NJ SCHOOL PERFORMANCE REPORT

DELSEA REGIONAL HIGH SCHOOL
(15-4940-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	DELSEA REGIONAL H.S DIST.
Principal Name	MR. BERARDELLI
Address	242 FRIES MILL RD FRANKLINVILLE, NJ 08322-9139
Phone Number	(856)694-0100
Email Address	PBERARDELLI@DELSEAREGIONAL.US
Website	http://www.delsearegional.us
Facebook	https://www.facebook.com/delsearegional/
Twitter	https://twitter.com/delsearegional

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	293	278	242
10	296	269	264
11	268	303	281
12	264	285	301
Total	1,121	1,135	1,088

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.3%	49.6%	49.8%
Male	50.7%	50.4%	50.2%
Economically Disadvantaged Students	26.3%	24.5%	24.9%
Students with Disabilities	11.5%	13.9%	14.4%
English Learners	0.0%	0.0%	0.1%
Homeless Students		2.6%	2.7%
Students in Foster Care		0.4%	0.6%
Military-Connected Students		2.1%	7.0%
Migrant Students		0.1%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	78.6%	76.2%	76.0%
Hispanic	5.2%	6.4%	7.0%
Black or African American	12.9%	12.7%	12.3%
Asian	1.8%	2.2%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	2.3%	2.8%

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	2015-16	2016-17	2017-18
Full Time Students	1,118	1,133	1,086
Shared Time Students	5	3	4
Full Time Equivalent	1,121	1,135	1,088

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	97.9%
Spanish	1.5%
Other Languages	0.6%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	478	97.0	41.3	55.8	56.7	41.3	43	Met Target†
White	361	96.3	43.8	57.5	65.6	43.8	45.1	Met Target†
Hispanic	33	100.0	33.4	53.4	42.5	33.4	29.4	Met Target
Black or African American	67	98.6	31.3	44.6	37.3	31.3	28.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	228	97.9	53.1	68.6	64.5	53.1		
Male	250	96.2	30.4	44.4	49.4	30.4		
Economically Disadvantaged Students	113	96.8	26.5	44.8	38.5	26.5	27.8	Met Target†
Non-Economically Disadvantaged Students	365	97.1	45.8	59.6	67.5	45.8		
Students with Disabilities	91	92.2	*	*	21.6	*	15.7	Not Met
Students without Disabilities	387	98.3	*	*	63.9	*		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	478	97.0	41.3	*	59.4	41.3		
Homeless Students	12	85.7	33.3	*	27.7	43.4		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	36	97.4	33.4	33.4	57.4	33.4		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	738	738	752	18%	18%	22%	33%	9%	42%	55%
White	170	742	742	760	15%	17%	22%	37%	8%	45%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	32	724	724	734	*	31%	*	*	*	28%	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	117	748	748	759	11%	11%	25%	*	*	53%	63%
Male	114	728	728	744	25%	25%	19%	*	*	31%	46%
Economically Disadvantaged Students	62	719	719	733	39%	19%	*	*	*	29%	34%
Non-Economically Disadvantaged Students	169	745	745	761	11%	17%	*	*	*	47%	65%
Students with Disabilities	36	706	706	716	*	*	*	*	*	*	15%
Students without Disabilities	195	744	744	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	16	739	739	749	*	*	*	*	*	38%	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	737	737	749	23%	18%	20%	28%	11%	40%	51%
White	194	740	740	756	22%	17%	19%	28%	13%	42%	58%
Hispanic	11	742	742	733	*	*	*	*	*	36%	38%
Black or African American	37	723	723	728	30%	*	*	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	116	750	750	759	13%	14%	22%	36%	15%	51%	60%
Male	139	726	726	739	32%	21%	17%	22%	9%	30%	42%
Economically Disadvantaged Students	59	712	712	730	41%	*	27%	*	*	20%	34%
Non-Economically Disadvantaged Students	196	745	745	758	18%	*	17%	*	*	45%	59%
Students with Disabilities	55	694	694	707	*	*	*	*	*	*	15%
Students without Disabilities	200	749	749	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	255	737	737	752	23%	18%	20%	28%	11%	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	21	731	731	748	*	*	*	*	*	29%	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	730	730	736	30%	18%	19%	21%	12%	33%	39%
White	156	735	735	737	25%	17%	22%	22%	13%	36%	41%
Hispanic	14	701	701	731	*	*	*	*	*	14%	35%
Black or African American	21	700	700	729	57%	*	*	*	*	14%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	97	746	746	745	19%	13%	20%	*	*	48%	48%
Male	106	715	715	728	41%	23%	19%	*	*	18%	31%
Economically Disadvantaged Students	51	715	715	730	37%	22%	24%	*	*	18%	33%
Non-Economically Disadvantaged Students	152	734	734	739	28%	17%	18%	*	*	38%	42%
Students with Disabilities	27	698	698	708	*	*	*	*	*	*	13%
Students without Disabilities	176	734	734	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	203	730	730	738	30%	18%	19%	21%	12%	33%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	15	724	724	729	*	*	*	*	*	33%	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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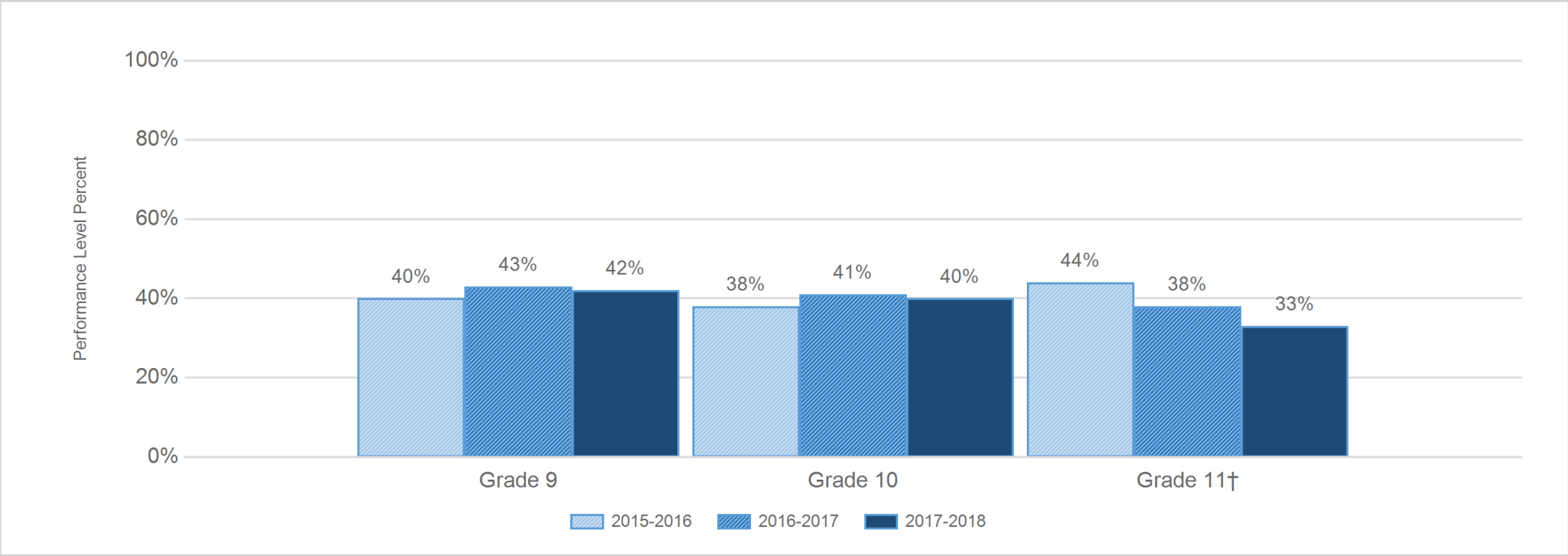
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	498	97.0	24.7	35.7	45.0	24.7	31.4	Not Met
White	380	97.0	27.3	38.9	54.1	27.3	32.2	Not Met
Hispanic	33	92.1	24.2	33.8	29.2	23.4	15.8	Met Target
Black or African American	68	98.6	*	*	23.4	*	25.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	240	97.6	24.6	39.2	46.0	24.6		
Male	258	96.3	24.8	32.6	43.9	24.8		
Economically Disadvantaged Students	121	96.3	12.4	24.5	26.6	12.4	23	Not Met
Non-Economically Disadvantaged Students	377	97.2	28.6	39.6	55.9	28.6		
Students with Disabilities	95	92.5	*	*	17.1	*	9.4	Met Target†
Students without Disabilities	403	98.1	*	*	50.5	*		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	498	97.1	24.7	*	46.9	24.7		
Homeless Students	17	85.0	17.6	*	17.3	25.3		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	38	95.1	21.1	21.1	45.8	21.1		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	733	747	746	13%	21%	42%	*	*	24%	46%
White	127	735	751	755	11%	20%	41%	*	*	28%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	31	725	*	727	*	*	45%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	92	732	746	748	12%	24%	41%	*	*	23%	48%
Male	92	734	749	745	13%	18%	43%	*	*	25%	44%
Economically Disadvantaged Students	58	726	*	729	17%	29%	41%	*	*	12%	25%
Non-Economically Disadvantaged Students	126	736	*	756	10%	17%	43%	*	*	29%	57%
Students with Disabilities	33	711	711	716	39%	33%	*	*	*	15%	13%
Students without Disabilities	151	738	753	752	7%	19%	*	*	*	26%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	14	744	744	752	0%	*	*	*	*	29%	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	729	729	735	10%	33%	35%	*	*	22%	30%
White	172	732	732	740	8%	31%	37%	*	*	24%	37%
Hispanic	11	716	716	723	*	*	*	*	*	*	14%
Black or African American	16	714	714	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	107	734	734	736	*	*	48%	*	*	24%	30%
Male	104	724	724	734	*	*	22%	*	*	19%	29%
Economically Disadvantaged Students	53	723	723	722	19%	36%	30%	*	*	15%	13%
Non-Economically Disadvantaged Students	158	731	731	741	7%	32%	37%	*	*	24%	38%
Students with Disabilities	34	703	703	713	*	*	*	*	*	*	*
Students without Disabilities	177	734	734	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	211	729	729	736	10%	33%	35%	*	*	22%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	18	725	725	731	*	*	*	*	*	28%	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

DELSEA REGIONAL HIGH SCHOOL
(15-4940-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	714	714	727	38%	24%	19%	19%	0%	19%	30%
White	205	717	717	733	34%	24%	21%	21%	0%	21%	35%
Hispanic	16	704	704	710	*	*	*	*	*	19%	14%
Black or African American	44	700	700	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	129	716	716	728	38%	19%	22%	20%	0%	20%	30%
Male	148	712	712	727	38%	28%	16%	18%	0%	18%	30%
Economically Disadvantaged Students	70	695	695	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	207	720	720	736	*	*	*	*	*	*	37%
Students with Disabilities	58	679	679	693	*	*	*	*	*	*	*
Students without Disabilities	219	723	723	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	277	714	714	729	38%	24%	19%	19%	0%	19%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	23	712	712	717	*	*	*	*	*	*	20%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%

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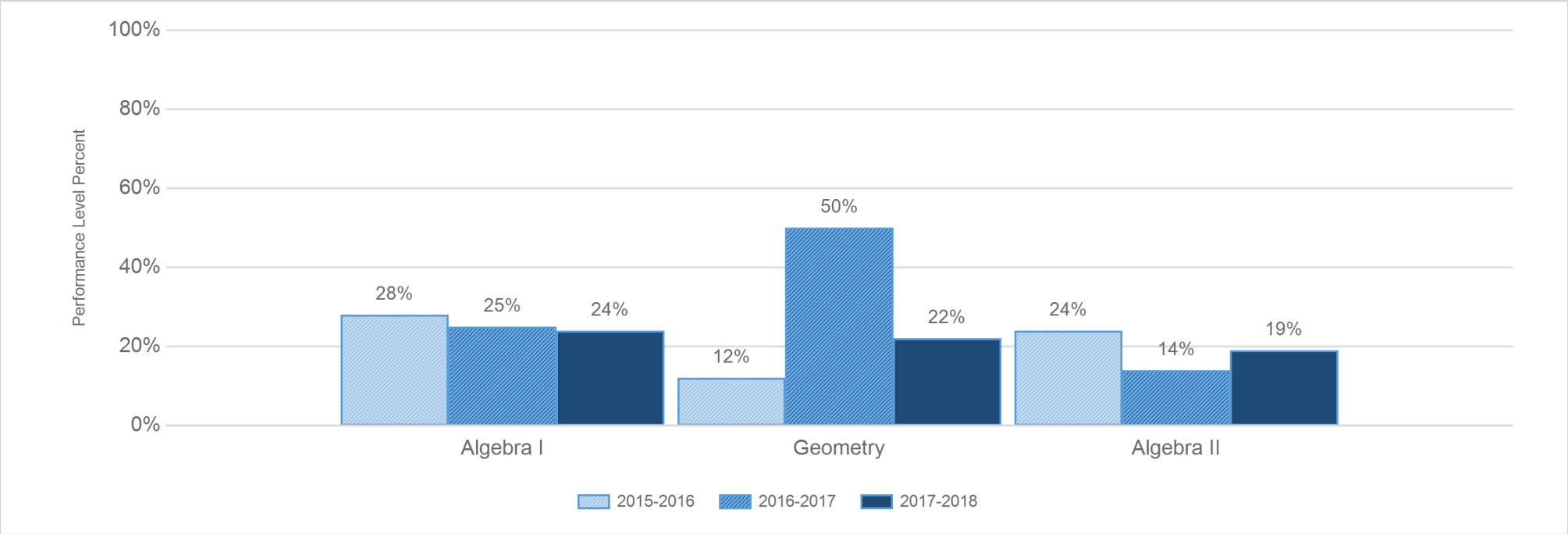
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about 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 2017-18. 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 2017-18	98.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	69.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.6%	24.6%

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	467	478	Grade 10: 430 Grade 11: 460	61%	62%
PSAT 10/NMSQT - Math	469	478	Grade 10: 480 Grade 11: 510	41%	42%
SAT - Reading and Writing	535	542	480	77%	72%
SAT - Math	532	543	530	50%	54%
ACT - Reading	24	24	22	63%	62%
ACT - English	23	24	18	85%	78%
ACT - Math	25	24	22	71%	62%
ACT - Science	23	23	23	63%	53%

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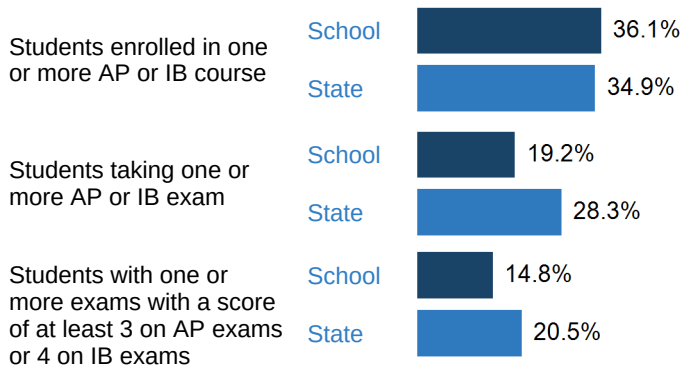
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

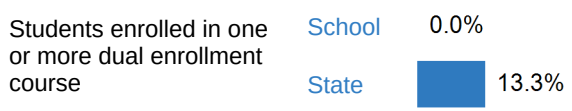
AP/IB Coursework – Participation and Performance

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 students 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	28	8
AP Calculus AB	33	24
AP Chemistry	30	25
AP Computer Science A	5	4
AP English Language and Composition	45	37
AP English Literature and Composition	16	6
AP European History	20	12
AP French Language and Culture	10	2
AP Italian Language and Culture	12	4
AP Music Theory	2	0
AP Physics 1	17	7
AP Physics 2	35	19
AP Psychology	35	17
AP Spanish Language	15	13
AP Statistics	28	15
AP Studio Art—Drawing Portfolio	26	4

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	15	2
AP U.S. History	57	40
Total Exams taken		240
Exams with scores of at least 3 on AP exams or 4 on IB exams		158

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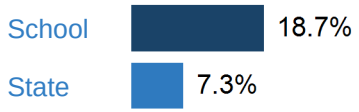
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

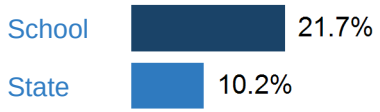
Career and Technical Education Participation

The graphs below show the percentage of students 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)



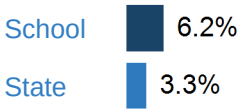
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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
Agriculture, Food & Natural Resources	68		
Architecture & Construction	*		
Arts, AV Technology & Communications	73		
Finance	*		
Information Technology	77		
Marketing	97		
Science, Technology, Engineering & Mathematics	67		
Total (All Clusters)	439	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	181	64	6	0	0	0	59
10	7	9	255	1	0	0	41
11	0	183	31	56	0	0	46
12	2	15	9	3	55	28	146
Total	190	271	301	60	55	28	292
Enrolled in AP/IB Course					33	28	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	92	0	0	155	1	0
10	182	77	0	3	7	0
11	6	147	0	1	162	3
12	31	10	0	3	80	150
Total	311	234	0	162	250	153
Enrolled in AP/IB Course	28	30		0	37	0
Enrolled in Dual Enrollment Course	0	0	0	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.

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	230	19	0	0	3	0
10	6	264	0	1	17	1
11	16	273	0	41	14	8
12	36	21	0	87	41	37
Total	288	577	0	129	75	46
Enrolled in AP/IB Course	0	57	0	35		32
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	100	66	53	0	0	0	2
10	145	50	48	0	0	0	6
11	90	28	19	0	0	0	1
12	22	12	13	0	0	0	0
Total	357	156	133	0	0	0	9
Enrolled in AP/IB Course	15	10	12	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	56	19	13	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
Total	0

NJ SCHOOL PERFORMANCE REPORT

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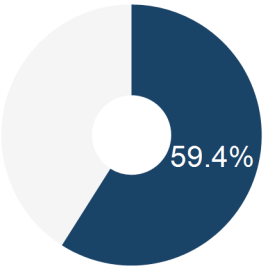
Visual and Performing Arts – Course Participation

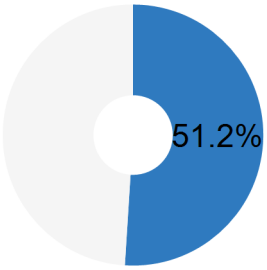
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

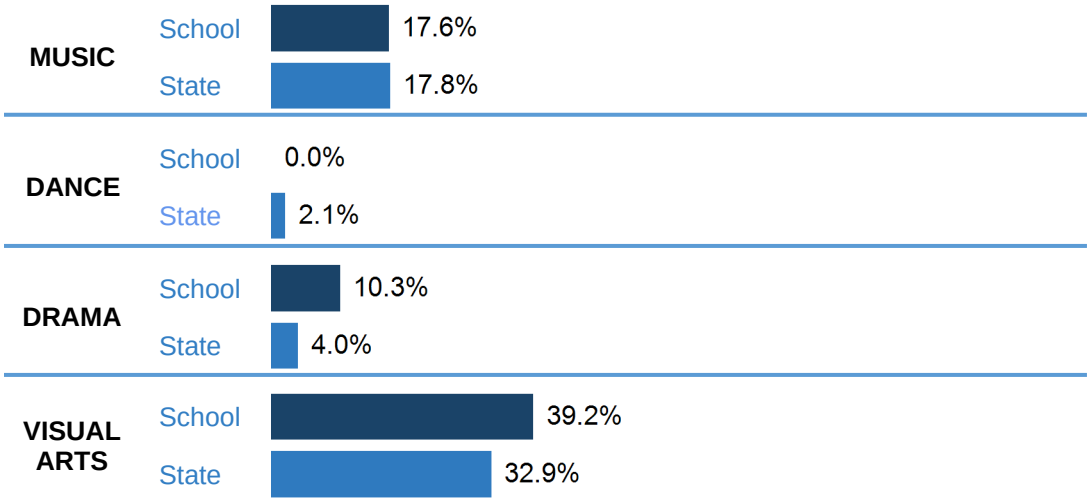


School



State

Students enrolled in one or more classes by discipline:



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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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.1%	90.9%	95.2%	92.4%	94.9%	92.7%	Met Target	94.4%	93.7%	Met Target
White	95.0%	95.0%	95.9%	95.7%	95.9%	N	Met Goal	95.1%	N	Met Goal
Hispanic	76.2%	84.8%	95.0%	87.3%	85.7%	N	N	87.5%	**	**
Black or African American	91.7%	84.2%	90.5%	86.8%	92.7%	90.7%	Met Target	91.7%	88.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	84.8%	84.6%	91.5%	87.0%	90.4%	84.3%	Met Target	88.4%	93.1%	Not Met
Students with Disabilities	74.5%	80.1%	84.4%	83.5%	84.4%	77.0%	Met Target	86.7%	80.1%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	64.9%						

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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 Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	43.2%	48.8%
Substitute Competency Test	48.1%	43.5%
Portfolio Appeals Process	5.6%	4.3%
Alternate Requirements specified in IEP	2.8%	3.1%
Unknown	0.3%	0.3%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.1%	-
2017	94.9%	95.2%
2016	93.0%	94.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.1%	1.2%
2016-2017	0.8%	1.1%
2015-2016	1.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

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(15-4940-050)
Grades Offered: 09-12
2017-2018

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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 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	57.1%	44.4%	55.6%
White	63.8%	46%	54%
Hispanic	9.5%	50%	50%
Black or African American	48.8%	38.1%	61.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	40%	39.3%	60.7%
Students with Disabilities	29.4%	60%	40%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	65.1%	53.6%	46.4%	81.6%	18.4%	73.7%	26.3%
White	62.6%	52.3%	47.7%	81.8%	18.2%	71.2%	28.8%
Hispanic	60%	58.3%	41.7%	75%	25%	75%	25%
Black or African American	80%	64.3%	35.7%	78.6%	21.4%	78.6%	21.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	66.7%	33.3%	92.9%	7.1%	88.1%	11.9%
Students with Disabilities	34.4%	72.7%	27.3%	90.9%	9.1%	81.8%	18.2%
English Learners	N	N	N	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.

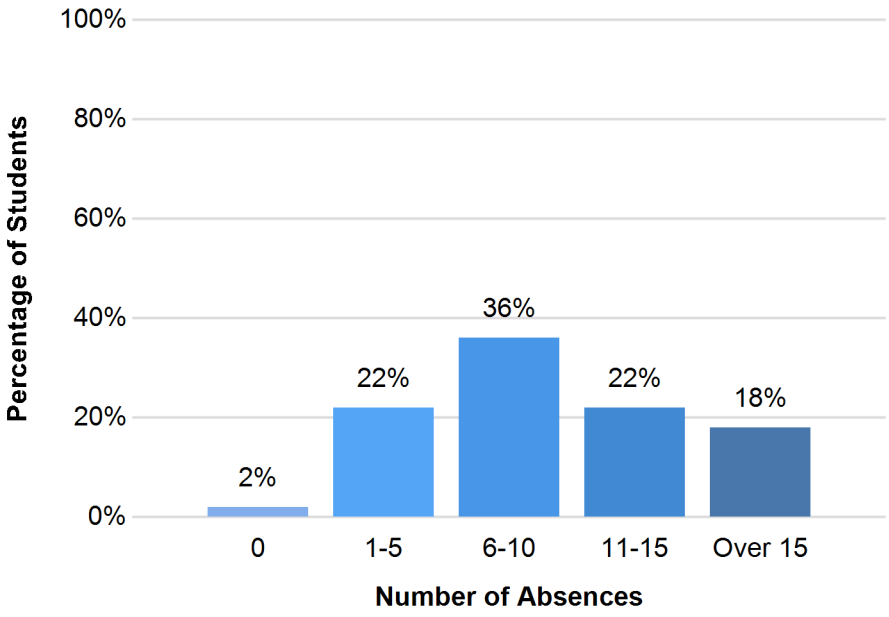
Chronic Absenteeism

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	161	14.4	14.9	Met
White	123	14.5	14.9	Met
Hispanic	9	11.4	14.9	Met
Black or African American	21	15.2	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	8	25.0	14.9	Not Met
Economically Disadvantaged Students	64	23.9	14.9	Not Met
Students with Disabilities	43	22.9	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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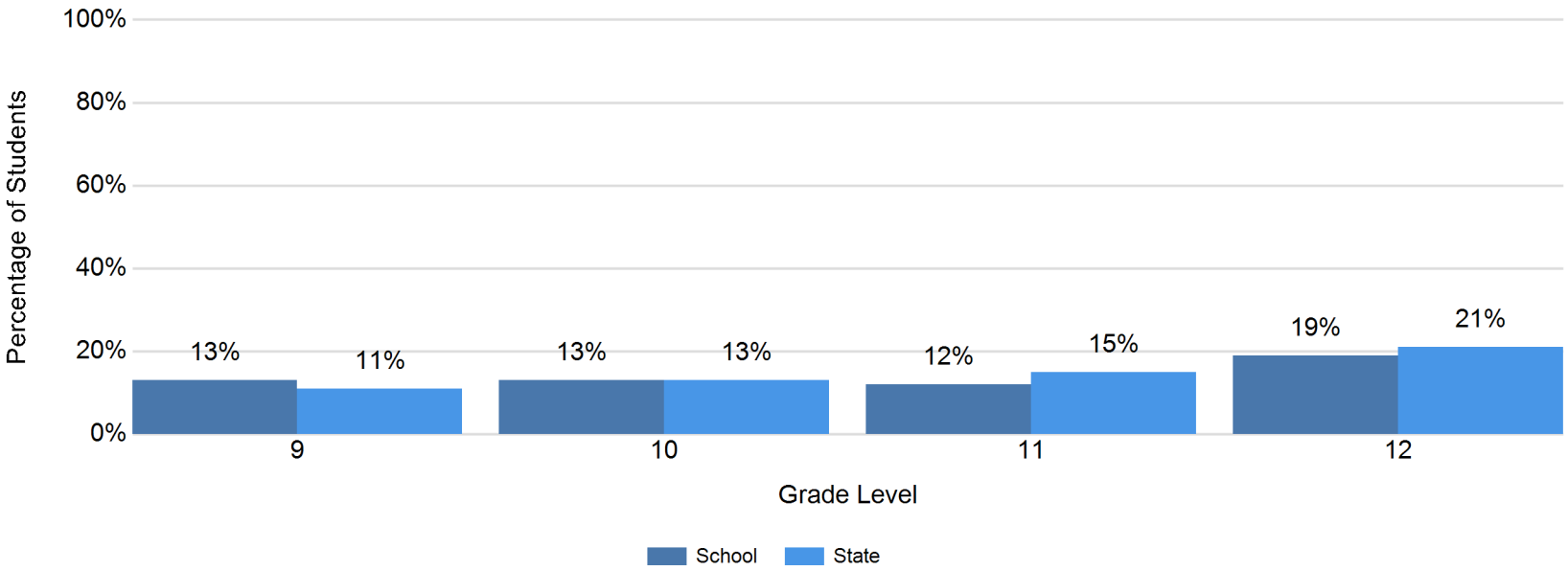
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	2
Vandalism	6
Substances	4
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	3.40

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	10
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	0	0
Ancestry	0	2	2
Gender	0	4	4
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	6	6
No Identified Nature	5		5

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	23	2.1%
Out-of-School Suspensions	22	2.0%
Any Suspension	33	3.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
143

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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	7:20 AM
Typical End Time	2:20 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 28 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$601	$15,293	$15,894

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	67	117,464
Average years experience in public schools	18.8	12.0
Average years experience in district	16.8	10.7
Teachers in district for 4 or more years	89.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,374
Average years experience in public schools	22.6	16.0
Average years experience in district	16.9	12.0
Administrators in district for 4 or more years	91.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	13:1
Students to Administrators	218:1	135:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		1621:1
Students to Nurses		540:1
Students to Counselors		232:1
Students to Child Study Team		270:1

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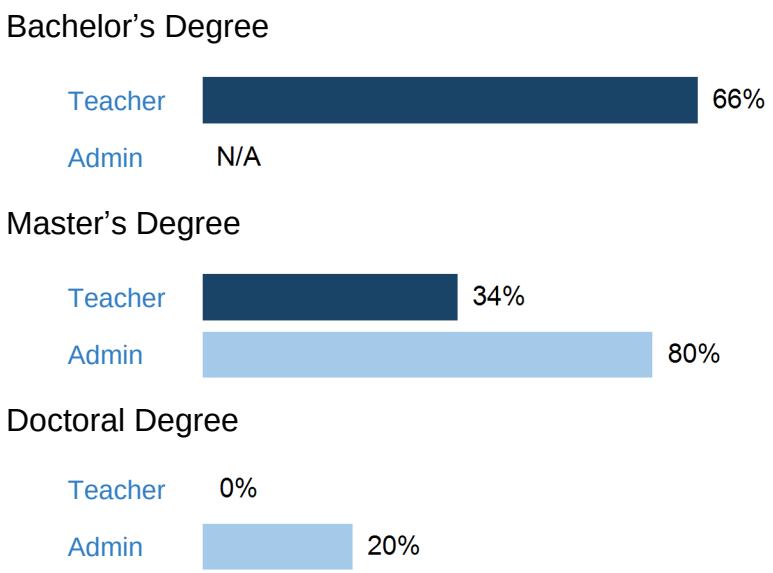
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	43.3%	40.0%
Male	56.7%	60.0%
White	91.0%	80.0%
Hispanic	3.0%	0.0%
Black or African American	4.5%	20.0%
Asian	1.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	26.93	17.5%
Mathematics Proficiency	35.53	17.5%
Graduation Rate - 4-Year	56.73	25.0%
Graduation Rate - 5-Year	45.11	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.63	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.74	n/a
Summative Rating: Percentile Rank of Summative Score	36.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target†	Not Met	Met Target	Met Target	N	Met	No
White	37.03	8.94	No	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	47.95	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Black or African American	57.78	8.94	No	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	44.20	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	44.00	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	N	**	**	No

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

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School Narrative

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

Highlights:	• Technology is part of our school day with students utilizing 1:1 personal chromebooks 24-7 to enchance learning skills. • Delsea One-lunch where students can take part in a variety of academic and extra curricular enrichment activities • Delsea H.S. offers a wide aray of sports, clubs, and activities (including: Organizational Management and tutoring).
Mission, Vision, Theme:	OUR VISION-Educating, inspiring, and empowering our students and staff to excellence. The pride of the community. The BEST in the nation. OUR MISSION The Delsea High School District is a collaborative learning community that is passionately committed to educating all students; our mission is to develop life-long learners who demonstrate character and become valuable members of our community, country, and world.
Awards, Recognition, Accomplishments:	2016-2017 Gloucester County Counselor of the Year; NAMM Best Communities for Music Ed -fifth year; JROTC-Raiders Challenge Team won has won 1st place; Northeast US Reg. Raider Competition won 1st or 2nd place -8 yrs.; Deca Program -produces international champions in marketing; Horticulture –students won multiple top awards at expos; Video production-won 10 day film challenge; Glouc. Co. PSA competitions- had multiple top place finishers.

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Courses, Curriculum, Instruction:	English: 4 yrs. English (20 Credits); Math: 3 yrs. Math (15 credits); Social Studies: 3 yrs. U.S. Hist/World Hist (15 credits); Science: 3 yrs.-1 yr. biological & 2 yrs. physical (15 credits); Health/Phys. Ed: 4 yrs. PE/Health (15-20 credits); Visual & Performing Arts:1 yr. (5 credits); Career Education: ½ yr. required (infused); CCTV 21st Century or Practical Arts:1 yr.(5 credits); Personal Financial Literacy: ½ yr. required (2.5 credits); 130 total credits required - 20 Advanced Placements
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Delsea has a very competitive athletics program, winning mulitple conference and state titles. Delsea is a constant contender for the sportsmanship award, showing that we have a very well rounded athletics program.
Clubs and Activities:	Anglers Club; Anime Club; Athenaeum League; Bible Study Group; Black Cultural League; Choral Music; Class Officers; Concert Band; DECA; Delsonian; Delta Eta Sigma; Do It Yourself Club; FFA Horticulture; Foreign Language Club; Future Educators; Glamour Girls, Gay-Straight Alliance; HS Musical; Interact Club; JROTC; M.E.N. Scholars; Marching Band; Mock Trial; National Art Honor Society; National Honor Society; Renaissance Program; Rowan Mentoring; Step Team; Student Council; Yearbook.

NJ SCHOOL PERFORMANCE REPORT

DELSEA REGIONAL HIGH SCHOOL
(15-4940-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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School Narrative

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Before and After School Programs:	We offer Organizational Management; staff tutoring, National Honor Society tutoring, and weight training.
Staff and Professional Learning:	District provided staff professional development in-service days. District funded outside professional development opportunities. Our Professional Development Committee has been recognized for a local and state Best Practice Award. Delsea has also been identified as a New Jersey and National Service Learning Leader School and are recipients of several Best Practice Awards from the NJ DOE. Our Professional Develompent Committee has also been recognized for a local and state Best Practice Award.
Postsecondary Information:	Eighty nine percent of students attend two-year (47.5%) and four year (41.5%) colleges. Delsea graduates successfully complete degree programs at public and private colleges, Ivy League universities, military academies, and technical training institutes. The remaining graduates enlist in the military or seek full-time employment. The Guidance department uses Career Cruising and CollegeBoard.org to aid in the post-secondary planning process.

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Student Supports and Services:	Our resources include: IR&S; SAC; Student Resource Officer; Delsea One tutoring; organizational management; SWAG; NHS tutoring; speech therapy; support trained para-professionals; one to one aid when needed.
Student Health and Wellness:	Lunch and/or breakfasts are served at a reasonable cost; nutrition education is part of the health curriculum. We have an Opiate Initiative in coordination with the Gloucester County Prosecutor's Office; a nurse and nurse assistant on duty at all times. We have health & physical education classes and character development programs.
Parent and Community Involvement:	There is Oncourse parent portal access to Delsea One tutoring log. We have constant parent communication, Back to School Night; and Parent Teacher Conferences. JROTC, DECA, Interact Club, and other clubs and activities are always involved in community events.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Our building is 58 years old. There was HVAC and roof completion in 2016. We have a weight training facility. The gym has recently been renovated. Painting and other maintenance was done to the entire school. There has been auditorium maintenance and updating. Delsea has a new security office.
School Safety:	At Delsea Regional School District we make safety and security a priority for the district. We conduct drills to satisfy the state mandates along with additional training and security initiatives. We have 2 School Safety Specialists that have gone through the state training to become certified in this initiative. We have an SRO in each building and have an excellent relationship with local police, who are heavily involved in all of our programs. As part of our school improvement agenda, we have upgraded the facilities of the schools to meet our security goals. Improvements that we have made to the building include but are not limited to: security lobbies, a card entry system, security shades to classrooms, phone upgrades, and an ID badge lobby system. We continue to use time and resources to remain current and continue improving in the area of safety and security.

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Technology and STEM:	Delsea Regional High School District offers opportunities for students to participate in STEM (Science, Technology, Engineering and Math). Our curriculum follows the New Jersey Student Learning Standards and reflects the national initiative to increase STEM literacy so that all students can think critically and adapt to an evolving workplace and world. The high school offers elective Career Technical Education (CTE) programs. CTE programs of study in the following areas are available to all students in grades 9 through 12: TV/Broadcasting, Horticulture, Engineering, Music Technology, Computer Programming, Digital Arts, Web Design, Drafting, Computer Networking, and Building Construction Technology. Students in the middle school participate in Technology and Design and 21st Century Learning. In addition, MS students are provided with presentations of each available HS CTE program and offered tours so they can make informed decisions regarding course selection going into 9th grade.

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Other Information:	Delsea Regional High School is located in Franklinville, Gloucester County on a bucolic 85-acre campus. Our school has high parental involvement and support in the areas of academics, extra-curricular activities, and sports. Delsea High School's staff of 83 teachers eagerly work side-by-side with parents illustrating their pride in their work and dedication to the betterment of the school community. Day starts at 7:22 am and ends 2:12 pm. Delsea has the only Nationally Board Certified High School English teacher in Gloucester County. We have an ID swipe card system to enhance security and a security office upon entering the building. Our Delsea One lunch program has given the students at Delsea numerous opportunities to receive tutoring, take part in academic enrichment programs, and meet with various clubs and organizations. We offer Specialized Honors and Advanced Placement; DECA has nationally recognized champions in marketing and business. Delsea HS is equipped with state-of-the-art labs, a Media Center, TV; Broadcasting Studio, World Lang. Lab, Cisco Networking Academy. Our music department has repeatedly sent students to All-South Jersey, All-State, and All-Eastern ensembles. The Renaissance Program uses activities of recognition, respect, and reinforcement to acknowledge academic achievement and positive behavior. Delsea participates in the Interdistrict Public School Choice Program.