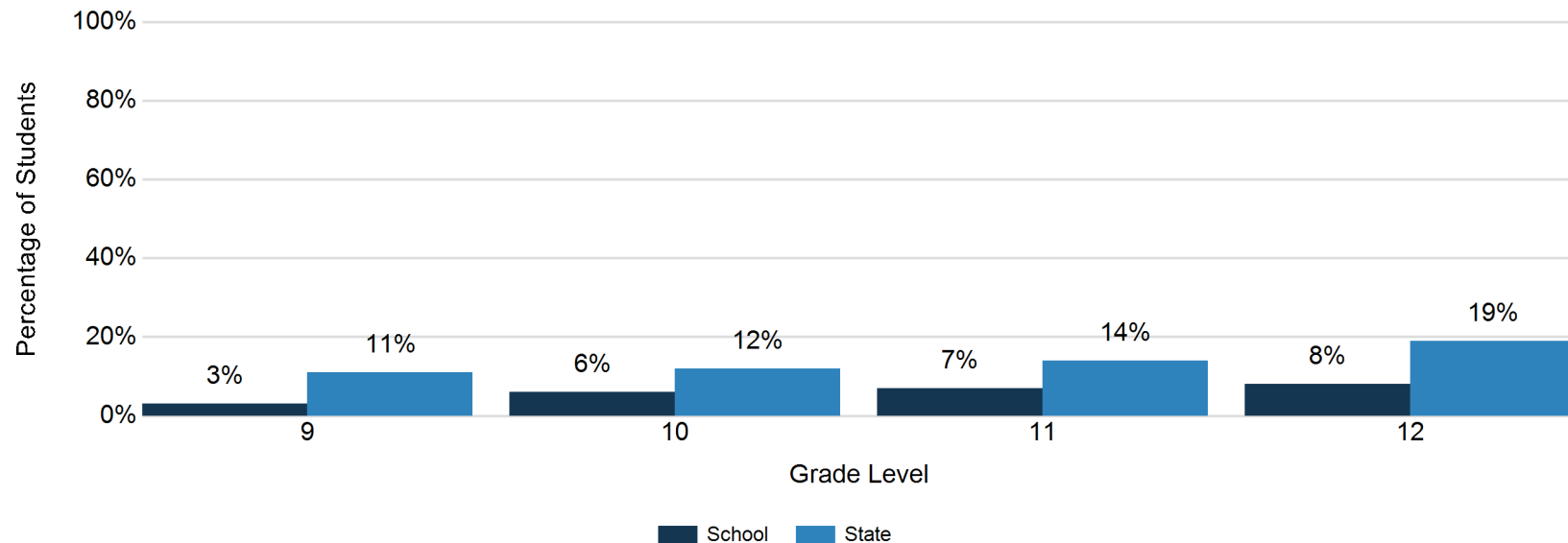
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	3
Substances	16
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.50

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	3	3
No Identified Nature	6		6

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	29	3.2%
Any Suspension	29	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
212



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### School Day

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

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	81.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	457:1	164:1
Teachers to Administrators	37:1	14:1
Students to Librarians/Media Specialists		739:1
Students to Nurses		591:1
Students to Counselors		369:1
Students to Child Study Team Members		328:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	60.8%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	39.2%	50.0%	51.6%	22.9%	45.1%
White	73.8%	91.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.2%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.4%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	3.1%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

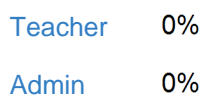
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.3%	38.0%	54.6%
Math Proficiency	22.0%	28.9%	30.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.1%	95.2%	91.5%
5-Year Graduation Rate†	96.8%	93.6%	97.3%
Progress toward English Language Proficiency		60.0%	58.3%
Chronic Absenteeism	9.6%	9.9%	6.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Not Met	Met Target	Met	No
White	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	N	n/a	Met	No
Black or African American	Met Target	Met Target†	**	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	Not Met	Not Met	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Delran High School houses a state-of-the-art Innovation and Fabrication Lab through our work with the Delran STEM Ecosystem Alliance.
- Delran High School is proud of its Delran Summer Reading program where every student and staff member chooses a book and discusses in a book-club format in September.
- Delran High School is committed to community service where every Junior completes at least 15 hours of selfless service. We have been recognized by organizations for work that students have done.



### Mission, Vision, Theme:

**DELRAN HIGH SCHOOL MISSION STATEMENT** Delran High School, an inclusive learning community, provides educational opportunities for intellectual development, while valuing the importance of cultural diversity and tradition. We believe: Delran High School will be a supportive and safe school environment where all students can pursue academic, social, artistic and athletic interests. all students will develop the skills needed to solve problems, think critically, communicate effectively, exhibit appropriate social behavior, maintain a state of mental and physical well-being, and to be personally accountable. all students will be given the opportunities to understand the interrelationship between fine, performing, and practical arts and traditional academic areas. all students will have the confidence to apply the latest technology to all their endeavors. education will take place inside and outside of our classrooms.



### Awards, Recognition, Accomplishments:

Delran boasts 20 AP Scholars. Delran High School is proud to be Bronze Level Certified with Sustainable Jersey for Schools and received various grants to further our focus on STEM education. Delran High School is proud to be a Blue Ribbon Lighthouse School of Excellence. Delran Boys' Soccer on its fourth consecutive South Jersey Group II Championship.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>As today's society becomes more complex, the demands placed upon schools to educate young adults to take their rightful place in society becomes equally as difficult to navigate. This complexity is mirrored in the rigorous and relevant curricular offerings that have been developed for Delran High School. In addition to preparing for education or employment beyond high school, each student has individual desires and goals. Because each student has individual interests, a variety of courses have been developed to assist them in examining these interests. Our students take advantage of the curricular offerings not only to pursue their goals, but also to broaden their background and explore new and different ideas, concepts, and skills.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Coed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</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 serious personal responsibilities to the team, school and the community that the athlete represents.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Delran High School offers over 40 clubs and activities for our students. The purpose is to supplement the curriculum and satisfy the diverse interests of our students. All students are encouraged to become involved in an activity at the beginning of the school year. All clubs and activities are open to all students of DHS.</p>





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 <p style="text-align: center;"><b>Staff and Professional Learning:</b></p>	<p>Delran High School teachers each have one 41 minute period each day to participate in Professional Learning Communities. This time is spent reviewing and revamping curriculum, collaboratively authoring common assessments, and using student data to inform instruction and improve teaching pedagogy. Teachers also participate in five Professional Development days designed and implemented by the teaching staff to share best practices with colleagues. Teachers have the ability to choose sessions that align with district, building, department, and individual professional goals. Teachers are also encouraged to seek outside opportunities to further their teaching repertoire.</p>
 <p style="text-align: center;"><b>Postsecondary Information:</b></p>	<p>Delran High School is committed to preparing all students for Life After Delran. Eighty-one percent of our students continue their formal education at either a 4-year (53%) institution or 2-year (28%) institution. Five percent of our graduates enter technical or vocational school while 14% enter the military or pursue employment opportunities. Delran High School is proud to have graduates attending all four service academies at the present time: Army (West Point), Navy (Annapolis), Air Force (Colorado) and the Coast Guard (New London, CT).</p>



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### Student Supports and Services:

Four percent of Delran High School are English Language Learners who participate in our ESL classes. They are an integral part of our community as we weave new traditions and cultures into the fabric of Delran. We have developed specific sections to meet the needs of the English-Language Learner to support their growth and provide support necessary for them to flourish. We are also proud of our National Honor Society students who volunteer many hours to support their peers. They make themselves available both during the day and after school to work one-on-one when needed.



### Student Health and Wellness:

Delran High School offers a robust Health Program designed to support the health and wellness of our population. We center on self-worth and good decision making without succumbing to peer pressure. All students also have the ability to graduate with certification in both CPR and First-Aid. Physical Education is offered for over 200 minutes each week where students participate in activities that promote life-long fitness.



### Parent and Community Involvement:

Our collaborative work with the PTA is exceptional, involving parents in many aspects of our school decision making. They are members of interview committees and are a vital voice in formulating our school improvement plan. Delran also boasts one of the most amazing Homecoming traditions, involving the entire community culminating in a parade of student-made floats and skits. This event is the highlight of the fall! Delran also has a parent portal where parents can receive up-to-date information on their child's performance in the classroom. A newsletter is also broadcast on a bi-weekly basis to keep the community informed of the happenings at DHS.



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### Facilities:

Delran High School was built in 1975 to accommodate the growing population of Delran. Since, the addition of a state-of-the-art Science wing with a greenhouse was completed in 2012. A Fabrication and Innovation Lab was completed in a renovated part of the building to support the STEM initiative of the district. This space hosts classes from the entire district and serves as a community resource and post-secondary teaching space.



### School Safety:

The Delran Township School District is committed to the safety and security of its students and staff. There is a secure vestibule being built at the entrance of DHS which will be monitored by an Armed Security Specialist. We have numerous procedures in place to address visitor management. Our School Safety Committee works diligently to ensure that there is a safe, positive environment for all students, designing school-wide activities and communication with parents to support this endeavor. District-wide, a panel of key stakeholders, including representatives from administration, food service, transportation, technology, and local law enforcement, meet at safety meetings to discuss various issues and refine our procedures under the direction of our District Security Specialists.



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### Technology and STEM:

Our Media Center houses two full computer labs and students participate in lessons to develop research skills for the 21st Century learner. Each classroom is equipped with a Promethean Board, allowing for interactive and dynamic presentation of materials. Additionally, DHS has 12 Chromebook carts which are used every period of every day to place technology in the hands of our students. Delran High School also has a thriving visual arts program where students explore graphic design, photography, and video production using industry standard equipment. There is a Robotics Team for students to compete in competitions. District-wide, we conduct special activities to celebrate the Hour of Code and resources are shared with the community to promote digital competencies and vocational awareness as we prepare students for jobs that have yet to be created. We also host a STEM Fair annually where students are able to show off their skills for the community.



**Delran Intermediate School**  
(05-1060-015)  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Delran Intermediate School**  
(05-1060-015)  
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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Delran Township School District
Principal Name	Mrs. Kimberly Hickson
Address	20 CREEK ROAD DELRAN, NJ 08075
Phone Number	856-764-5100
Email Address	<a href="mailto:khickson@delranschools.org">khickson@delranschools.org</a>
Website	<a href="http://dis.delranschools.org">http://dis.delranschools.org</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	253	227	223
4	213	246	228
5	244	212	244
Total	710	685	695

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.3%	46.5%
Male	52.3%	52.7%	53.5%
Economically Disadvantaged Students	30.3%	27.6%	25.0%
Students with Disabilities	22.8%	20.6%	18.6%
English Learners	7.3%	6.7%	8.1%
Homeless Students	1.1%	1.3%	0.9%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.3%	0.9%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.4%	70.5%	71.8%
Hispanic	13.5%	13.0%	14.7%
Black or African American	9.2%	7.9%	6.3%
Asian	3.8%	4.5%	2.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	4.1%	3.9%	4.3%

### Enrollment by Home Language

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

Home Language	% of Students
English	77.4%
Portuguese	12.1%
Turkish	5.8%
Spanish	1.7%
Gujarati	1.4%
Other Languages	1.6%



**Delran Intermediate School**  
(05-1060-015)  
Grades Offered: 03-05  
2018-2019

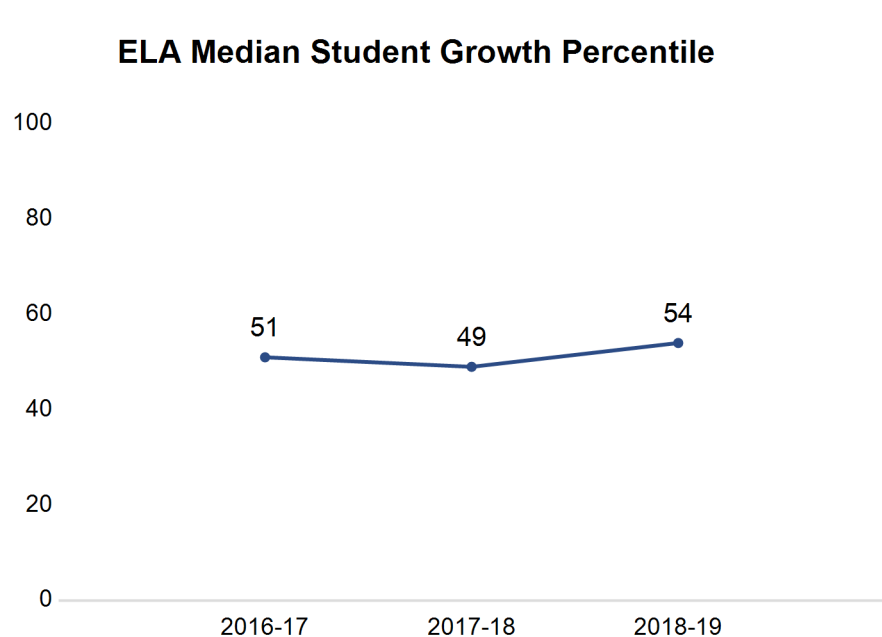
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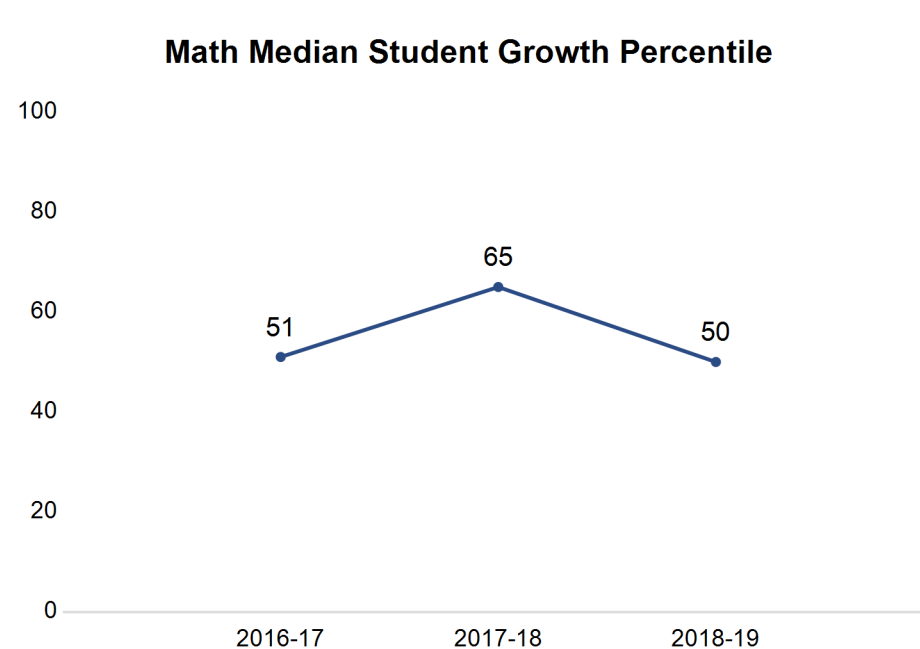
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	49	54	51	65	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	51	50	Met Standard	50	54	50	Met Standard
White	51	52	50	Met Standard	53	55	52	Met Standard
Hispanic	55	54	49	Met Standard	28	36	47	Not Met
Black or African American	45	40.5	45	Met Standard	61	50	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	65.5	46.5	59	**	81	82	60	**
American Indian or Alaska Native	N	N	56	**	N	*	51.5	**
Two or More Races	72	52	49	**	48	51	52	**
Female	54	54	53	N	48	53	50	N
Male	54	50	47	N	53	55	51	N
Economically Disadvantaged Students	61	53	48	Exceeds Standard	38	49	46	Not Met
Students with Disabilities	52	42	43	Met Standard	48	48.5	45	Met Standard
English Learners	66.5	60	52	Exceeds Standard	39	53	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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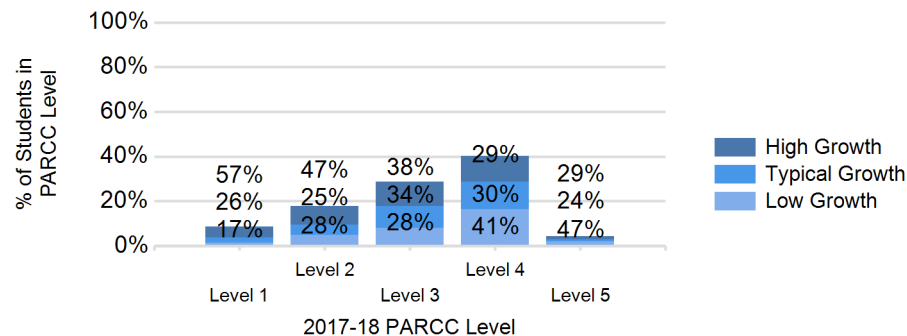
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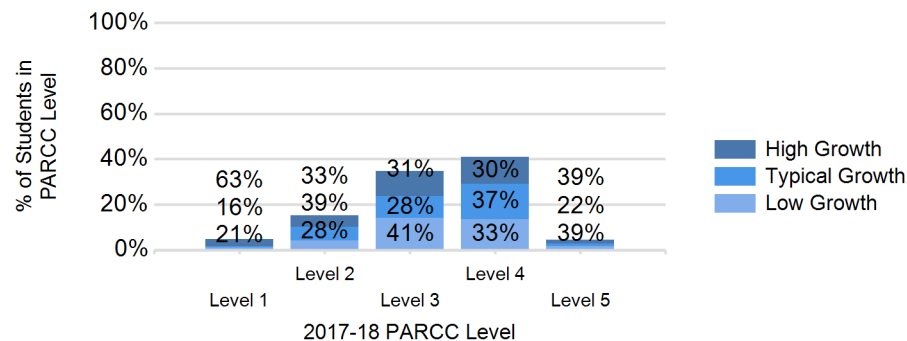
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



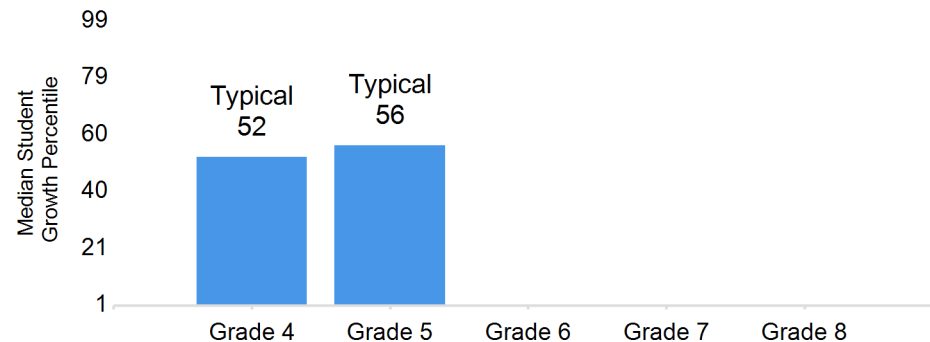
**Math**



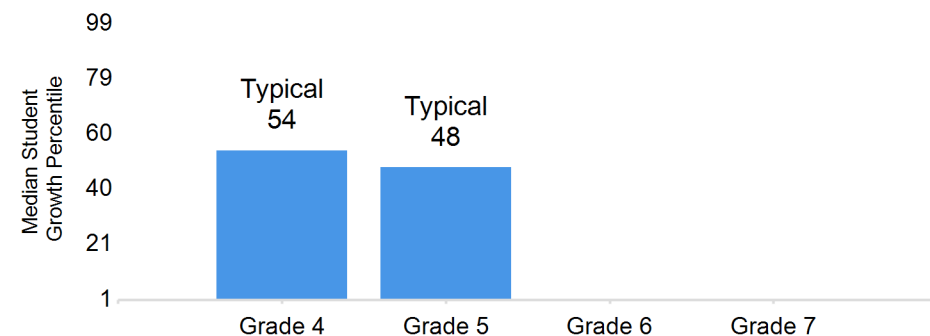
**Student Growth by Grade**

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

**ELA**



**Math**





**Delran Intermediate School**  
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2018-2019

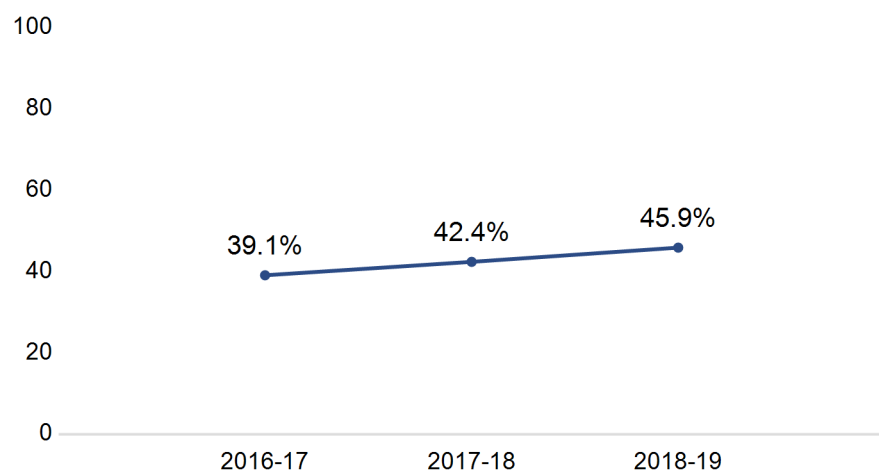
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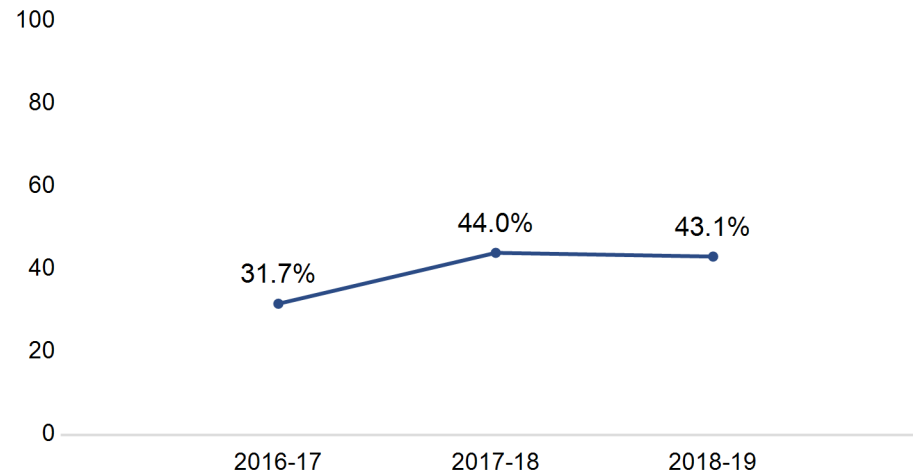
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.0%	94.4%	92.7%	89.2%	94.2%	92.7%
Proficiency Rate for Federal Accountability	39.1%	42.4%	45.9%	31.7%	44.0%	43.1%
Annual Target	35.2%	37.5%	39.9%	31.6%	34.2%	36.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Delran Intermediate School**  
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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	627	92.7	47.0	51.6	57.9	45.9	39.9	Met Target
White	447	90.9	49.4	53.9	66.9	47.3	40.1	Met Target
Hispanic	85	94.7	37.6	38.9	43.9	37.4	38.5	Met Target†
Black or African American	46	100.0	37.0	40.1	38.5	37.0	35.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	52.6	*	82.9	52.6	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	30	100.0	50.0	56.8	64.4	50.0	29.9	Met Target
Female	295	93.1	50.5	57.6	64.8	49.5		
Male	332	92.3	44.0	46.1	51.3	42.7		
Economically Disadvantaged Students	144	94.2	37.5	39.3	40.0	*	31.5	Met Target
Non-Economically Disadvantaged Students	483	92.2	49.9	55.2	67.9	*		
Students with Disabilities	121	88.4	34.7	27.3	22.7	32.3	30.3	Met Target
Students without Disabilities	506	93.8	50.0	57.1	65.1	49.3		
English Learners	84	98.8	27.4	*	29.3	27.4	26	Met Target
Non-English Learners	543	91.8	50.1	*	60.6	48.4		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	27.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



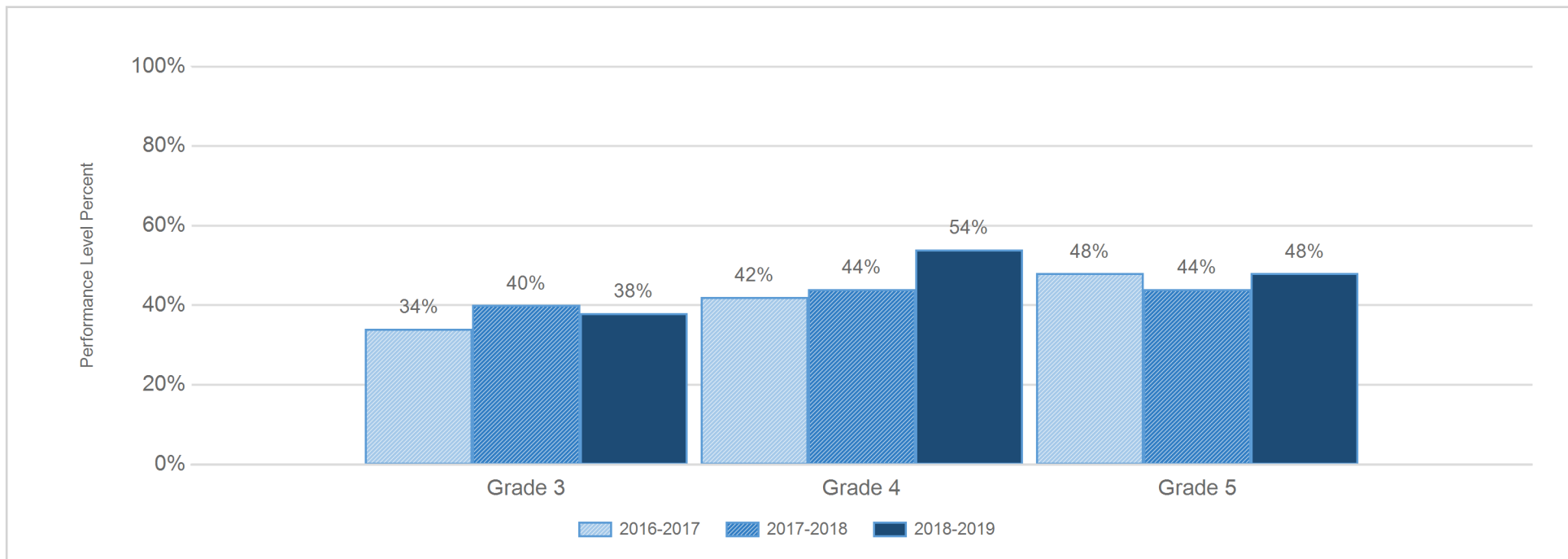
**Delran Intermediate School**  
 (05-1060-015)  
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 2018-2019

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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	203	738	738	748	12%	22%	28%	*	*	38%	50%
White	146	741	741	757	9%	23%	27%	*	*	41%	60%
Hispanic	30	724	724	734	*	*	*	*	*	27%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	104	740	740	753	13%	19%	27%	*	*	41%	55%
Male	99	737	737	743	12%	25%	28%	*	*	34%	46%
Economically Disadvantaged Students	51	726	726	731	25%	27%	20%	*	*	27%	33%
Non-Economically Disadvantaged Students	152	742	742	759	8%	20%	30%	*	*	41%	61%
Students with Disabilities	39	724	724	719	*	33%	*	*	*	23%	24%
Students without Disabilities	164	742	742	754	*	20%	*	*	*	41%	56%
English Learners	24	716	716	713	*	*	*	*	*	17%	17%
Non-English Learners	179	741	741	751	*	*	*	*	*	41%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	213	751	751	755	*	14%	29%	*	*	54%	57%
White	153	752	752	763	*	12%	29%	*	*	56%	67%
Hispanic	32	749	749	743	*	*	31%	*	*	50%	44%
Black or African American	11	733	733	739	*	*	*	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	103	751	751	760	*	17%	29%	*	*	52%	62%
Male	110	750	750	750	*	11%	28%	*	*	55%	53%
Economically Disadvantaged Students	44	741	741	740	*	23%	27%	*	*	43%	40%
Non-Economically Disadvantaged Students	169	753	753	765	*	11%	29%	*	*	57%	69%
Students with Disabilities	35	735	735	725	*	*	*	*	*	43%	25%
Students without Disabilities	178	754	754	761	*	*	*	*	*	56%	64%
English Learners	13	733	733	720	*	*	*	*	*	23%	17%
Non-English Learners	200	752	752	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	207	748	748	756	*	15%	33%	*	*	48%	58%
White	145	749	749	764	*	14%	34%	*	*	50%	68%
Hispanic	26	739	739	743	*	*	*	38%	0%	38%	44%
Black or African American	20	740	740	739	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	90	753	753	761	*	*	27%	*	*	60%	64%
Male	117	743	743	750	*	*	38%	*	*	38%	52%
Economically Disadvantaged Students	48	738	738	740	*	*	33%	*	*	38%	39%
Non-Economically Disadvantaged Students	159	750	750	766	*	*	33%	*	*	51%	69%
Students with Disabilities	36	731	731	724	*	*	28%	*	*	31%	23%
Students without Disabilities	171	751	751	762	*	*	35%	*	*	51%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	633	92.7	44.2	38.6	44.5	43.1	36.7	Met Target
White	447	90.7	48.3	40.7	54.1	46.2	37.6	Met Target
Hispanic	90	95.1	27.8	24.2	28.8	27.8	33.6	Met Target†
Black or African American	46	100.0	34.8	26.5	23.0	34.8	22.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	100.0	60.0	*	76.5	60.0	63	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	30	100.0	36.7	43.2	53.3	36.7	29.9	Met Target
Female	295	92.9	39.3	34.9	44.9	38.4		
Male	338	92.5	48.5	42.0	44.2	47.2		
Economically Disadvantaged Students	145	93.8	26.9	23.4	26.3	*	27.6	Met Target†
Non-Economically Disadvantaged Students	488	92.3	49.4	43.1	54.9	*		
Students with Disabilities	122	88.5	28.7	*	17.4	26.7	27	Met Target†
Students without Disabilities	511	93.7	47.9	*	50.0	47.2		
English Learners	91	99.0	18.7	*	25.0	18.7	29.5	Not Met
Non-English Learners	542	91.7	48.5	*	46.5	46.8		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	54.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



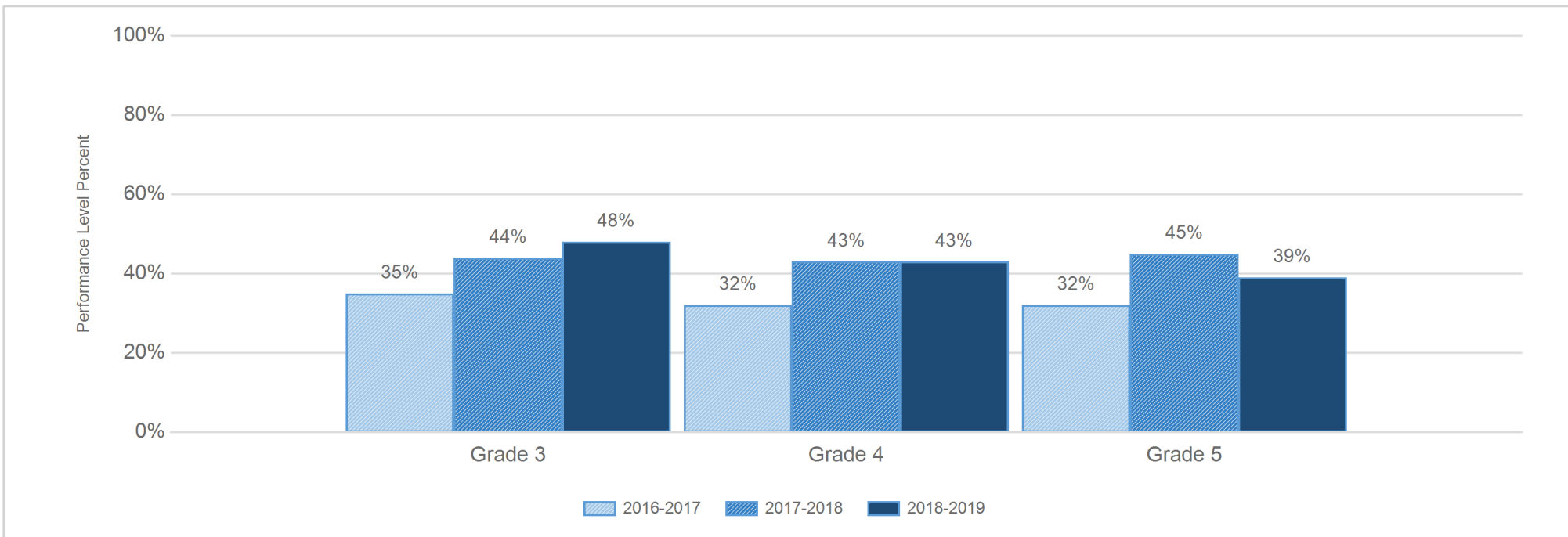
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	207	746	746	752	5%	16%	31%	43%	5%	48%	55%
White	146	751	751	760	*	12%	33%	*	*	53%	66%
Hispanic	34	730	730	739	*	*	29%	32%	0%	32%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	104	743	743	751	*	19%	32%	*	*	44%	54%
Male	103	749	749	752	*	13%	30%	*	*	51%	56%
Economically Disadvantaged Students	53	730	730	737	*	30%	23%	*	*	32%	37%
Non-Economically Disadvantaged Students	154	752	752	761	*	11%	34%	*	*	53%	67%
Students with Disabilities	40	730	730	731	*	45%	*	*	*	25%	31%
Students without Disabilities	167	750	750	756	*	9%	*	*	*	53%	60%
English Learners	28	723	723	728	*	*	43%	*	*	14%	26%
Non-English Learners	179	750	750	754	*	*	29%	*	*	53%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	215	746	746	749	*	17%	37%	*	*	43%	51%
White	154	750	750	757	*	12%	36%	*	*	49%	62%
Hispanic	33	736	736	737	*	*	42%	*	*	27%	36%
Black or African American	11	727	727	731	0%	*	*	*	*	18%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	104	744	744	749	*	19%	41%	*	*	37%	50%
Male	111	749	749	749	*	15%	33%	*	*	50%	52%
Economically Disadvantaged Students	44	734	734	734	*	30%	45%	*	*	20%	32%
Non-Economically Disadvantaged Students	171	749	749	759	*	14%	35%	*	*	49%	63%
Students with Disabilities	35	734	734	726	*	34%	31%	*	*	26%	25%
Students without Disabilities	180	749	749	754	*	14%	38%	*	*	47%	56%
English Learners	15	728	728	722	*	*	*	*	*	*	18%
Non-English Learners	200	748	748	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	211	742	742	747	5%	25%	31%	33%	6%	39%	47%
White	145	744	744	755	*	22%	33%	*	*	41%	58%
Hispanic	29	725	725	735	*	48%	*	*	*	17%	30%
Black or African American	20	737	737	729	*	*	*	*	*	40%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	90	741	741	747	*	21%	39%	*	*	34%	47%
Male	121	742	742	747	*	28%	25%	*	*	42%	47%
Economically Disadvantaged Students	50	729	729	732	*	36%	32%	*	*	22%	27%
Non-Economically Disadvantaged Students	161	746	746	757	*	22%	30%	*	*	44%	59%
Students with Disabilities	36	724	724	725	*	39%	*	*	*	25%	19%
Students without Disabilities	175	745	745	752	*	22%	*	*	*	42%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Delran Intermediate School**  
(05-1060-015)  
Grades Offered: 03-05  
2018-2019

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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.5%	56.6%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	81.0%	19.0%
3-4	20	80.0%	20.0%
5 or more	11	63.6%	36.4%



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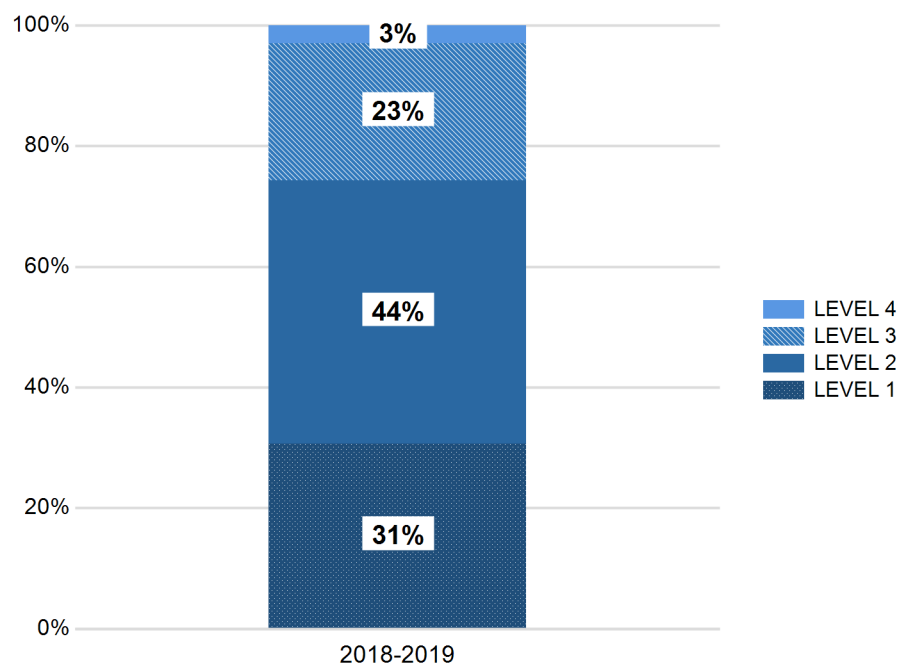
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	31	44	23	3
White	30	45	21	4
Hispanic	31	62	7	0
Black or African American	35	35	30	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	41	26	1
Male	30	45	21	4
Economically Disadvantaged Students	41	47	12	0
Non-Economically Disadvantaged Students	28	43	26	4
Students with Disabilities	44	36	19	0
Students without Disabilities	28	45	23	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

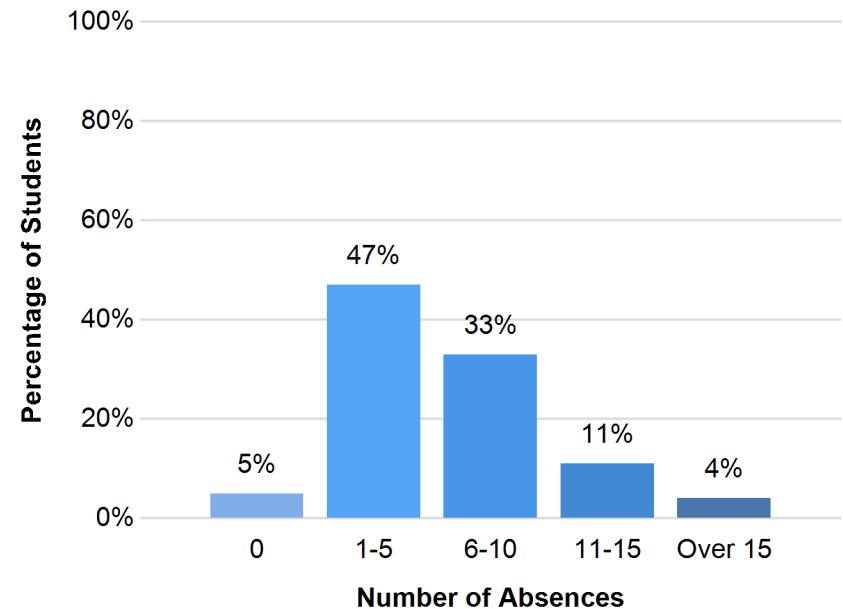
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	2.7	7.5	Met
White	15	3.0	7.5	Met
Hispanic	1	1.0	7.5	Met
Black or African American	0	0	7.5	Met
Asian, Native Hawaiian, or Pacific	0	0	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	10.0	7.5	Not Met
Female	8	2.5		
Male	11	2.9		
Economically Disadvantaged Students	6	3.4	7.5	Met
Students with Disabilities	4	3.0	7.5	Met
English Learners	4	7.3	7.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Delran Intermediate School

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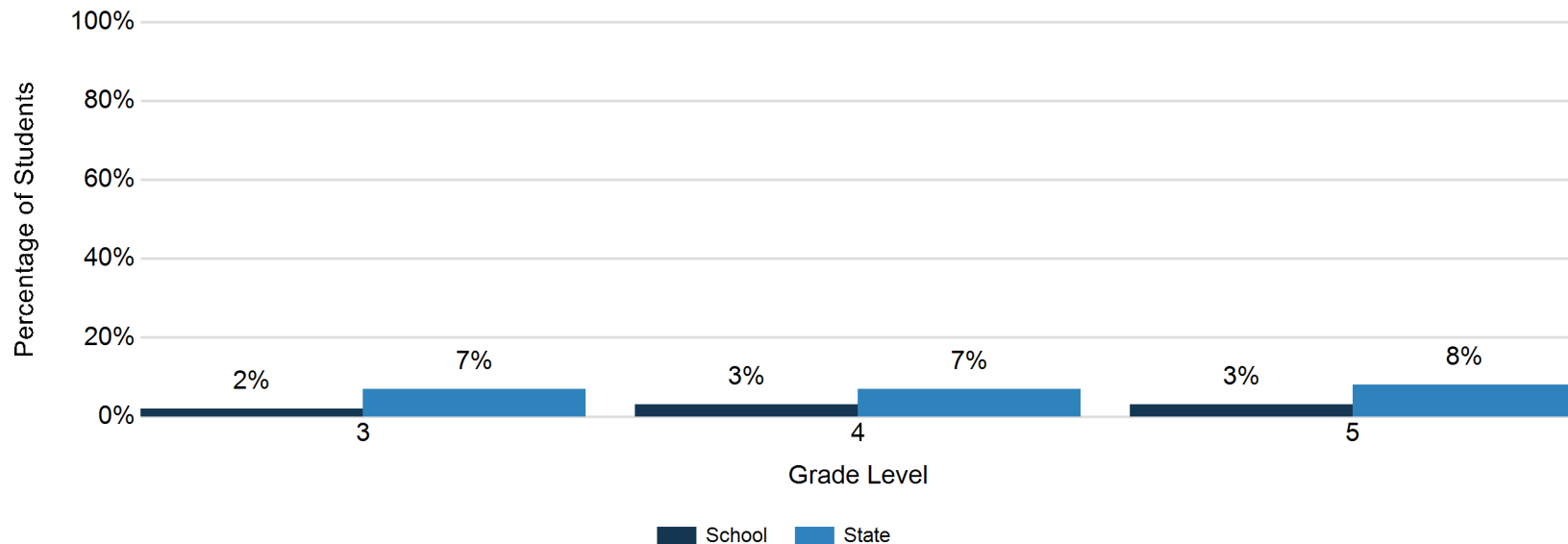
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.17

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	1.4%
Out-of-School Suspensions	21	3.0%
Any Suspension	27	3.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
47

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(05-1060-015)

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2018-2019

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## School Day

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

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

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.8:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	348:1	164:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		739:1
Students to Nurses		591:1
Students to Counselors		369:1
Students to Child Study Team Members		328:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	78.6%	100.0%	48.4%	77.1%	54.9%
Male	53.5%	21.4%	0.0%	51.6%	22.9%	45.1%
White	71.8%	92.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	14.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	1.8%	50.0%	15.0%	6.6%	13.9%
Asian	2.9%	3.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.1%	42.4%	45.9%
Math Proficiency	31.7%	44.0%	43.1%
ELA Growth	51	49	54
Math Growth	51	65	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.7%	52.5%
Chronic Absenteeism	5.5%	4.1%	2.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Not Met	Not Met	Met	No

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



**Delran Intermediate School**  
(05-1060-015)  
Grades Offered: 03-05  
2018-2019

**Report Key:**

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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 the school or district directly.



### Highlights:

- Extensive Supplemental Literacy Support Services to expand opportunities for all learners
- Expanded performing arts program with Theatre Club, Advanced Band, Band, Chorus, Advanced Chorus, Programs
- Wide Ranging sustainability awareness with focus on STEAM themes and recycling initiatives with over 250 Green Team members



### Mission, Vision, Theme:

We believe that each student deserves the opportunity to learn, be nurtured and valued in a safe, supportive and respectful educational community. Our motto is "Where cubs become bears."



### Awards, Recognition, Accomplishments:

Delran Intermediate School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our students participate in the National Geographic Bee. In addition, our school has been recognized with a Lifetime Achievement Award as a top fundraising school from the New Jersey Leukemia and Lymphoma Society.



**Delran Intermediate School**  
(05-1060-015)  
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2018-2019

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**Courses, Curriculum,  
Instruction:**

The Delran Intermediate School utilizes the workshop model to foster student interest in literacy with the Units of Study for Teaching Reading & Writing. Using the rigorous My Math program, students develop a conceptual understanding of mathematical concepts. Accelerated Math and Gifted and Talented programs are also offered. Students are exposed to foreign language study using the Middlebury Interactive Languages online program.



**Clubs and Activities:**

Clubs and activities include Green Team, Student Council, Robotics, Theatre Club, Band, Advanced Band, Chorus, Advanced Chorus and Fitness Club





**Delran Intermediate School**  
(05-1060-015)  
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 <p><b>Before and After School Programs:</b></p>	<p>Before and after school care is available to families through a partnership with the YMCA of Burlington County. For more information, visit</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Staff professional development occurs through many venues including in-service days, PCPEP days, and job embedded opportunities. Staff collaborate weekly in articulation meetings.</p>



**Delran Intermediate School**  
(05-1060-015)  
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#### Student Supports and Services:

To support our students, we employ an ESL teacher, Reading Specialist, and part-time basic skills teachers. The district also employs a behaviorist to provide assistance. In addition, our Intervention and Referral team meets regularly to discuss strategies for teachers and students. We have a full complement of special education services, including POR, ICR and self-contained classrooms.



#### Student Health and Wellness:

Our health and physical education program promotes positive healthy decision making and lifelong fitness. Breakfast and lunch programs are available daily.



#### Parent and Community Involvement:

The Elementary PTO provides support to enhance the learning experience at the Delran Intermediate School with field trips, educational assemblies, family activity nights, and reading incentive programs. The weekly DIS Dispatch informs parents of school happenings and the Parent Portal provides parents access to their student's information. Parental involvement also extends to volunteer support for after school clubs and activities.



**Delran Intermediate School**  
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#### Facilities:

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



#### School Safety:

The Delran Township School District is committed to the safety and security of its students and staff. Each building is staffed with armed security personnel. We provide activities and programs that foster collaboration and respect and student well being, including cybersafety and cyberbullying.



**Delran Intermediate School**  
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#### Technology and STEM:

We offer a Robotics Club, and summer STEAM Camp. Each classroom is outfitted with a Promethean Board. A Technology Lab is housed within the Media Center. Students use chromebooks and iPads. All students participate in an Hour of Code during Computer instruction. Students have 3-D printer access. Students are proficient in using Google Classroom. The Delran Township School District is proud of its new Delran Innovation & Fabrication Lab.



**Delran Middle School**  
(05-1060-007)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Delran Middle School**  
(05-1060-007)  
Grades Offered: 06-08  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Delran Township School District
Principal Name	Mrs. Wendy DeVicaris
Address	905 CHESTER AVENUE DELRAN, NJ 08075
Phone Number	856-461-8822
Email Address	<a href="mailto:wdevicaris@delranschools.org">wdevicaris@delranschools.org</a>
Website	<a href="http://dms.delranschools.org">http://dms.delranschools.org</a>



**Delran Middle School**  
(05-1060-007)  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	219	251	216
7	266	220	248
8	231	266	224
Total	716	737	688

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	46.5%	49.0%
Male	52.7%	53.5%	51.0%
Economically Disadvantaged Students	25.6%	24.2%	25.4%
Students with Disabilities	17.9%	18.3%	18.2%
English Learners	4.2%	3.5%	4.5%
Homeless Students	0.6%	0.7%	0.9%
Students in Foster Care	0.1%	0.3%	0.3%
Military-Connected Students	0.0%	0.3%	0.6%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.0%	73.3%	72.2%
Hispanic	9.2%	11.4%	11.2%
Black or African American	8.8%	8.1%	8.0%
Asian	3.2%	3.3%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	3.8%	3.9%	4.7%

### Enrollment by Home Language

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

Home Language	% of Students
English	79.9%
Portuguese	9.2%
Turkish	5.4%
Spanish	1.9%
Other Languages	3.6%



**Delran Middle School**  
 (05-1060-007)  
 Grades Offered: 06-08  
 2018-2019

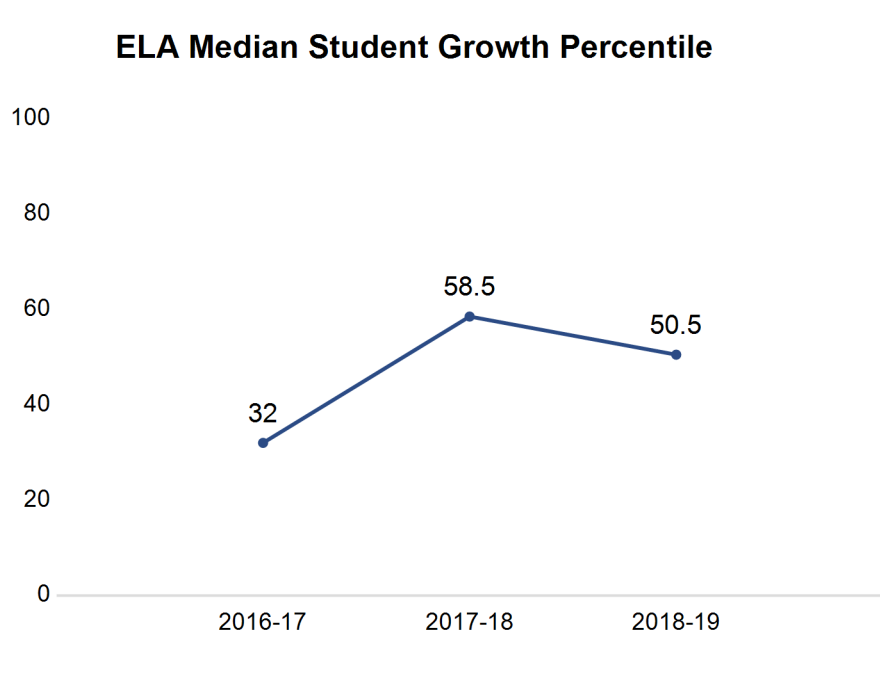
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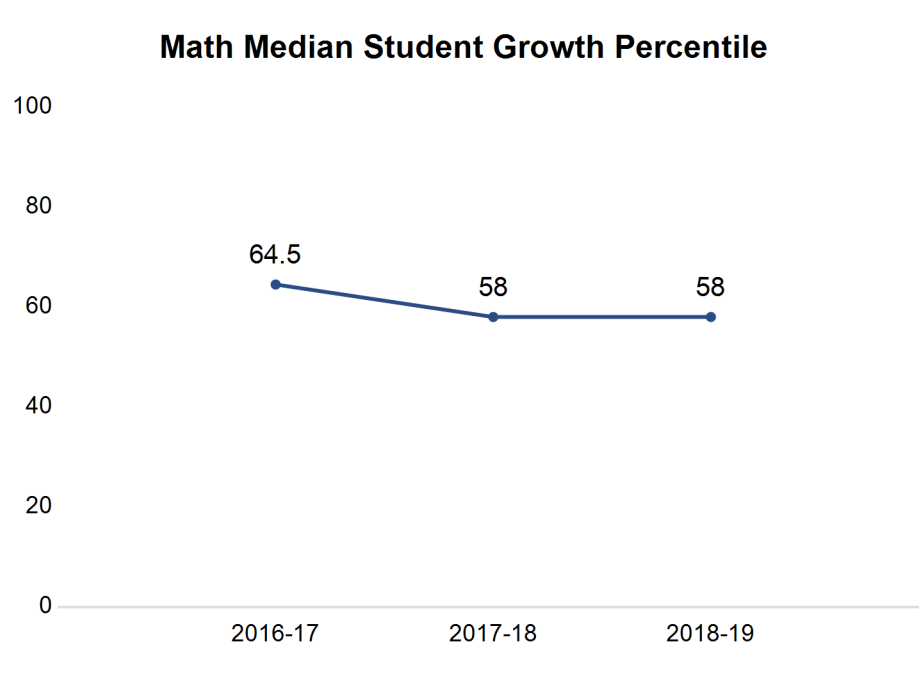
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	32	58.5	50.5	64.5	58	58
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	51	50	Met Standard	58	54	50	Met Standard
White	52	52	50	Met Standard	58	55	52	Met Standard
Hispanic	53	54	49	Met Standard	53	36	47	Met Standard
Black or African American	40	40.5	45	Met Standard	46	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	44	46.5	59	Met Standard	85.5	82	60	**
American Indian or Alaska Native	N	N	56	**	*	*	51.5	**
Two or More Races	42.5	52	49	Met Standard	53	51	52	**
Female	53	54	53	N	58	53	50	N
Male	49	50	47	N	57.5	55	51	N
Economically Disadvantaged Students	45	53	48	Met Standard	53	49	46	Met Standard
Students with Disabilities	38	42	43	Not Met	51	48.5	45	Met Standard
English Learners	57.5	60	52	Met Standard	58.5	53	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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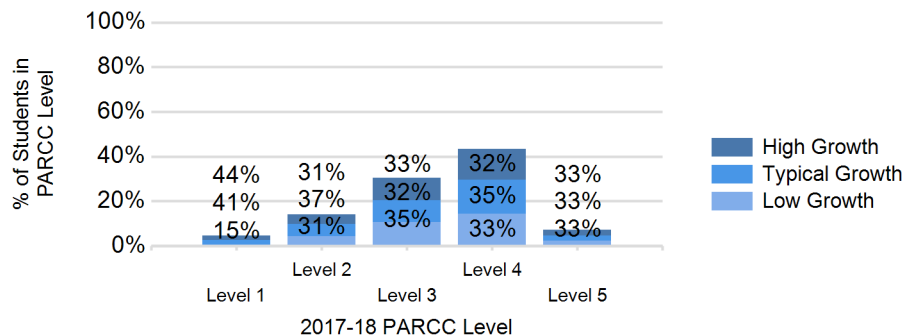
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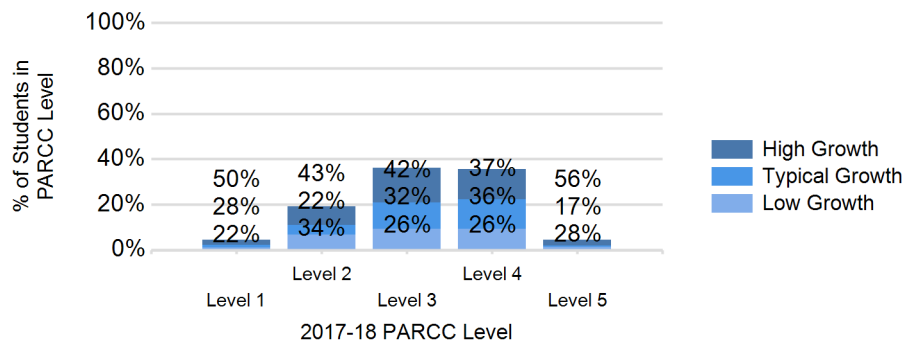
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



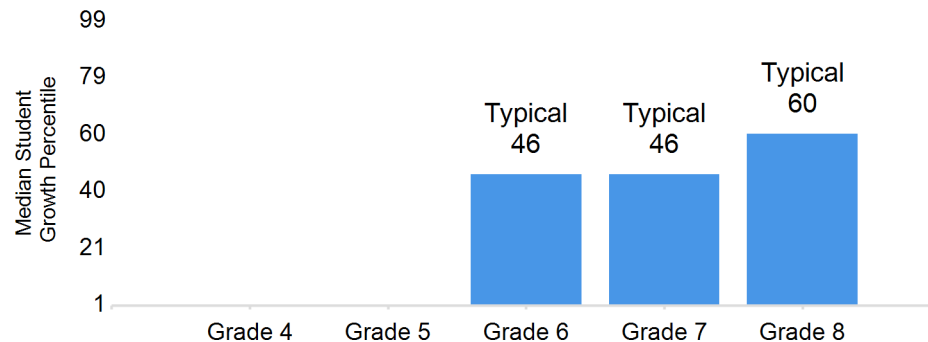
**Math**



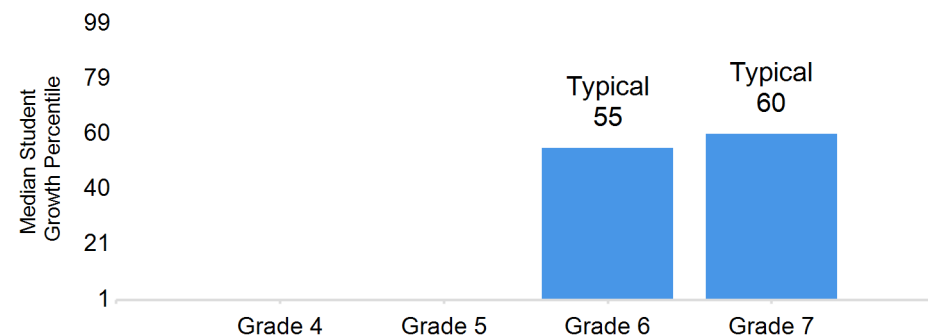
**Student Growth by Grade**

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

**ELA**



**Math**





**Delran Middle School**  
(05-1060-007)  
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2018-2019

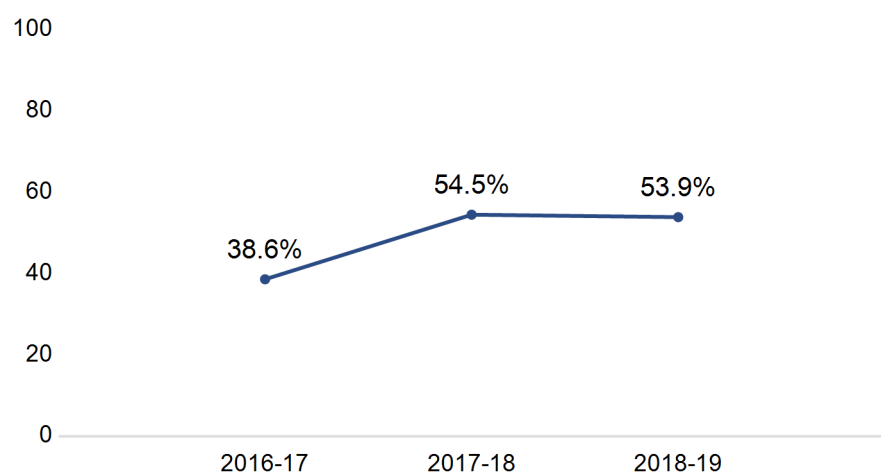
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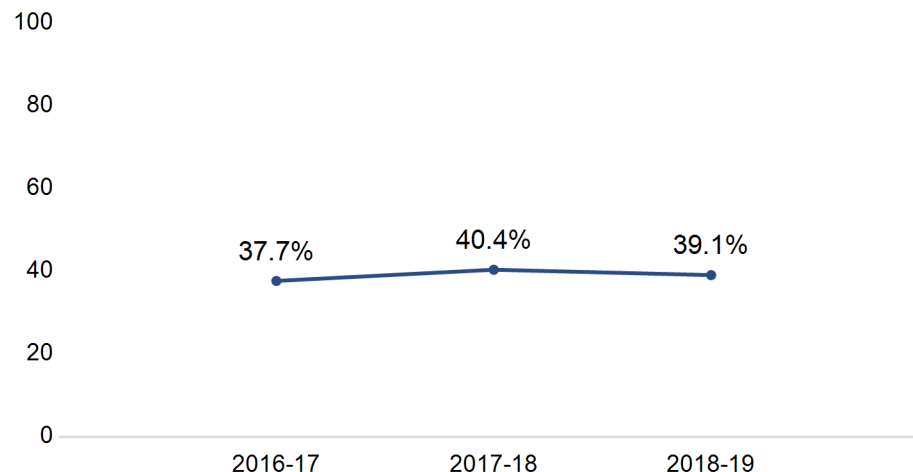
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	84.2%	90.7%	95.9%	84.6%	91.2%	95.7%
Proficiency Rate for Federal Accountability	38.6%	54.5%	53.9%	37.7%	40.4%	39.1%
Annual Target	39.1%	41.3%	43.5%	33.6%	36.1%	38.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	647	95.9	53.9	51.6	57.9	53.9	43.5	Met Target
White	472	95.6	55.7	53.9	66.9	55.7	43	Met Target
Hispanic	66	94.5	42.4	38.9	43.9	42.1	40.1	Met Target
Black or African American	53	98.3	39.6	40.1	38.5	39.6	42.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	59.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	29	96.8	58.6	56.8	64.4	58.6	43.5	Met Target
Female	314	96.4	60.8	57.6	64.8	60.8		
Male	333	95.5	47.4	46.1	51.3	47.4		
Economically Disadvantaged Students	149	94.3	40.9	39.3	40.0	40.9	33.9	Met Target
Non-Economically Disadvantaged Students	498	96.4	57.8	55.2	67.9	57.8		
Students with Disabilities	119	91.9	21.0	27.3	22.7	20.6	24.7	Met Target†
Students without Disabilities	528	96.9	61.4	57.1	65.1	61.4		
English Learners	58	100.0	34.5	*	29.3	34.5	17.1	Met Target
Non-English Learners	589	95.6	55.9	*	60.6	55.9		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	27.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

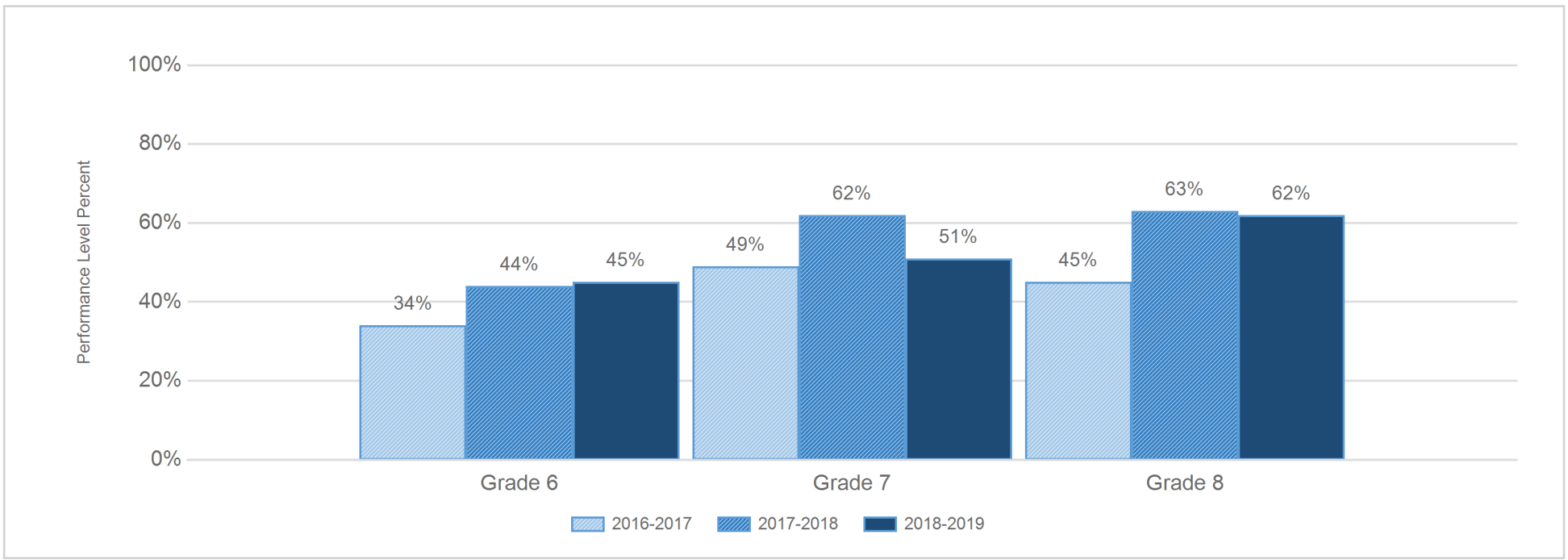


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	197	745	745	754	7%	15%	32%	*	*	45%	56%
White	137	744	744	762	*	12%	38%	*	*	43%	65%
Hispanic	18	738	738	743	*	*	*	*	*	44%	43%
Black or African American	17	747	747	738	*	*	*	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	14	767	767	780	0%	*	*	*	*	79%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	103	753	753	762	*	*	34%	*	*	54%	64%
Male	94	736	736	748	*	*	31%	*	*	35%	48%
Economically Disadvantaged Students	49	738	738	740	*	24%	29%	*	*	41%	39%
Non-Economically Disadvantaged Students	148	747	747	763	*	12%	34%	*	*	47%	67%
Students with Disabilities	38	728	728	722	*	32%	26%	*	*	21%	19%
Students without Disabilities	159	749	749	761	*	11%	34%	*	*	51%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Delran Middle School**  
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Grades Offered: 06-08  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	239	746	746	761	9%	18%	22%	42%	9%	51%	63%
White	168	750	750	769	7%	15%	23%	44%	11%	55%	72%
Hispanic	26	731	731	747	*	*	*	*	*	38%	50%
Black or African American	28	730	730	741	*	*	*	*	*	32%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	122	751	751	769	*	17%	22%	*	*	56%	71%
Male	117	740	740	753	*	18%	22%	*	*	47%	55%
Economically Disadvantaged Students	55	731	731	743	*	24%	25%	*	*	35%	45%
Non-Economically Disadvantaged Students	184	750	750	771	*	16%	21%	*	*	57%	73%
Students with Disabilities	48	716	716	720	*	33%	21%	*	*	17%	22%
Students without Disabilities	191	753	753	769	*	14%	23%	*	*	60%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Delran Middle School**  
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### English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	212	758	758	762	8%	11%	19%	45%	17%	62%	63%
White	166	760	760	770	7%	8%	19%	49%	16%	66%	72%
Hispanic	21	745	745	747	*	*	*	*	*	33%	49%
Black or African American	10	735	735	741	*	*	*	*	*	30%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	96	767	767	771	*	*	17%	51%	20%	71%	71%
Male	116	751	751	753	*	*	22%	41%	14%	54%	55%
Economically Disadvantaged Students	40	743	743	743	*	*	25%	*	*	45%	45%
Non-Economically Disadvantaged Students	172	762	762	772	*	*	18%	*	*	66%	72%
Students with Disabilities	27	714	714	721	*	*	*	*	*	*	22%
Students without Disabilities	185	765	765	770	*	*	*	*	*	*	71%
English Learners	10	695	695	708	*	*	*	*	*	*	12%
Non-English Learners	202	762	762	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	650	95.7	39.1	38.6	44.5	39.1	38.5	Met Target
White	473	95.2	40.8	40.7	54.1	40.8	39.5	Met Target
Hispanic	68	94.7	22.1	24.2	28.8	21.9	32.7	Not Met
Black or African American	53	98.3	22.6	26.5	23.0	22.6	31.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	51.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	29	96.8	51.7	43.2	53.3	51.7	47.5	Met Target
Female	316	95.9	37.0	34.9	44.9	37.0		
Male	334	95.5	41.0	42.0	44.2	41.0		
Economically Disadvantaged Students	151	94.4	22.5	23.4	26.3	22.5	26.6	Met Target†
Non-Economically Disadvantaged Students	499	96.1	44.1	43.1	54.9	44.1		
Students with Disabilities	119	91.9	17.6	*	17.4	17.3	22.7	Met Target†
Students without Disabilities	531	96.6	43.9	*	50.0	43.9		
English Learners	61	100.0	13.1	*	25.0	13.1	24.4	Not Met
Non-English Learners	589	95.3	41.8	*	46.5	41.8		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	54.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



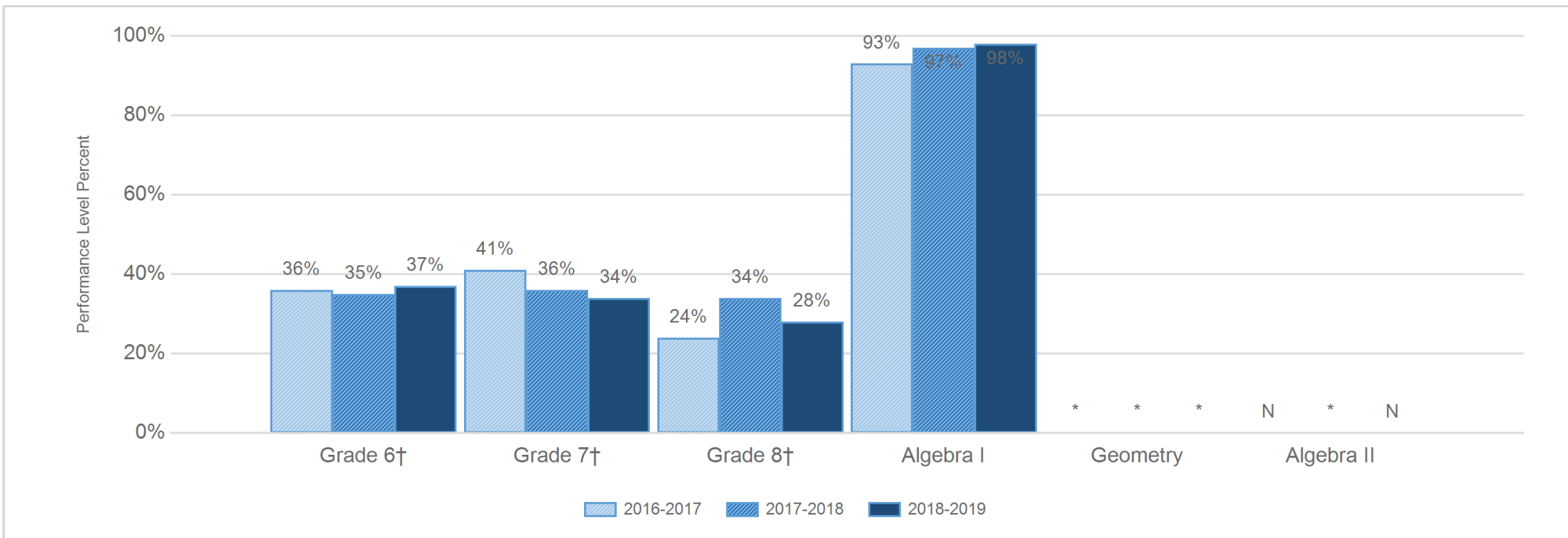
**Delran Middle School**  
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2018-2019

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	197	739	739	741	9%	19%	35%	*	*	37%	41%
White	137	739	739	749	8%	20%	35%	*	*	36%	51%
Hispanic	18	722	722	729	*	*	*	*	*	17%	24%
Black or African American	18	731	731	722	*	*	*	*	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	14	772	772	769	0%	0%	*	*	*	79%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	103	741	741	742	*	17%	35%	*	*	40%	42%
Male	94	736	736	740	*	21%	35%	*	*	33%	40%
Economically Disadvantaged Students	50	728	728	726	*	28%	40%	*	*	20%	21%
Non-Economically Disadvantaged Students	147	742	742	750	*	16%	33%	*	*	42%	53%
Students with Disabilities	38	720	720	716	*	32%	*	*	*	21%	12%
Students without Disabilities	159	743	743	746	*	16%	*	*	*	40%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	241	741	741	744	5%	19%	42%	*	*	34%	42%
White	169	744	744	751	*	17%	43%	*	*	37%	53%
Hispanic	27	733	733	733	*	*	56%	*	*	15%	26%
Black or African American	28	724	724	727	*	39%	39%	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	123	740	740	744	*	21%	45%	*	*	30%	42%
Male	118	743	743	743	*	17%	40%	*	*	37%	42%
Economically Disadvantaged Students	55	732	732	731	*	35%	40%	*	*	20%	24%
Non-Economically Disadvantaged Students	186	744	744	751	*	15%	43%	*	*	38%	53%
Students with Disabilities	48	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	193	746	746	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	165	728	728	728	24%	22%	26%	28%	0%	28%	29%
White	125	731	731	737	18%	24%	28%	30%	0%	30%	38%
Hispanic	20	712	712	722	*	*	*	*	*	15%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	78	731	731	731	15%	28%	31%	26%	0%	26%	31%
Male	87	725	725	726	31%	17%	22%	30%	0%	30%	27%
Economically Disadvantaged Students	39	721	721	719	28%	26%	28%	*	*	18%	20%
Non-Economically Disadvantaged Students	126	730	730	735	22%	21%	25%	*	*	31%	36%
Students with Disabilities	24	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	141	733	733	734	*	*	*	*	*	*	35%
English Learners	13	700	700	706	*	*	*	*	*	*	10%
Non-English Learners	152	730	730	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	47	785	746	744	0%	0%	*	*	*	98%	42%
White	39	784	748	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	20	780	740	745	0%	0%	*	*	*	95%	44%
Male	27	789	751	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	47	785	748	745	0%	0%	*	*	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	*	*	727	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	715	724	N	N	N	N	N	N	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	728	738	N	N	N	N	N	N	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	714	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	705	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	N	N	740	755	N	N	N	N	N	N	58%
White	N	N	743	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	739	752	N	N	N	N	N	N	55%
Male	N	N	743	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	728	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	743	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	*	*	N	N	N	N	N	N	*



**Delran Middle School**  
(05-1060-007)  
Grades Offered: 06-08  
2018-2019

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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	26.3%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	*	*
3-4	*	*	*
5 or more	*	*	*



**Delran Middle School**  
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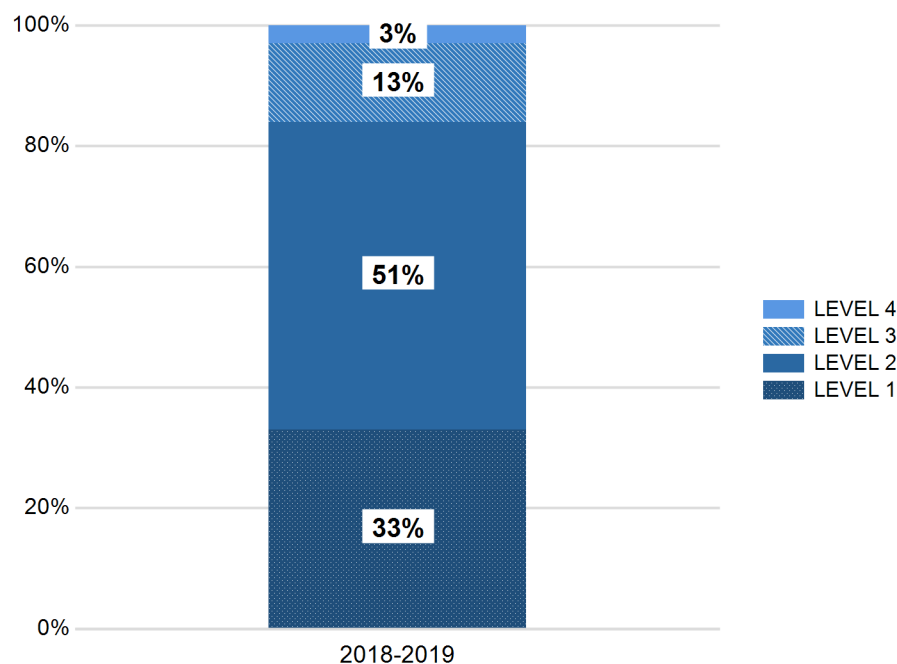
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	33	51	13	3
White	27	59	11	2
Hispanic	67	13	13	8
Black or African American	80	10	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	57	11	2
Male	36	46	14	4
Economically Disadvantaged Students	55	40	5	0
Non-Economically Disadvantaged Students	28	53	15	4
Students with Disabilities	71	21	4	4
Students without Disabilities	28	55	14	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	216
7	0	0	248
8	47	1	176
Total	47	1	640

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	177	0	0	0	0	0	0
7	222	0	0	0	0	0	0
8	97	0	0	0	46	0	0
Total	496	0	0	0	46	0	0



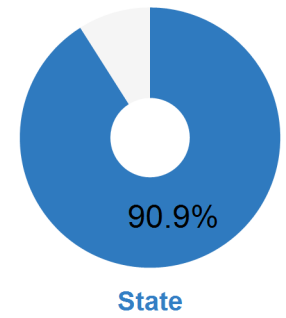
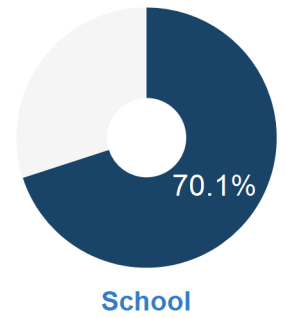
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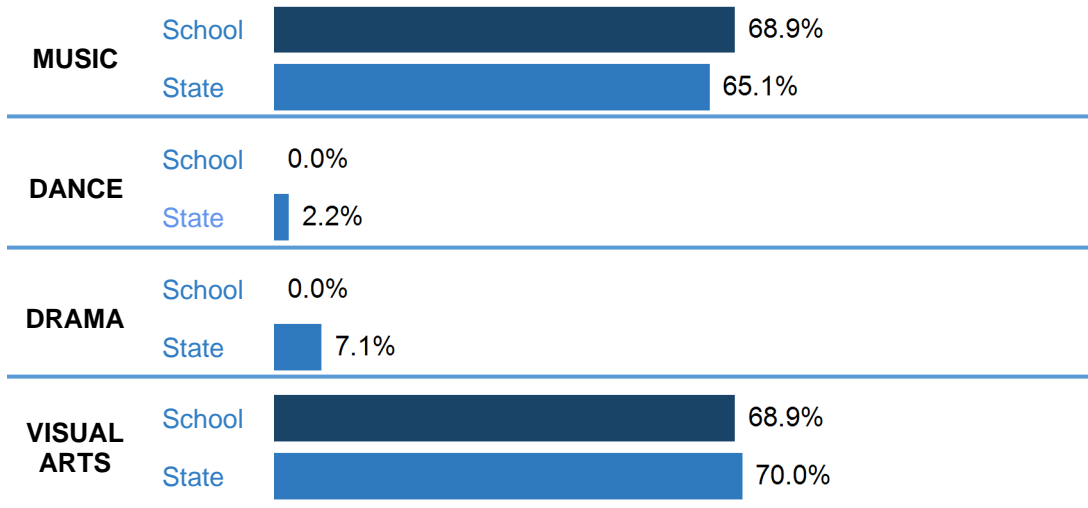
**Visual and Performing Arts – Course Participation**

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

**Grades 6-8:**  
  
 Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

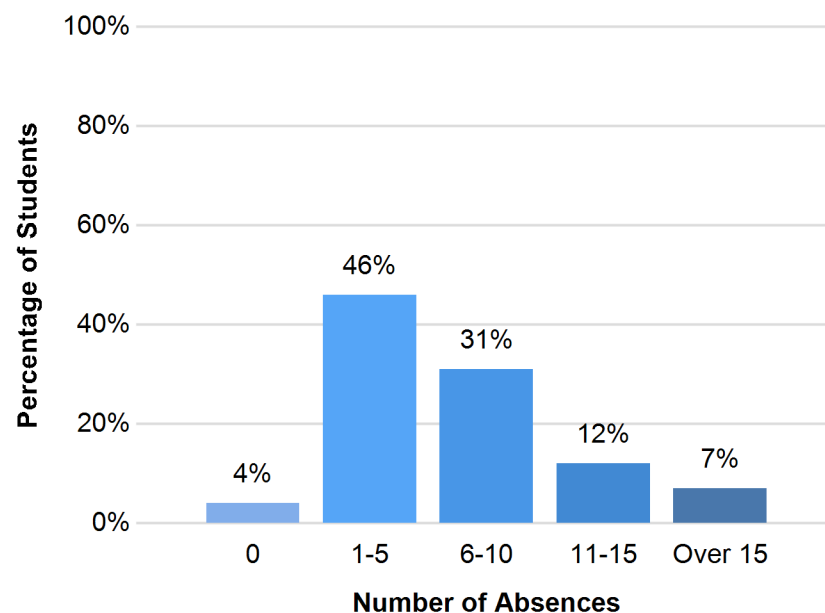
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	4.9	9.1	Met
White	27	5.4	9.1	Met
Hispanic	4	5.2	9.1	Met
Black or African American	2	3.6	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	3.3	9.1	Met
Female	13	3.9		
Male	21	5.9		
Economically Disadvantaged Students	14	8.0	9.1	Met
Students with Disabilities	14	10.8	9.1	Not Met
English Learners	1	3.2	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





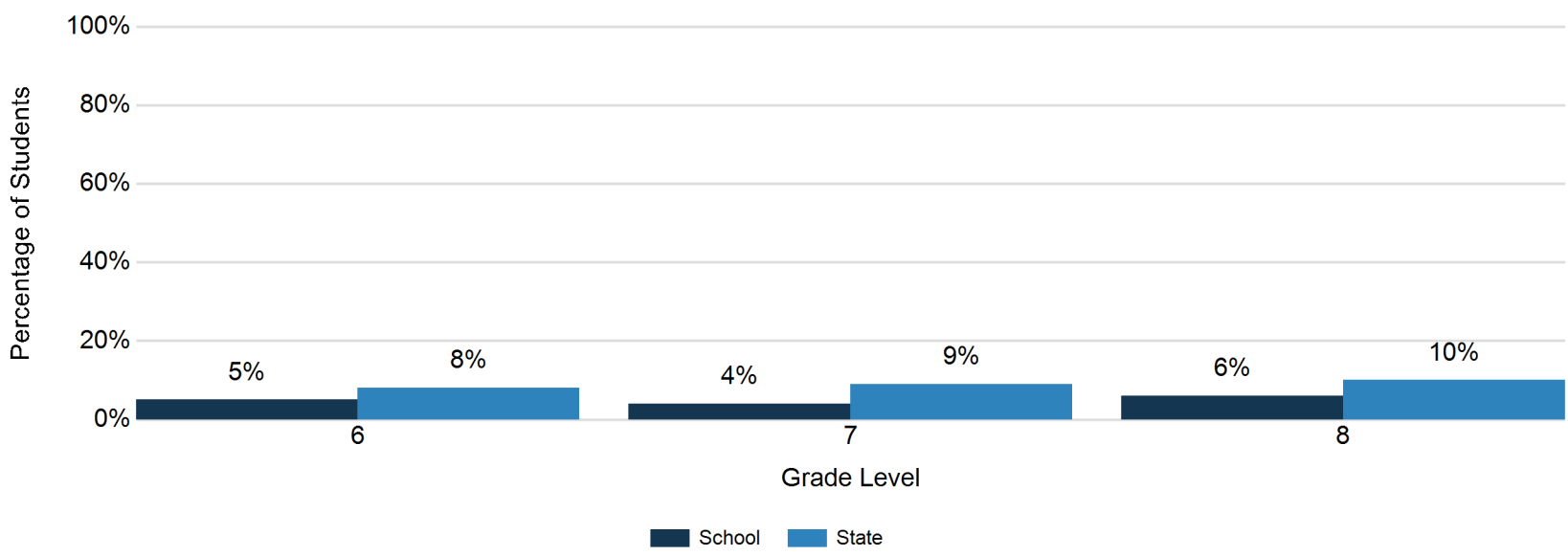
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	17
Weapons	1
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	5.67

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	12	12
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	59	8.6%
Out-of-School Suspensions	30	4.4%
Any Suspension	66	9.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
129

**Delran Middle School**

(05-1060-007)

Grades Offered: 06-08

2018-2019

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## School Day

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

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

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.3:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	66	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	71.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	344:1	164:1
Teachers to Administrators	33:1	14:1
Students to Librarians/Media Specialists		739:1
Students to Nurses		591:1
Students to Counselors		369:1
Students to Child Study Team Members		328:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	74.2%	50.0%	48.4%	77.1%	54.9%
Male	51.0%	25.8%	50.0%	51.6%	22.9%	45.1%
White	72.2%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.2%	1.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.0%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	3.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

**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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.6%	54.5%	53.9%
Math Proficiency	37.7%	40.4%	39.1%
ELA Growth	32	58	50
Math Growth	64	58	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		20.0%	26.3%
Chronic Absenteeism	11.2%	7.9%	4.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Grades Offered: 06-08  
2018-2019

**Report Key:**

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Delran Middle School**  
(05-1060-007)  
Grades Offered: 06-08  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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



**Delran Middle School**  
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2018-2019

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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 the school or district directly.



### Highlights:

- Bronze Level Certification with Sustainable Jersey for Schools
- Coriell and Delaware Valley Science Fair award winners
- Girls and Boys Varsity Basketball Red Division Champions



### Mission, Vision, Theme:

To foster academic excellence through critical thinking and digital literacy. To deliver a non-biased educational experience that celebrates diversity by embracing the uniqueness of individuals. To nurture positive development of social, emotional, and intellectual growth by encouraging students to build character and respect for others. To provide a safe, respectful environment, strengthened by communication and personal accountability, directed toward success beyond the middle school level.



### Awards, Recognition, Accomplishments:

Delran Middle School is proud to be Bronze Level Certified with Sustainable Jersey for Schools. Our students participate in the Coriell and Delaware Valley Science Fairs and are honored each year with individual award recognitions. Our students are also award winning participants in the PTA Reflections contest at the local, state and national level.






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



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### Staff and Professional Learning:

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



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### Student Supports and Services:

To support our students, we have a full-time ESL teacher, three basic skills teachers, two guidance counselors, and a full complement of special education services. The district also employs two full-time behaviorists to support students, and our building houses a child study team comprised of a school psychologist, a social worker and an LDTC. Our intervention and referral team meets regularly to discuss strategies to support struggling students.



### Student Health and Wellness:

Our comprehensive health and physical education program promotes positive healthy decisions and lifelong fitness. In Health class, we offer an in-depth look into social and emotional health, drug use and abuse and nutrition. Our Physical Education program promotes lifelong fitness. A full breakfast program is available to students each morning.



### Parent and Community Involvement:

The PTA supports our school in a variety of ways. They sponsor educational assemblies, academic celebrations, provide novels to teachers, and fund graduation awards. The school's weekly newsletter informs parents of important dates and relevant information. Our Realtime parent portal provides parents access to their child's academic progress and grades. Parent Advisory groups exist for English Language Learners & students with disabilities. Twitter is also used to share information.



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### Facilities:

The school was built in 1960. Additions were put on the building in 1964, 2001, and 2010.



### School Safety:

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



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### Technology and STEM:

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



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### Other Information

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



### Delran High School

(05-1060-005)

Grades Offered: 09-12

2018-2019

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

#### Notes from the New Jersey Department of Education:



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Delran Township School District
Principal Name	Mr. Daniel Finkle
Address	50 HARTFORD ROAD DELRAN, NJ 08075
Phone Number	856-461-6100
Email Address	<a href="mailto:dfinkle@delranschools.org">dfinkle@delranschools.org</a>
Website	<a href="http://dhs.delranschools.org">http://dhs.delranschools.org</a>
Facebook	<a href="https://www.facebook.com/DelranPrincipal/?modal=admin_todo_tour">https://www.facebook.com/DelranPrincipal/?modal=admin_todo_tour</a>
Twitter	<a href="https://twitter.com/DelranHS_Princ">https://twitter.com/DelranHS_Princ</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	221	219	257
10	228	218	224
11	220	224	215
12	216	218	217
Total	885	879	913

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.2%	48.3%
Male	52.1%	51.8%	51.7%
Economically Disadvantaged Students	21.4%	20.9%	21.6%
Students with Disabilities	12.2%	13.2%	13.5%
English Learners	2.5%	3.6%	4.3%
Homeless Students	0.3%	0.5%	0.2%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.4%	73.5%	73.8%
Hispanic	10.3%	10.6%	9.2%
Black or African American	10.8%	10.6%	11.4%
Asian	3.8%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	2.0%	2.5%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	885	879	913
Shared Time Students	0	0	0
Full Time Equivalent	885	879	913

### Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Portuguese	6.6%
Turkish	3.5%
Other Languages	3.2%



**Delran High School**  
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2018-2019

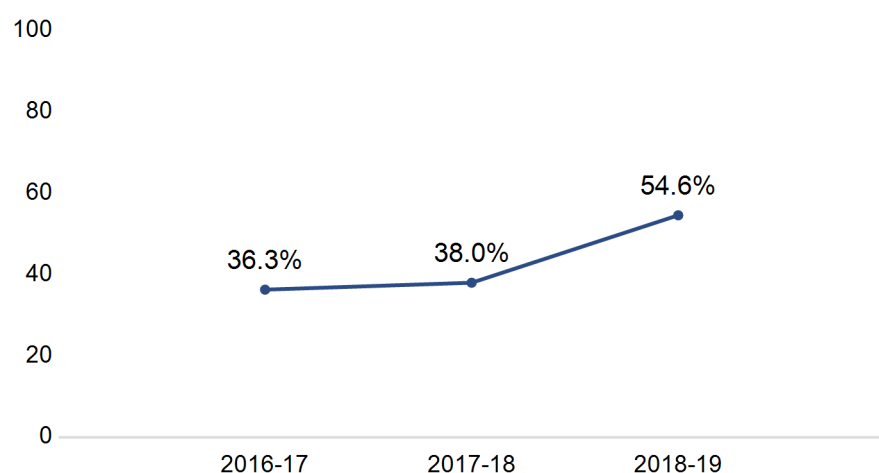
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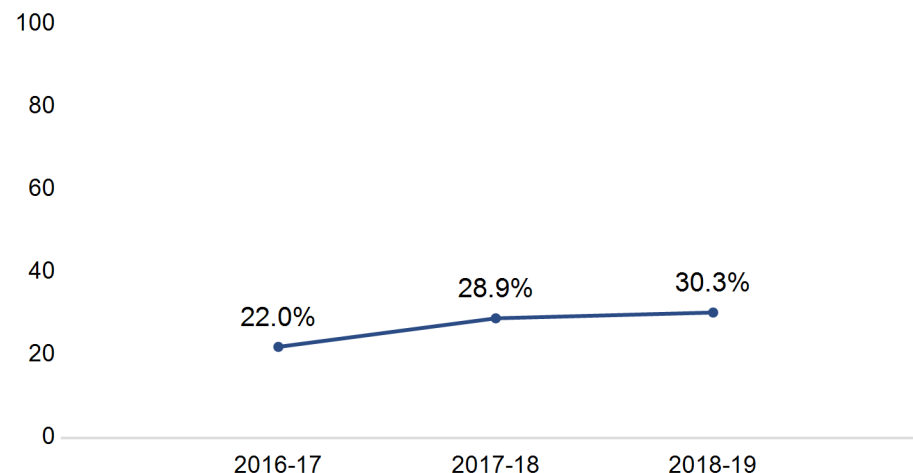
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.8%	97.9%	98.4%	90.5%	98.2%	98.0%
Proficiency Rate for Federal Accountability	36.3%	38.0%	54.6%	22.0%	28.9%	30.3%
Annual Target	25.9%	28.7%	31.5%	19.0%	22.2%	25.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	471	98.4	54.6	51.6	57.9	54.6	31.5	Met Target
White	353	98.1	56.9	53.9	66.9	56.9	31.3	Met Target
Hispanic	39	100.0	35.9	38.9	43.9	35.9	32.9	Met Target
Black or African American	48	100.0	43.8	40.1	38.5	43.8	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	*	82.9	68.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	94.1	66.7	56.8	64.4	65.8	**	**
Female	231	98.3	62.3	57.6	64.8	62.3		
Male	240	98.4	47.1	46.1	51.3	47.1		
Economically Disadvantaged Students	101	97.2	39.6	39.3	40.0	39.6	22.2	Met Target
Non-Economically Disadvantaged Students	370	98.7	58.6	55.2	67.9	58.6		
Students with Disabilities	79	94.3	25.3	27.3	22.7	25.1	23.7	Met Target
Students without Disabilities	392	99.2	60.5	57.1	65.1	60.5		
English Learners	24	100.0	*	*	29.3	*	17.6	Not Met
Non-English Learners	447	98.3	*	*	60.6	*		
Homeless Students	N	N	N	36.4	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	27.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



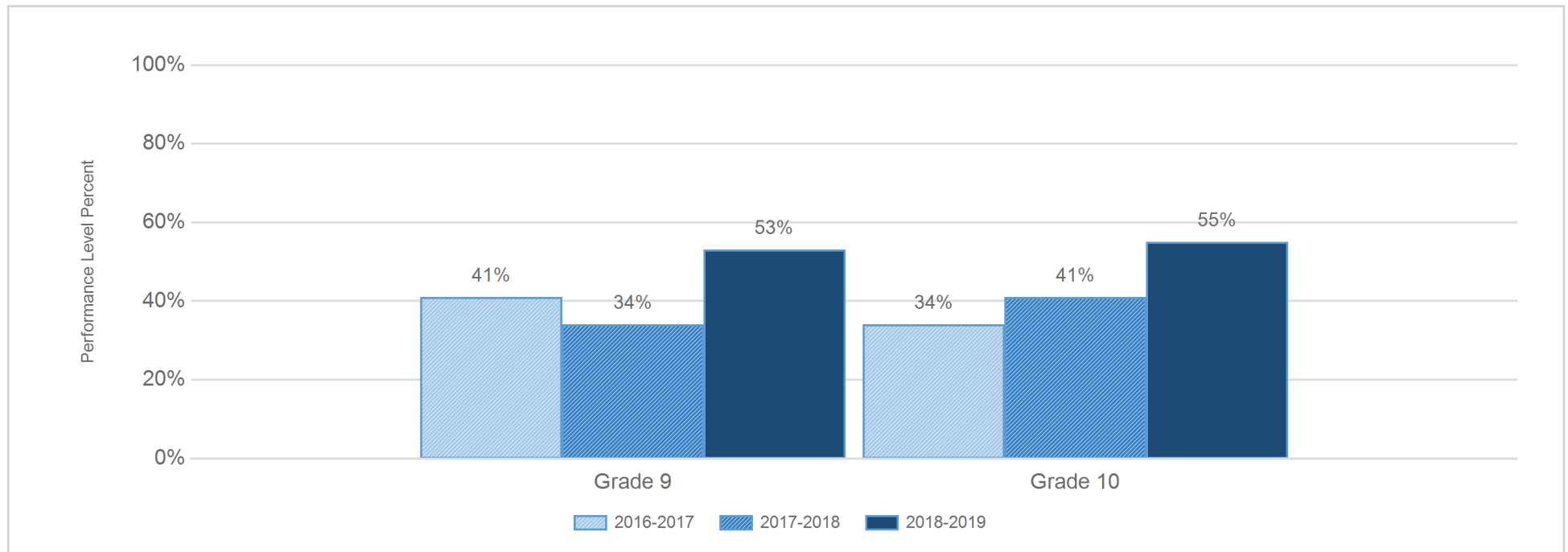
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	251	754	754	753	6%	10%	30%	38%	16%	53%	56%
White	189	754	754	762	6%	10%	31%	38%	15%	53%	65%
Hispanic	20	736	736	737	*	*	*	*	*	40%	40%
Black or African American	24	759	759	732	0%	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	115	758	758	760	*	*	28%	38%	18%	57%	63%
Male	136	749	749	746	*	*	32%	38%	13%	51%	49%
Economically Disadvantaged Students	50	732	732	734	*	*	28%	*	*	34%	36%
Non-Economically Disadvantaged Students	201	759	759	762	*	*	31%	*	*	58%	65%
Students with Disabilities	43	730	730	717	*	*	33%	*	*	26%	17%
Students without Disabilities	208	758	758	760	*	*	30%	*	*	59%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	222	754	754	757	10%	13%	22%	38%	17%	55%	58%
White	162	759	759	767	9%	12%	18%	40%	21%	61%	67%
Hispanic	20	733	733	738	*	*	*	*	*	30%	43%
Black or African American	26	739	739	733	*	*	42%	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	115	766	766	766	*	*	18%	*	*	69%	66%
Male	107	742	742	749	*	*	26%	*	*	40%	51%
Economically Disadvantaged Students	53	745	745	735	*	*	28%	*	*	43%	40%
Non-Economically Disadvantaged Students	169	757	757	767	*	*	20%	*	*	59%	67%
Students with Disabilities	34	719	719	711	35%	*	*	*	*	21%	19%
Students without Disabilities	188	761	761	765	5%	*	*	*	*	61%	65%
English Learners	10	694	694	687	*	0%	*	*	*	10%	*
Non-English Learners	212	757	757	760	*	14%	*	*	*	57%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	468	98.0	30.3	38.6	44.5	30.3	25.4	Met Target
White	350	97.5	30.9	40.7	54.1	30.9	25.3	Met Target
Hispanic	40	100.0	20.0	24.2	28.8	20.0	18.2	Met Target
Black or African American	48	100.0	22.9	26.5	23.0	22.9	23.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	*	76.5	60.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	93.7	40.0	43.2	53.3	39.5	**	**
Female	231	97.9	26.4	34.9	44.9	26.4		
Male	237	98.0	34.2	42.0	44.2	34.2		
Economically Disadvantaged Students	101	97.2	19.8	23.4	26.3	19.8	16.2	Met Target
Non-Economically Disadvantaged Students	367	98.2	33.2	43.1	54.9	33.2		
Students with Disabilities	81	96.6	*	*	17.4	*	15	Not Met
Students without Disabilities	387	98.2	*	*	50.0	*		
English Learners	25	100.0	*	*	25.0	*	22	Not Met
Non-English Learners	443	97.8	*	*	46.5	*		
Homeless Students	N	N	N	18.2	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	54.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



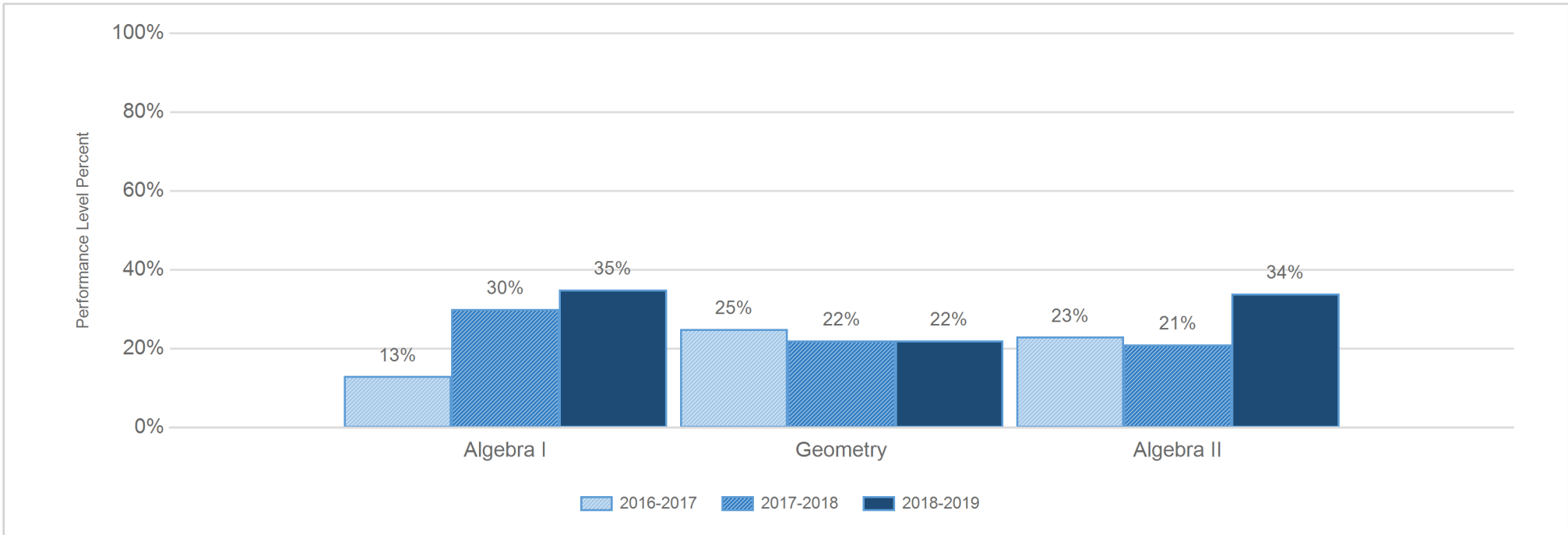
**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	194	737	746	744	7%	29%	29%	*	*	35%	42%
White	136	738	748	752	*	*	*	35%	0%	35%	53%
Hispanic	25	726	*	728	*	44%	*	*	*	24%	24%
Black or African American	21	739	*	725	*	*	*	*	*	38%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	89	732	740	745	*	35%	30%	*	*	28%	44%
Male	105	741	751	743	*	25%	28%	*	*	41%	41%
Economically Disadvantaged Students	53	729	*	727	*	40%	23%	*	*	26%	23%
Non-Economically Disadvantaged Students	141	740	*	752	*	26%	31%	*	*	38%	52%
Students with Disabilities	43	719	*	717	*	*	*	*	*	*	12%
Students without Disabilities	151	742	*	748	*	*	*	*	*	*	47%
English Learners	11	705	705	710	*	*	*	*	*	*	*
Non-English Learners	183	739	748	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	179	727	727	737	14%	28%	35%	22%	0%	22%	35%
White	136	729	*	743	13%	28%	37%	23%	0%	23%	43%
Hispanic	14	715	715	724	*	*	*	*	*	14%	17%
Black or African American	21	716	716	720	*	*	*	*	*	14%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	78	728	728	738	13%	27%	38%	22%	0%	22%	36%
Male	101	726	*	736	15%	30%	33%	23%	0%	23%	34%
Economically Disadvantaged Students	33	714	714	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	146	730	*	743	*	*	*	*	*	*	43%
Students with Disabilities	34	705	705	712	*	*	*	*	*	*	*
Students without Disabilities	145	732	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	100	740	740	755	*	*	32%	34%	0%	34%	58%
White	76	743	743	758	*	*	*	38%	0%	38%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	67	739	739	752	*	*	*	30%	0%	30%	55%
Male	33	743	743	758	*	*	*	42%	0%	42%	62%
Economically Disadvantaged Students	20	728	728	729	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	80	743	743	761	*	*	*	*	*	39%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	58.3%	40.9%	Met Target

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	86.4%	13.6%
3-4	13	69.2%	30.8%
5 or more	*	*	*



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2018-2019

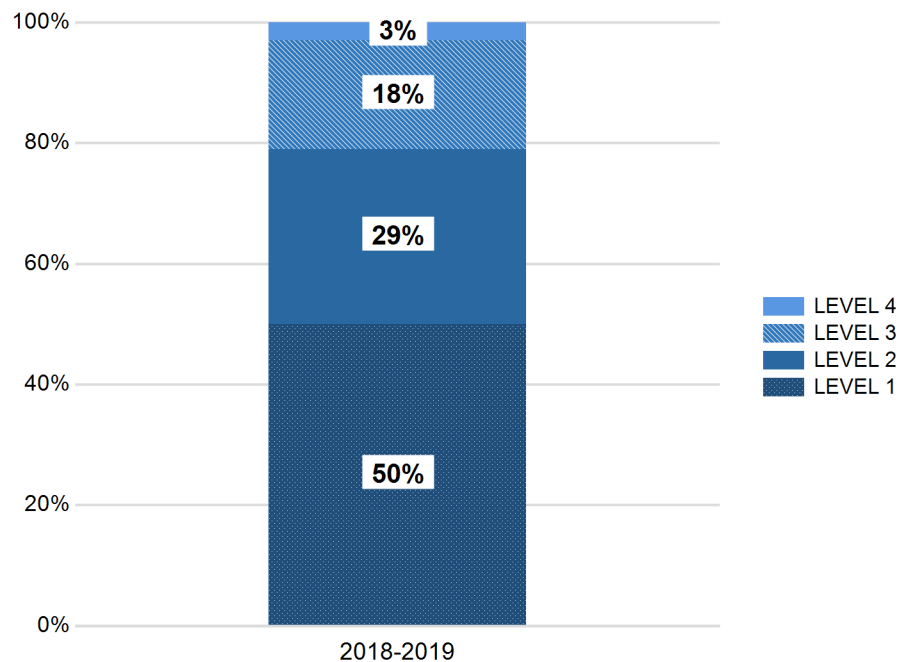
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	50	29	18	3
White	46	32	17	4
Hispanic	59	30	11	0
Black or African American	58	27	15	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	32	24	1
Male	55	27	13	5
Economically Disadvantaged Students	68	26	6	0
Non-Economically Disadvantaged Students	44	30	22	4
Students with Disabilities	72	24	3	0
Students without Disabilities	46	30	20	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	19.8%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	460	476	Grade 10: 430 Grade 11: 460	60%	61%
PSAT 10/NMSQT - Math	461	477	Grade 10: 480 Grade 11: 510	34%	43%
SAT - Reading and Writing	546	539	480	78%	70%
SAT - Math	535	541	530	54%	53%
ACT - Reading	23	25	22	65%	66%
ACT - English	22	24	18	74%	81%
ACT - Math	23	24	22	63%	65%
ACT - Science	23	24	23	53%	57%



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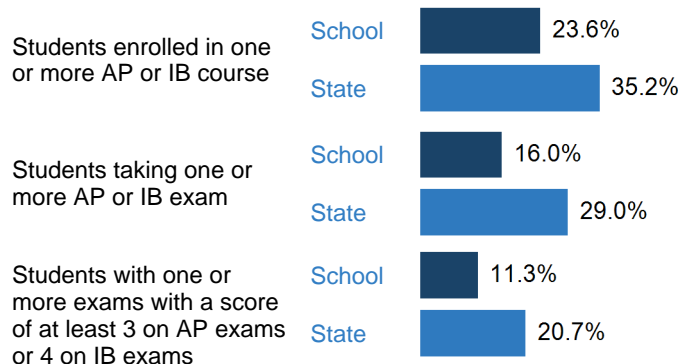
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

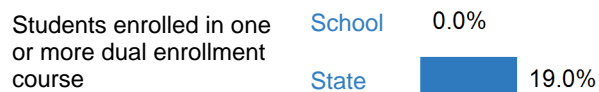
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	14
AP Calculus AB	38	23
AP Calculus BC	7	5
AP Chemistry	10	10
AP Computer Science A	9	0
AP English Language and Composition	20	18
AP English Literature and Composition	18	4
AP European History	6	2
AP French Language and Culture	2	0
AP Human Geography	21	9
AP Music Theory	4	2
AP Physics C	5	0
AP Physics C: Mechanics	0	2
AP Spanish Language	11	4
AP Statistics	9	3
AP U.S. Government and Politics	14	5



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	0	32
Total Exams taken		133
Exams with scores of at least 3 on AP exams or 4 on IB exams		98



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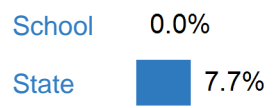
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

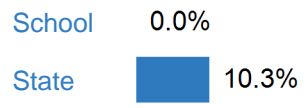
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

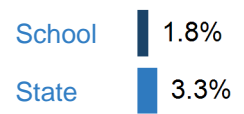
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

#### Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

### Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	189	60	5	2	0	0	11
10	6	146	87	0	0	0	14
11	1	10	109	75	11	3	11
12	0	2	16	21	57	45	48
Total	196	218	217	98	68	48	84
Enrolled in AP/IB Course					45	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	68	0	6	183	0	0
10	170	63	6	1	1	10
11	14	101	13	2	107	33
12	57	4	24	1	33	89
Total	309	168	49	187	141	132
Enrolled in AP/IB Course	17	10		0	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	256	1	0	0	0	6
10	7	217	0	0	0	11
11	3	209	0	0	12	32
12	0	12	0	0	91	108
Total	266	439	0	0	103	157
Enrolled in AP/IB Course	0	0	0	0		37
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	179	29	0	0	34	0	0
10	142	36	0	0	26	0	0
11	103	18	0	0	14	0	0
12	37	5	0	0	9	0	0
Total	461	88	0	0	83	0	0
Enrolled in AP/IB Course	11	2	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	181	44	0	0	33	0	0



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### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	9	0	0	0	0	0
10	15	0	0	0	0	0
11	20	0	0	0	0	0
12	12	0	0	0	0	0
Total	56	0	0	0	0	0
Enrolled in AP/IB Course	9		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
German	*
Spanish	*
Total	*



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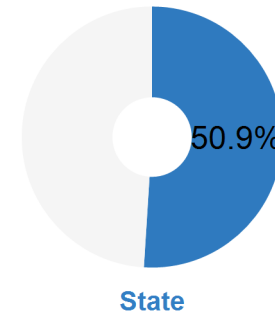
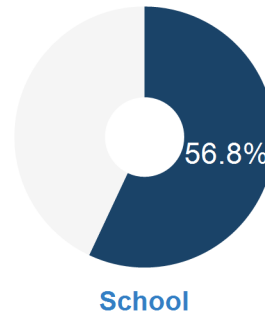
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## Visual and Performing Arts – Course Participation

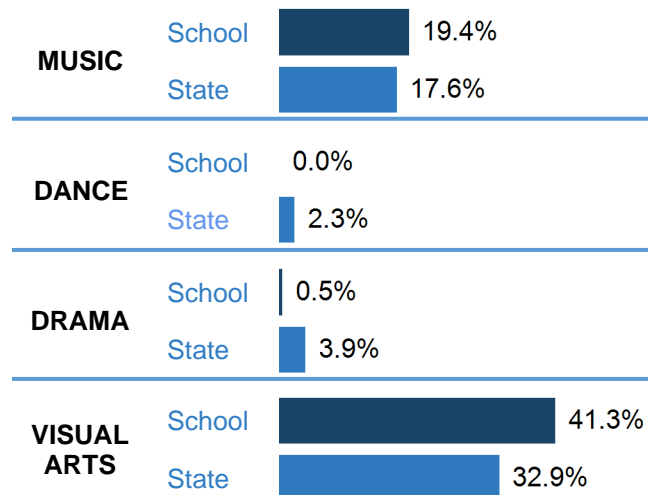
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 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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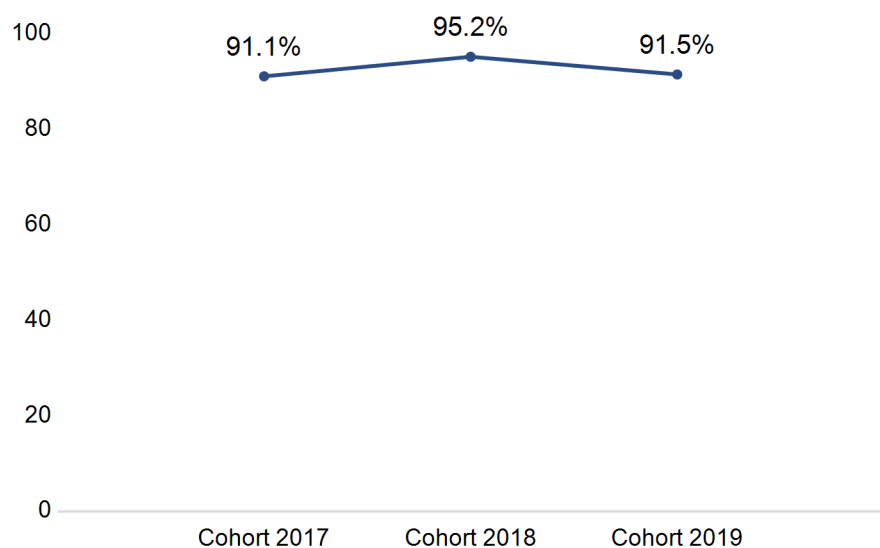
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

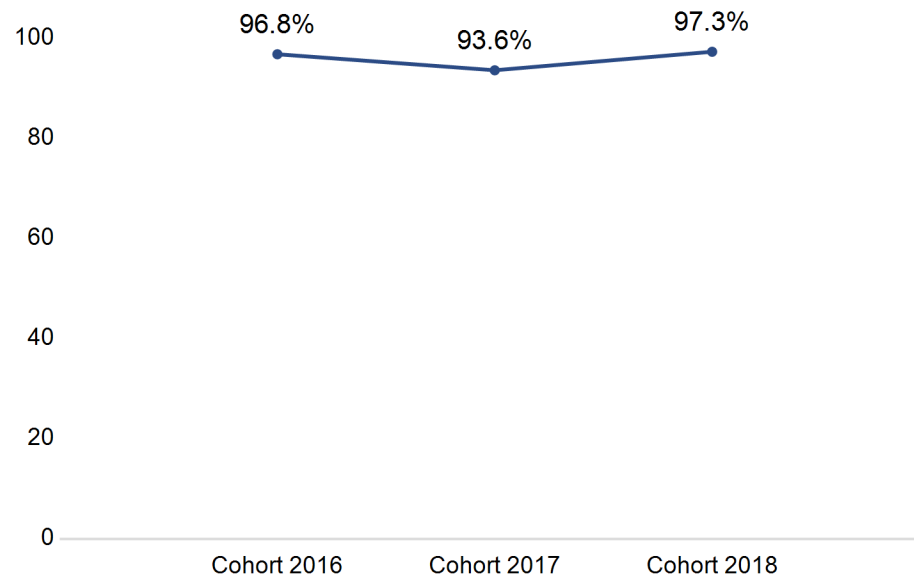
### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.1%	95.2%	91.5%	96.8%	93.6%	97.3%
Annual Target	92.6%	N		N	96.0%	
Met Annual Target?	Not Met	Met Goal		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.5%	90.6%	97.3%	92.5%	95.2%	N	Met Goal	93.6%	96.0%	Not Met
White	93.0%	94.9%	98.8%	95.9%	97.1%	N	Met Goal	93.6%	95.5%	Not Met
Hispanic	77.3%	84.5%	90.9%	87.3%	86.4%	72.6%	Met Target	90.0%	N	N
Black or African American	91.3%	83.3%	88.9%	87.1%	84.2%	**	**	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	92.6%	92.8%	95.9%	94.4%	95.8%			94.8%		
Male	90.4%	88.5%	98.4%	90.8%	94.7%			92.4%		
Economically Disadvantaged Students	84.8%	84.0%	97.7%	87.3%	89.4%	83.6%	Met Target	89.4%	91.5%	Not Met
Students with Disabilities	88.6%	79.2%	87.5%	83.8%	84.4%	80.4%	Met Target	68.0%	92.6%	Not Met
English Learners	50.0%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	33.8%	54.2%
Substitute Competency Test	58.8%	37.5%
Portfolio Appeals Process	3.7%	3.2%
Alternate Requirements specified in IEP	3.7%	5.1%
Unknown	0.0%	0.0%

### Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.7%	1.1%



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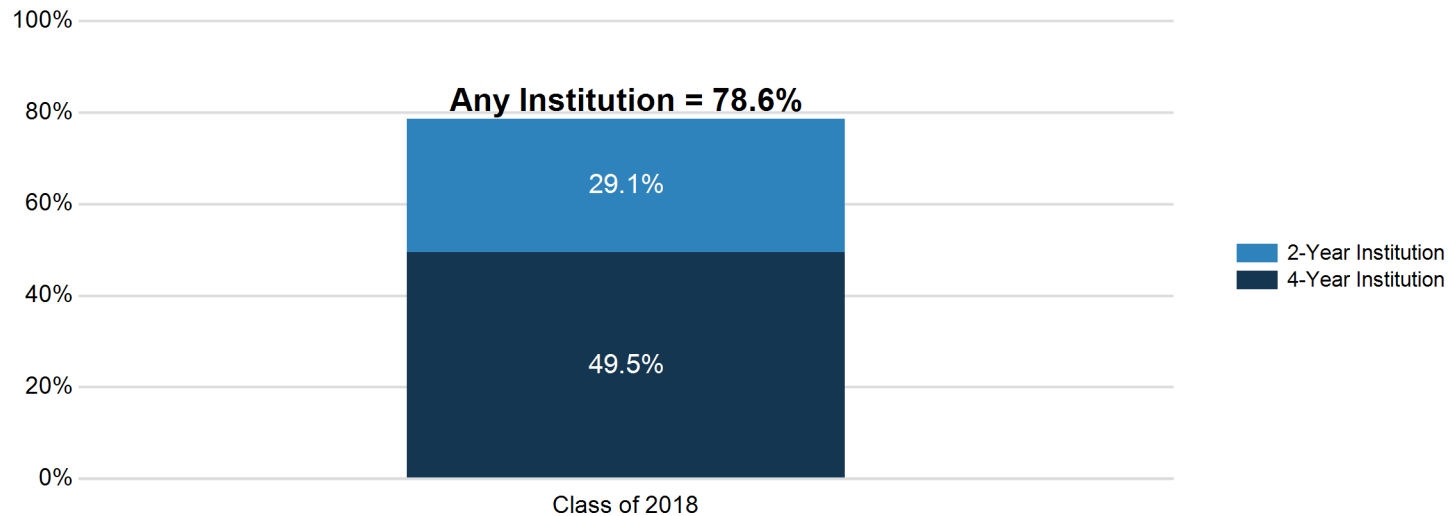
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.1%
% Enrolled in 4-Year Institution	49.5%
% Enrolled in Any Postsecondary Institution	78.6%



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**Postsecondary Enrollment Rates: Fall**

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.9%	34.1%	65.9%
White	78.2%	30.9%	69.1%
Hispanic	57.1%	66.7%	33.3%
Black or African American	63.6%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	52.8%	31.6%	68.4%
Students with Disabilities	48.3%	57.1%	42.9%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.6%	37%	63%	76.9%	23.1%	64.7%	35.3%
White	83.1%	37%	63%	77.5%	22.5%	63%	37%
Hispanic	68.2%	53.3%	46.7%	60%	40%	60%	40%
Black or African American	50%	25%	75%	75%	25%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	83.3%	20%	80%	90%	10%	90%	10%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	64.4%	65.5%	34.5%	82.8%	17.2%	79.3%	20.7%
Students with Disabilities	54.2%	76.9%	23.1%	92.3%	7.7%	84.6%	15.4%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

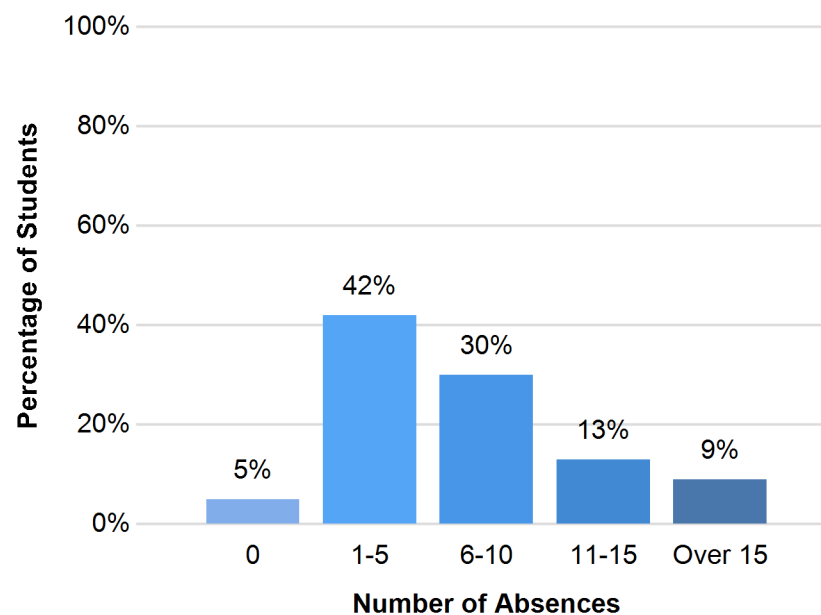
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	6.2	14.2	Met
White	39	5.6	14.2	Met
Hispanic	10	11.0	14.2	Met
Black or African American	8	7.2	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	14.2	Met
Female	30	6.4		
Male	29	6.0		
Economically Disadvantaged Students	22	10.6	14.2	Met
Students with Disabilities	17	10.9	14.2	Met
English Learners	2	5.1	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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



**Delran High School**

(05-1060-005)

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2018-2019

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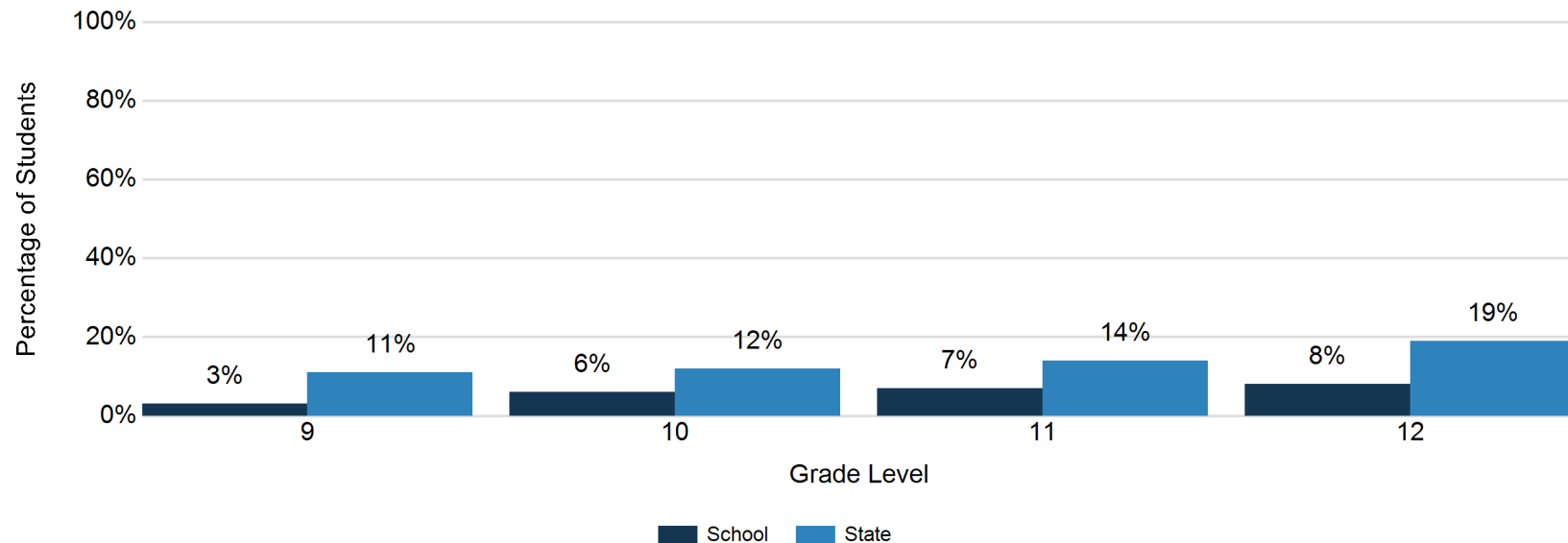
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	3
Substances	16
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.50

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	3	3
No Identified Nature	6		6

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	29	3.2%
Any Suspension	29	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

212



**Delran High School**  
(05-1060-005)  
Grades Offered: 09-12  
2018-2019

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### School Day

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

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	81.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	9.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	457:1	164:1
Teachers to Administrators	37:1	14:1
Students to Librarians/Media Specialists		739:1
Students to Nurses		591:1
Students to Counselors		369:1
Students to Child Study Team Members		328:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	60.8%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	39.2%	50.0%	51.6%	22.9%	45.1%
White	73.8%	91.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.2%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.4%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	3.1%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

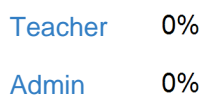
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.3%	38.0%	54.6%
Math Proficiency	22.0%	28.9%	30.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.1%	95.2%	91.5%
5-Year Graduation Rate†	96.8%	93.6%	97.3%
Progress toward English Language Proficiency		60.0%	58.3%
Chronic Absenteeism	9.6%	9.9%	6.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Not Met	Met Target	Met	No
White	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	N	n/a	Met	No
Black or African American	Met Target	Met Target†	**	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	Not Met	Not Met	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Delran High School houses a state-of-the-art Innovation and Fabrication Lab through our work with the Delran STEM Ecosystem Alliance.
- Delran High School is proud of its Delran Summer Reading program where every student and staff member chooses a book and discusses in a book-club format in September.
- Delran High School is committed to community service where every Junior completes at least 15 hours of selfless service. We have been recognized by organizations for work that students have done.



### Mission, Vision, Theme:

**DELRAN HIGH SCHOOL MISSION STATEMENT** Delran High School, an inclusive learning community, provides educational opportunities for intellectual development, while valuing the importance of cultural diversity and tradition. We believe: Delran High School will be a supportive and safe school environment where all students can pursue academic, social, artistic and athletic interests. all students will develop the skills needed to solve problems, think critically, communicate effectively, exhibit appropriate social behavior, maintain a state of mental and physical well-being, and to be personally accountable. all students will be given the opportunities to understand the interrelationship between fine, performing, and practical arts and traditional academic areas. all students will have the confidence to apply the latest technology to all their endeavors. education will take place inside and outside of our classrooms.



### Awards, Recognition, Accomplishments:

Delran boasts 20 AP Scholars. Delran High School is proud to be Bronze Level Certified with Sustainable Jersey for Schools and received various grants to further our focus on STEM education. Delran High School is proud to be a Blue Ribbon Lighthouse School of Excellence. Delran Boys' Soccer on its fourth consecutive South Jersey Group II Championship.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>As today's society becomes more complex, the demands placed upon schools to educate young adults to take their rightful place in society becomes equally as difficult to navigate. This complexity is mirrored in the rigorous and relevant curricular offerings that have been developed for Delran High School. In addition to preparing for education or employment beyond high school, each student has individual desires and goals. Because each student has individual interests, a variety of courses have been developed to assist them in examining these interests. Our students take advantage of the curricular offerings not only to pursue their goals, but also to broaden their background and explore new and different ideas, concepts, and skills.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Coed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</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 serious personal responsibilities to the team, school and the community that the athlete represents.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Delran High School offers over 40 clubs and activities for our students. The purpose is to supplement the curriculum and satisfy the diverse interests of our students. All students are encouraged to become involved in an activity at the beginning of the school year. All clubs and activities are open to all students of DHS.</p>





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 <p style="text-align: center;"><b>Staff and Professional Learning:</b></p>	<p>Delran High School teachers each have one 41 minute period each day to participate in Professional Learning Communities. This time is spent reviewing and revamping curriculum, collaboratively authoring common assessments, and using student data to inform instruction and improve teaching pedagogy. Teachers also participate in five Professional Development days designed and implemented by the teaching staff to share best practices with colleagues. Teachers have the ability to choose sessions that align with district, building, department, and individual professional goals. Teachers are also encouraged to seek outside opportunities to further their teaching repertoire.</p>
 <p style="text-align: center;"><b>Postsecondary Information:</b></p>	<p>Delran High School is committed to preparing all students for Life After Delran. Eighty-one percent of our students continue their formal education at either a 4-year (53%) institution or 2-year (28%) institution. Five percent of our graduates enter technical or vocational school while 14% enter the military or pursue employment opportunities. Delran High School is proud to have graduates attending all four service academies at the present time: Army (West Point), Navy (Annapolis), Air Force (Colorado) and the Coast Guard (New London, CT).</p>



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### Student Supports and Services:

Four percent of Delran High School are English Language Learners who participate in our ESL classes. They are an integral part of our community as we weave new traditions and cultures into the fabric of Delran. We have developed specific sections to meet the needs of the English-Language Learner to support their growth and provide support necessary for them to flourish. We are also proud of our National Honor Society students who volunteer many hours to support their peers. They make themselves available both during the day and after school to work one-on-one when needed.



### Student Health and Wellness:

Delran High School offers a robust Health Program designed to support the health and wellness of our population. We center on self-worth and good decision making without succumbing to peer pressure. All students also have the ability to graduate with certification in both CPR and First-Aid. Physical Education is offered for over 200 minutes each week where students participate in activities that promote life-long fitness.



### Parent and Community Involvement:

Our collaborative work with the PTA is exceptional, involving parents in many aspects of our school decision making. They are members of interview committees and are a vital voice in formulating our school improvement plan. Delran also boasts one of the most amazing Homecoming traditions, involving the entire community culminating in a parade of student-made floats and skits. This event is the highlight of the fall! Delran also has a parent portal where parents can receive up-to-date information on their child's performance in the classroom. A newsletter is also broadcast on a bi-weekly basis to keep the community informed of the happenings at DHS.



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### Facilities:

Delran High School was built in 1975 to accommodate the growing population of Delran. Since, the addition of a state-of-the-art Science wing with a greenhouse was completed in 2012. A Fabrication and Innovation Lab was completed in a renovated part of the building to support the STEM initiative of the district. This space hosts classes from the entire district and serves as a community resource and post-secondary teaching space.



### School Safety:

The Delran Township School District is committed to the safety and security of its students and staff. There is a secure vestibule being built at the entrance of DHS which will be monitored by an Armed Security Specialist. We have numerous procedures in place to address visitor management. Our School Safety Committee works diligently to ensure that there is a safe, positive environment for all students, designing school-wide activities and communication with parents to support this endeavor. District-wide, a panel of key stakeholders, including representatives from administration, food service, transportation, technology, and local law enforcement, meet at safety meetings to discuss various issues and refine our procedures under the direction of our District Security Specialists.



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Technology and STEM:

Our Media Center houses two full computer labs and students participate in lessons to develop research skills for the 21st Century learner. Each classroom is equipped with a Promethean Board, allowing for interactive and dynamic presentation of materials. Additionally, DHS has 12 Chromebook carts which are used every period of every day to place technology in the hands of our students. Delran High School also has a thriving visual arts program where students explore graphic design, photography, and video production using industry standard equipment. There is a Robotics Team for students to compete in competitions. District-wide, we conduct special activities to celebrate the Hour of Code and resources are shared with the community to promote digital competencies and vocational awareness as we prepare students for jobs that have yet to be created. We also host a STEM Fair annually where students are able to show off their skills for the community.