NJ SCHOOL PERFORMANCE REPORT

DELSEA REGIONAL MIDDLE SCHOOL
(15-4940-060)
Grades Offered: 07-08
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	MRS. BRYFOGLE
Address	FRIES MILL RD FRANKLINVILLE, NJ 08322
Phone Number	(856)694-0100
Email Address	JBRYFOGLE@DELSEAREGIONAL.US
Website	http://www.delsearegional.us
Facebook	https://www.facebook.com/delsearegionalms/

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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
7	218	253	269
8	257	219	264
Total	475	472	533

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	49.1%	50.0%	48.2%
Male	50.9%	50.0%	51.8%
Economically Disadvantaged Students	30.7%	27.1%	30.2%
Students with Disabilities	17.1%	14.6%	14.1%
English Learners	0.2%	0.2%	0.4%
Homeless Students		1.9%	0.9%
Students in Foster Care		0.8%	0.4%
Military-Connected Students		0.4%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	82.1%	80.7%	80.5%
Hispanic	5.5%	7.0%	7.9%
Black or African American	10.9%	8.9%	7.7%
Asian	0.6%	0.6%	0.8%
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	0.8%	2.8%	3.2%

Enrollment by Home Language

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

Home Language	% of Students
English	97.4%
Spanish	2.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57.5	57.5	50	Met Standard	44.5	44.5	50	Met Standard
White	57	57	50	Met Standard	44	44	51	Met Standard
Hispanic	57.5	57.5	49	Met Standard	46	46	48	Met Standard
Black or African American	63.5	63.5	44	Exceeds Standard	49	49	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	37	37	49	**	*	*	51	**
Economically Disadvantaged	51.5	51.5	48	Met Standard	47.5	47.5	47	Met Standard
Students with Disabilities	39	39	41	Not Met	37	37	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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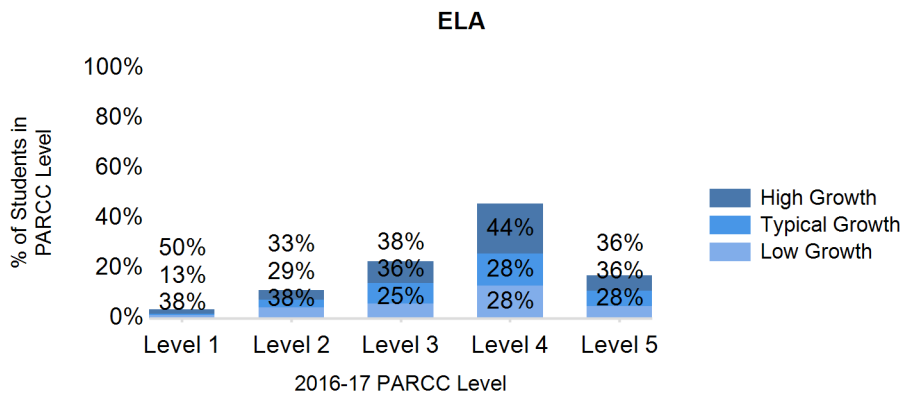
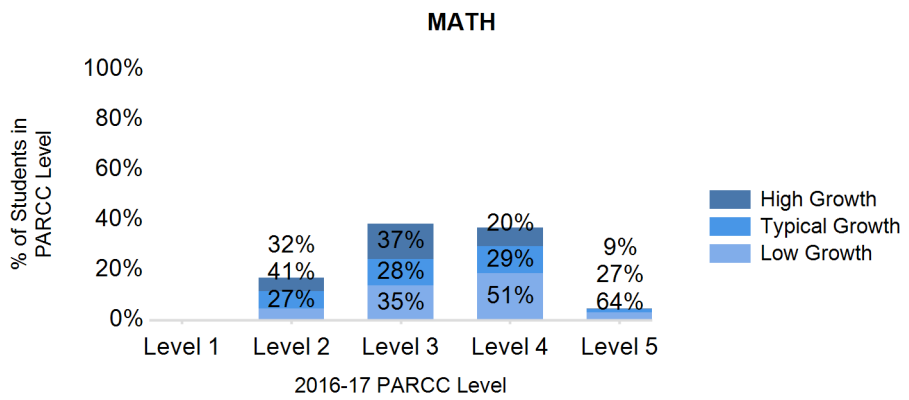
Student Growth by Performance Level

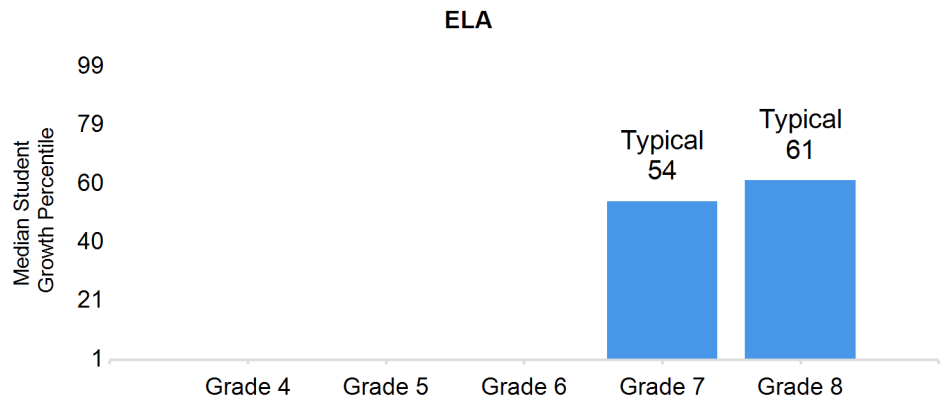
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

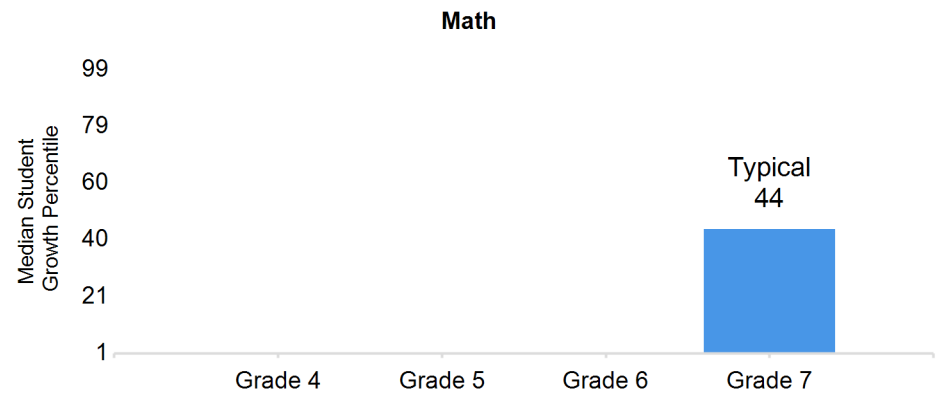




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	512	93.8	69.4	55.8	56.7	68.7	62.1	Met Target
White	406	92.5	69.7	57.5	65.6	68.2	63.3	Met Target
Hispanic	40	97.6	70.0	53.4	42.5	70.0	61.2	Met Target
Black or African American	45	100.0	64.4	44.6	37.3	64.4	51	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	235	90.8	83.8	68.6	64.5	80.1		
Male	277	96.5	57.0	44.4	49.4	57.0		
Economically Disadvantaged Students	144	93.6	59.1	44.8	38.5	*	43.7	Met Target
Non-Economically Disadvantaged Students	368	93.9	73.4	59.6	67.5	*		
Students with Disabilities	86	94.6	27.9	*	21.6	27.9	18.4	Met Target
Students without Disabilities	426	93.7	77.7	*	63.9	76.6		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	33.4	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	260	763	763	760	5%	9%	17%	41%	28%	69%	63%
White	207	764	764	768	*	*	17%	40%	30%	70%	72%
Hispanic	23	748	748	746	*	*	*	*	*	61%	49%
Black or African American	20	760	760	740	*	*	*	*	*	65%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	121	777	777	769	*	*	11%	42%	43%	85%	72%
Male	139	750	750	752	*	*	23%	40%	15%	55%	54%
Economically Disadvantaged Students	86	753	753	742	*	*	22%	37%	22%	59%	44%
Non-Economically Disadvantaged Students	174	767	767	771	*	*	15%	43%	31%	74%	73%
Students with Disabilities	39	725	725	721	*	*	36%	*	*	21%	22%
Students without Disabilities	221	769	769	768	*	*	14%	*	*	77%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	246	767	767	759	6%	8%	16%	46%	24%	70%	60%
White	195	770	770	767	5%	8%	17%	41%	29%	70%	70%
Hispanic	18	770	770	744	*	*	*	*	*	78%	45%
Black or African American	22	749	749	739	*	*	*	*	*	68%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	112	778	778	768	*	*	10%	52%	32%	84%	69%
Male	134	758	758	751	*	*	21%	40%	18%	58%	52%
Economically Disadvantaged Students	61	751	751	740	*	*	21%	*	*	57%	42%
Non-Economically Disadvantaged Students	185	772	772	769	*	*	14%	*	*	74%	71%
Students with Disabilities	39	725	725	719	*	*	*	*	*	26%	19%
Students without Disabilities	207	775	775	766	*	*	*	*	*	78%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	246	767	767	761	6%	8%	16%	46%	24%	70%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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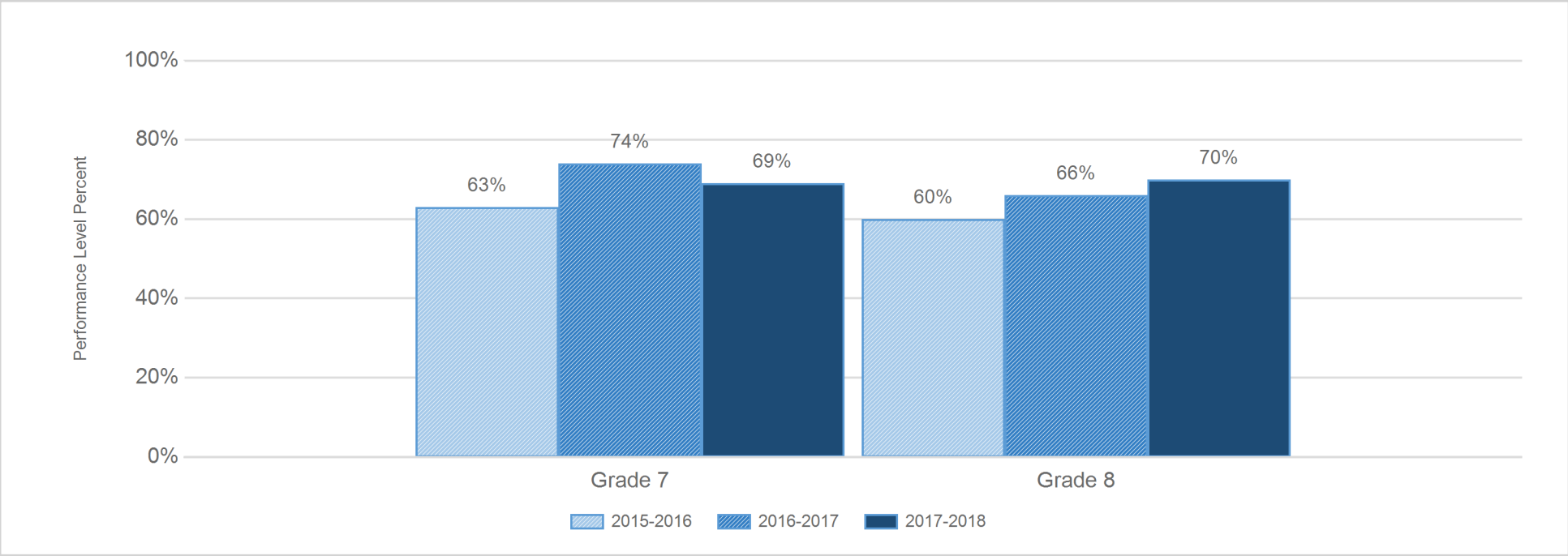
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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.

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Schoolwide	514	94.2	46.3	35.7	45.0	46.1	49.8	Not Met
White	407	92.8	49.7	38.9	54.1	48.7	51.4	Met Target†
Hispanic	41	100.0	41.4	33.8	29.2	41.4	36.6	Met Target
Black or African American	45	100.0	26.7	*	23.4	26.7	41.3	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	235	90.8	54.1	39.2	46.0	51.6		
Male	279	97.2	39.8	32.6	43.9	39.8		
Economically Disadvantaged Students	145	94.3	34.5	24.5	26.6	*	33.4	Met Target
Non-Economically Disadvantaged Students	369	94.1	50.9	39.6	55.9	*		
Students with Disabilities	86	94.6	*	*	17.1	*	17.3	Not Met
Students without Disabilities	428	94.1	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	21.1	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: 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
Schoolwide	263	746	746	743	*	18%	37%	*	*	43%	43%
White	207	748	748	750	*	16%	37%	*	*	46%	54%
Hispanic	26	734	734	732	*	*	42%	*	*	27%	27%
Black or African American	20	738	738	727	0%	*	*	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	122	750	750	745	*	12%	36%	*	*	50%	45%
Male	141	742	742	741	*	23%	38%	*	*	38%	42%
Economically Disadvantaged Students	89	739	739	730	*	*	34%	*	*	35%	24%
Non-Economically Disadvantaged Students	174	749	749	751	*	*	39%	*	*	48%	55%
Students with Disabilities	39	723	723	717	*	54%	28%	*	*	10%	12%
Students without Disabilities	224	750	750	748	*	12%	38%	*	*	49%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: 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
Schoolwide	166	730	730	728	17%	20%	33%	*	*	30%	28%
White	125	733	733	736	16%	18%	32%	*	*	34%	36%
Hispanic	11	727	727	722	*	*	*	*	*	27%	22%
Black or African American	19	716	716	715	*	*	*	*	*	16%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	74	740	740	731	*	22%	30%	*	*	42%	31%
Male	92	723	723	725	*	20%	36%	*	*	20%	26%
Economically Disadvantaged Students	52	725	725	719	19%	25%	33%	*	*	23%	20%
Non-Economically Disadvantaged Students	114	733	733	735	16%	18%	33%	*	*	32%	35%
Students with Disabilities	39	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	127	739	739	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	166	730	730	729	17%	20%	33%	*	*	30%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

DELSEA REGIONAL MIDDLE SCHOOL
(15-4940-060)
Grades Offered: 07-08
2017-2018

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N No Data is available to display
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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	81	781	747	746	0%	0%	*	*	*	91%	46%
White	71	781	751	755	0%	0%	*	*	*	90%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	N	N	*	755	N	N	N	N	N	N	54%
Female	38	779	746	748	0%	0%	*	*	*	92%	48%
Male	43	782	749	745	0%	0%	*	*	*	91%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	711	716	N	N	N	N	N	N	13%
Students without Disabilities	81	781	753	752	0%	0%	*	*	*	91%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	81	781	*	749	0%	0%	*	*	*	91%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	744	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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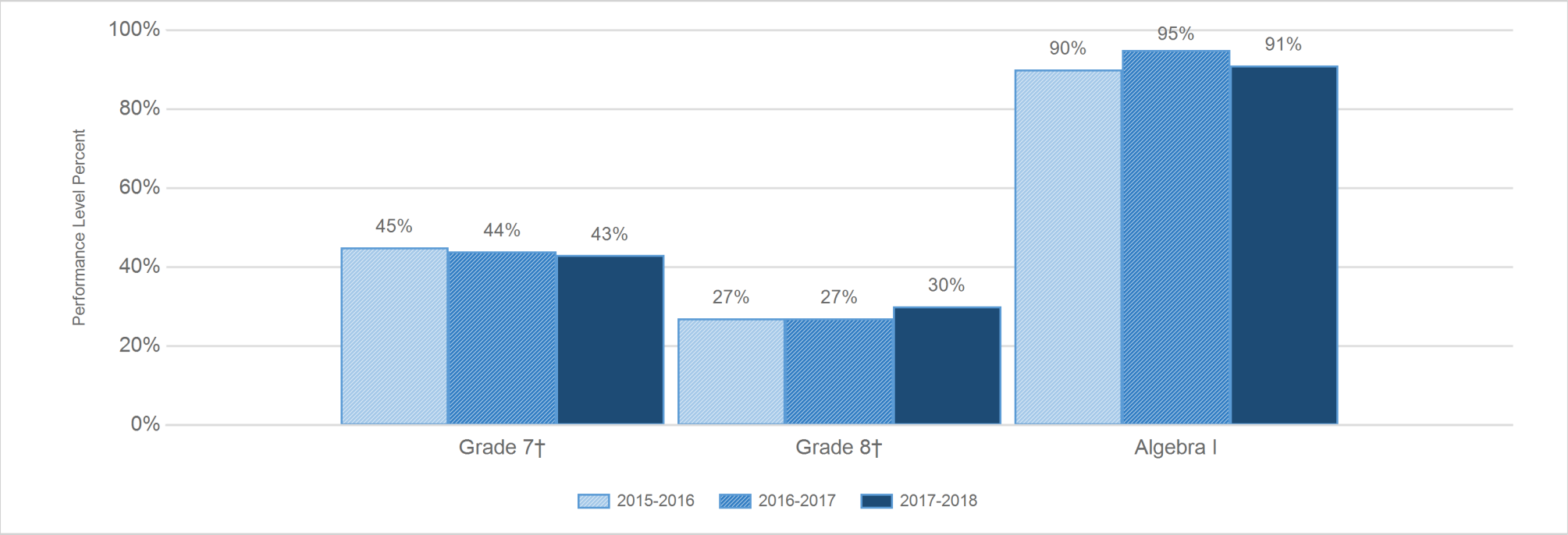
Mathematics Assessment – Performance Trends

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
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. 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	*	*	*

† 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.

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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
7	0	0	271
8	82	0	186
Total	82	0	457

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
7	205	0	0	0	0	0	0
8	0	229	0	0	0	0	0
Total	205	229	0	0	0	0	0

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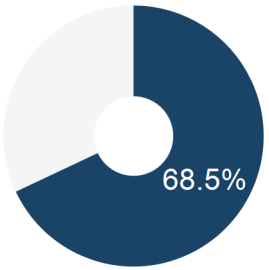
Visual and Performing Arts – Course Participation

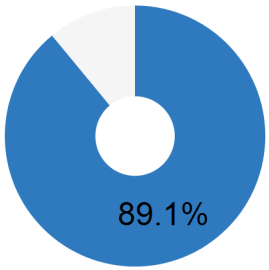
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

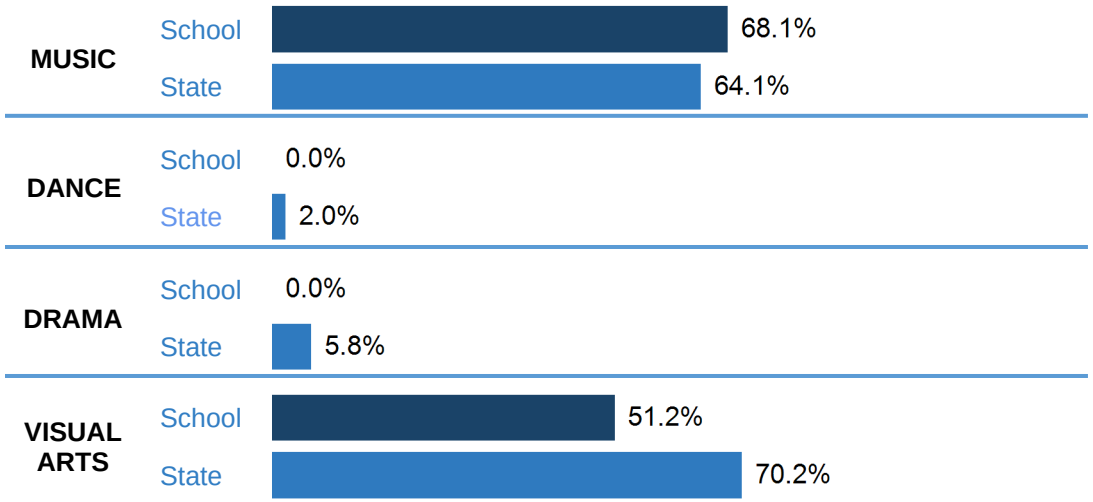


School



State

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.

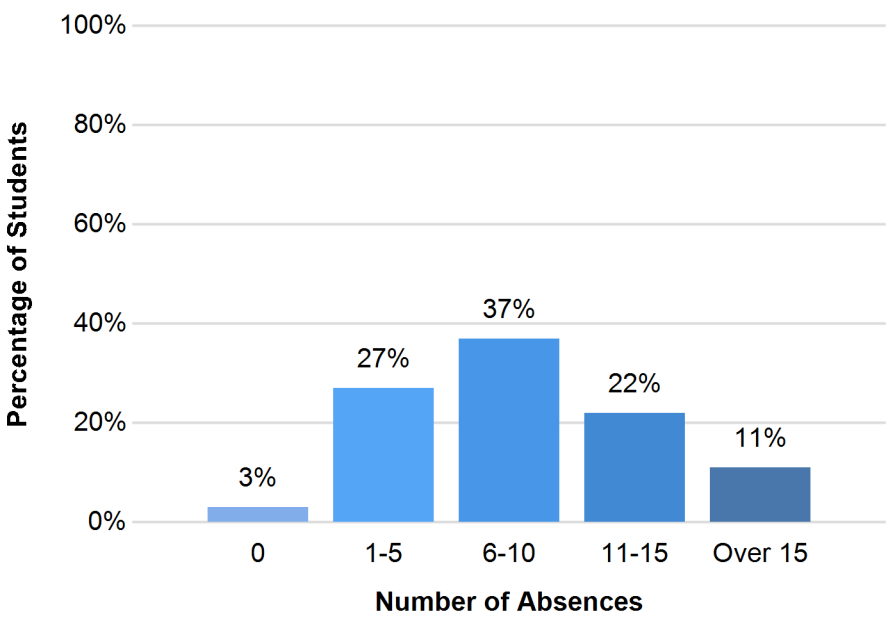
Chronic Absenteeism

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	44	8.0	10.0	Met
White	35	8.0	10.0	Met
Hispanic	5	11.4	10.0	Not Met
Black or African American	4	9.1	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	13.7	10.0	Not Met
Students with Disabilities	19	20.9	10.0	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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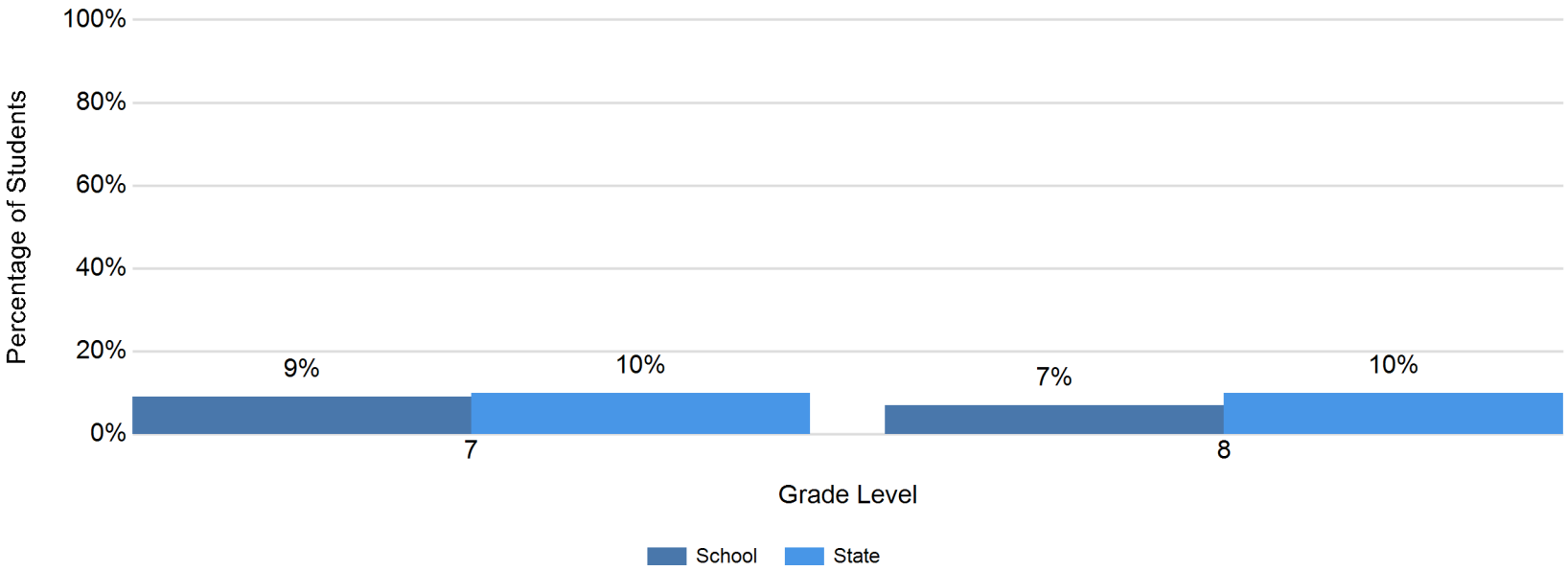
Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	4
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	3.38

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	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	16		16

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	14	2.6%
Out-of-School Suspensions	0	0.0%
Any Suspension	14	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 57 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	60	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	13.8	10.7
Teachers in district for 4 or more years	78.3%	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	9:1	13:1
Students to Administrators	133:1	135:1
Teachers to Administrators	15:1	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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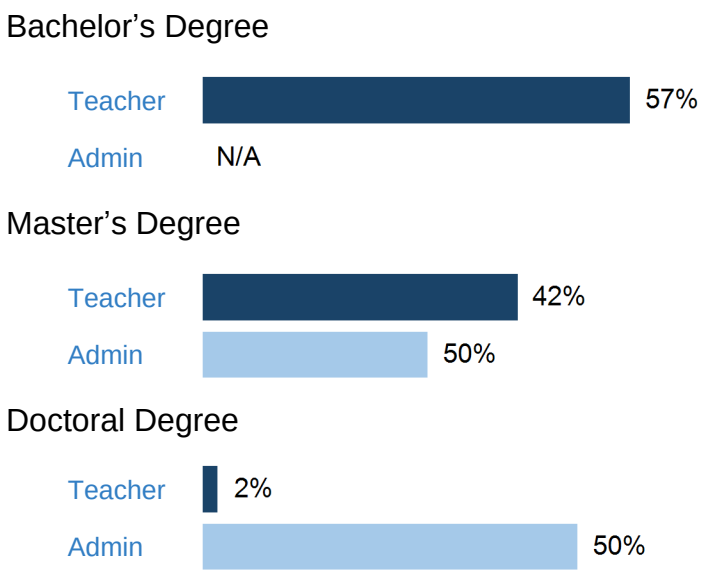
Teachers and Administrators - Level of Education

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	96.3%

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Teachers: All classroom teachers
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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	73.3%	75.0%
Male	26.7%	25.0%
White	88.3%	75.0%
Hispanic	0.0%	0.0%
Black or African American	8.3%	25.0%
Asian	1.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.7%	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	74.11	17.5%
Mathematics Proficiency	42.06	17.5%
English Language Arts Growth	74.94	25.0%
Mathematics Growth	29.97	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	36.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.10	n/a
Summative Rating: Percentile Rank of Summative Score	52.67	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	43.82	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	63.47	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	81.39	14.08	No	Met Target	Not Met	Exceeds Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	62.91	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	36.94	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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 an integral piece of the curriculum with students having access to their own personal Chromebook throughout the school day and at home. • Every school day begins with 35 minutes of Sustained Silent Reading or Academic Achievement. • Delsea Middle School offers over 30 sports, clubs or activities, including Homework Clinic, tutoring and Organizational Management.
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: Delsea Middle School is a fellowship of students and educators who inspire and support the growth of all people. Utilizing multiple arenas for exploration and success, we empower our community of learners to become the accepting, caring, proud and determined leaders of tomorrow.
Awards, Recognition, Accomplishments:	Academic achievement is valued and recognized through the school's Renaissance program, along with programs such as Student of the Month, honor roll recognition, perfect attendance awards, and Junior Athenaeum League.

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Courses, Curriculum, Instruction:	All students have a seven period instructional day. English language arts and math are given to each student in an extended block of time. Students also have a class period of social studies, physical education or health, science, and technology or world language. Honors classes are given in math, ELA, science and social studies. Students may elect one of the following: band, chorus or the 4-cycle exploratory classes (Art, Music, Study Skills and Research Writing). Enrichment classes are available for students who qualify.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Winter (Coed) Delsea Middle School offers a comprehensive and competitive program that prepares students for a future in high school sports.
Clubs and Activities:	In addition to sports, Delsea Middle School offers a variety of after school activities including Art Club, Drama Club, English Club, Environmental Club, Foreign Language Club, History Club, Black Cultural League, Math Club, SURE (Students United for Respect and Equality), Student Council and Yearbook Club.

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Before and After School Programs:	Before school Study Hall and after school Homework Clinic is designed to offer teacher help and guidance to students who require assistance to complete their assignments. Organizational Management is an academic support program designed to assist exceptional students in reaching the highest level of academic success possible. Our tutoring program in mathematics and English language arts is available throughout the year before and after school for invited students.
Staff and Professional Learning:	Delsea continues to be innovative in staff professional development. The comprehensive program stresses continuous learning by teachers, reflection and collaboration with colleagues. The Professional Learning Community (PLC) is a vibrant piece of school culture where teachers learn and discuss good teaching with their peers. This year, there is a school wide focus on testing retakes and using data to support decision making.

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Student Supports and Services:	The district offers a variety of services to meet the emotional and social needs of students. The Natural Helpers group, Peer Mediation program, and Climate Team, comprised of students, teachers, counselors, and administrators, proactively addresses the issues of school violence and bullying. A collection of counseling groups and academic/social intervention committees (IR&S, CST, Peer Mentoring, Student Ambassadors) assist students as they navigate the confusing, often tumultuous, time of adolescence. Delsea Middle School also offers Crusader Character and Brain Break days to combat bullying, promote wellness, build a team mentality and encourage positive social interactions.
Student Health and Wellness:	Health services are available to any student who becomes ill or injured during the school day. First-aid will be provided to any student when necessary. If a student requires medical attention, every effort will be made to comfort the student and contact the parent. Lunch or breakfast is served daily at a reasonable cost. Free or reduced priced items are available to those who qualify. Parents may also add money to their student's account remotely.
Parent and Community Involvement:	In the continuing effort to increase parental involvement Delsea Middle School has an active VIP (Very Important Parents) organization. Through Oncourse, the data entry system, parents have access to student information at any time. Parent conferences, Open House and special workshops offer parents the opportunity to engage in educational conversations with teachers, administrators, consultants and other parents. The school also has a up to date Facebook page as well as its own website. Parents receive a Parent Memorandum several times a month with all the recent pertinent information involving the school. Delsea Middle School also offers an opportunity for our students' grandparents and parents to visit for breakfast or lunch on certain days.

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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 Middle School is a comprehensive middle school with a focus on meeting the unique academic, social, and emotional needs of the adolescent student in grades seven and eight. The school, which is located in southern Gloucester County, houses approximately 600 students and over 70 faculty members and support personnel. As part of Delsea Regional's commitment to 21st century learning and technology infusion, every student receives their own Google Chromebook. Student learning can be better facilitated when every student has their own device at school, at home and is able to access the internet. Instruction, communication, research, class discussions and assignment completion can take place online at any time with the student's Chromebook. The implementation of a thirty-five minute period of Sustained Silent Reading and Academic Enrichment begins each day with an emphasis on reading for life and remaining diligent and accountable for learning. As a New Jersey School Choice District, Delsea Middle School provides the opportunity for non-resident students to attend school here at no cost to their parents/guardians. This School Choice program covers grades seven, eight and extends to the high school in grades nine through twelve.