

State of the Schools  
Strategic Planning Committee  
March 2012



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## State of the Schools Committee Members

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# State of the Schools Report

## Delran Township Schools

### Introduction

The Delran Township Public Schools, in partnership with the home and community, are committed to providing students with the skills necessary to lead productive, responsible, and successful lives in the future. As such, we constantly strive to provide a safe and healthy teaching and learning environment for staff and students, expand a quality educational program that is both relevant and appropriate for students, further the potential of every student, provide for the professional needs of a highly-qualified staff, and do our part to improve the quality of life in the entire Delran Community.

With a population of slightly over 2,900 students, the Delran Township School District goals are clearly established. We continually strive to improve curricular rigor and relevance and school climate utilizing a differentiated instruction model that actively engages students in dynamic learning opportunities, and fosters a personal relationship between students and the community in which they live.

The Delran Township Public School District is made up of four instructional facilities:

- Millbridge Elementary School (preschool-2)
- Delran Intermediate School (3-5)
- Delran Middle School (6-8)
- Delran High School (9-12)

With a newly completed series of renovations designed to provide for recently expanding enrollment, the school district facilities provide our students and community with state-of-the-art instructional facilities. As a result, the learning experiences of our students are enhanced while providing the community with access to better meeting space for afterschool and community-based activities.

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### Mission Statement

**The Delran Township School District is an interconnected learning community committed to excellence in preparing all students to become lifelong learners and productive, responsible citizens in a diverse and ever-changing world.**

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In the Delran Schools, we believe that students are our primary focus. We value:

- Personal and academic excellence
- Diversity
- Dignity and respect for all
- A safe, caring, learning environment

- Community involvement
- The uniqueness of learners
- Lifelong learning
- An active teaching-learning process
- Communication and collaboration
- Creativity and innovations
- Data-driven decision making

### **Vision Statement**

Delran: The Standard of Excellence - Preparing Today's Students for Tomorrow's World

### **Process**

The State of the Schools Committee focused its analysis on the following key areas:

- School Programs: Curricular and Extra-Curricular
- Student Achievement
- Human Resources
- Technology
- Finance
- School Climate

In addition to reviewing various documents available at the district level, the committee developed a series of surveys to solicit the input of various stakeholder groups in each area. Surveys included

- Parents (129 Total Responses)
  - Millbridge- 58
  - DIS- 50
  - DMS- 46
  - DHS- 39
  - Students that have graduated- 16
  - Students who will be attending Delran schools- 14
- Community members without children currently in the schools
- Staff (202 Total Responses)
  - Millbridge- 36
  - DIS- 40
  - DMS- 53
  - DHS- 59
  - District-Wide- 14
- Millbridge Students (22 Total Responses)
- DIS Students (408 Total Responses)
- DMS Students (231 Total Responses)
- DHS Students (234 Total Responses)
- An attempt was made to obtain data from recent graduates. Due to an exceptionally low response- 2 surveys- this was not factored into the completed report.

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## School Programs: Curricular and Extra-curricular

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### Overview

The Delran Township Public School District offers a wide variety of programs for students from Pre-K through 12th grade. A comprehensive school district plan supports curricular and extra-curricular programming that is evaluated and assessed every five years in accordance with the district's planning cycle and in alignment with the New Jersey Core Curricular and Common Core Standards. The programs and course offerings emphasize articulation across grade levels in all curricular areas, utilize an understanding by design framework, are facilitated through differentiated instruction techniques, promote interdisciplinary and cross-curricular engagement, and integrate technology into the teaching-learning process.

### Strengths

- Across all four schools, between 73% and 89% of the students believe that the teachers expect all students to learn. The majority of the staff feels that students are being prepared to meet the academic challenges as they complete their education. The students indicate that they were well-prepared to transition between schools.
- For the past several years, committees that span K-8 have worked together to design a more cohesive curricula in the major subject areas. Eighth grade teachers have also participated in HS curricula revision to help ensure alignment.
- The Delran staff work diligently to instill a sense of philanthropy and civic responsibility in our students. The Delran High School requires community service to be documented by all students prior to graduation. All four schools routinely and regularly engage in efforts to support a wide array of causes including Relay for Life, the Ronald McDonald House, Habitat for Humanity, The American Heart Association and many more. In times of local, national and international crisis, our school community responds and teachers create authentic learning experiences to instill values in our students.
- Parents regularly access the parent portal to stay informed of their students' progress when students enter DIS. This trend continues through DMS and DHS, with approximately 70% of the survey respondents indicating that they access the Portal regularly. Most students at the middle and high school level that have access to the Student Portal report utilizing this feature.
- Parents feel able to support their students with homework throughout all schools, with the percentage declining as students move into more specialized subject areas.

- Staff respondents indicate that the curriculum is comprehensive and able to meet the needs of the students.
- The phone blast and mass e-mail systems are utilized effectively to communicate information about curricular and extra-curricular activities to parents. Based on the parent surveys, the majority of parents prefer the mass notification systems as the primary method of receiving communications from the schools.
- Many staff members hold multiple teaching certifications and have graduate level degrees. At the elementary level, several classroom teachers are also certified reading specialist or special education teachers. The highly qualified teacher requirements under No Child Left Behind are met by all staff members.
- Approximately 80% of parents surveyed either moved to Delran or remain in town because of the school system.
- Over 70% of elementary parents feel welcome by the Elementary PTA and over 60% of middle school and high school parents feel welcome by the Middle and High School PTA.
- The establishment of the K-12 supervisory positions has promoted better instructional continuity between schools. For example, a cohesive computational fluency assessment exists at Millbridge and DIS, common standardized assessment measures have been implemented at DIS and DMS, and common assessments of HS-level courses occur between the 8<sup>th</sup> grade at DMS and 9<sup>th</sup> grade at DHS.
- Students at Delran High School have opportunities to earn college credit for a nominal fee throughout their career at Delran High School.

### **Opportunities**

- Parents expressed concerns about our ability to meet the needs of all students (advanced learners, middle-of-the-road learners, and struggling learners) despite an overall high level of satisfaction with curricular programs. Both open-ended responses and survey responses from parents and students indicate that a higher level of differentiation is needed, particularly in the upper grades. All classrooms should emphasize a differentiated model that addresses the needs of all learners; advanced, average and struggling students.
- There is a higher level of satisfaction overall with the curriculum at the middle school. It is important to determine the cause. One possible factor is that prior to the 2011-2012 school year, teaming was in place for multiple years and the level of cross-disciplinary integration was high.

- The majority of the staff members in all four schools indicate that there are not sufficient resources to support students with emotional and behavioral concerns.
- Staff and parents alike acknowledge the losses experienced as a result of recent financial difficulties. The district is encouraged to carefully examine and prioritize spending. The district has support of key stakeholders in its efforts to explore the feasibility of re-establishing programs that were eliminated due to budgetary constraints; full day kindergarten, to provide a solid foundation for our primary school population, and middle school teaming, to provide structure and support to our adolescent learners, are valued by various stakeholder groups.
- Continuing to improve electronic communication and providing more opportunities for parents and teachers to meet across all grade levels, would help foster better home-school partnerships. Parents that responded to surveys expressed the desire for increased involvement and staff indicated the level of parental involvement and support could be increased.
- Class sizes are perceived to be too large to be effective and do not foster a healthy learning environment. Grouping students to promote small learning communities is an area to explore.

**Additional Data Available**

- Delran School District's Website- Curricular Overview, Program of Studies, Extra-Curricular Information, School and Teacher Webpages
- Also see survey data in appendix



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## Student Achievement

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### Overview

#### *Advanced Placement Results*

Delran High School offers a wide variety of courses with advanced placement credit opportunities. Listed here are a number of those course offerings, placement results and participation rates by grade level for our juniors and seniors. This data was collected through the Delran BoE and our NJ DOE report card. Students are able to take advance placement courses in Biology, Calculus AB, English Literature and Composition, European History, Physics C Mechanics, Spanish, US History, and AP Chemistry. The Advanced Placement Results Summary shows the number of students that scored 3 or higher was 57 (2009-10 NJ DOE). Advanced Placement participation among Grade 11 and 12 is 12.2% of the student population. (NJ DOE 2009-10).

#### *Our Graduates*

The Delran High School graduation rate in 2009-10 was 99.6%. Of those students graduating in 2010, 45.8% intended to pursue a four-year college degree at a college or university. 34.3% intended to pursue a two-year college program, 3.4% intended to pursue other post-secondary school programs, and 14.4% intended to be involved in some type of apprenticeship work.

#### *How did our high school students perform overall on standardized assessments?*

Overall the proficiency levels of our students were adequate; however, we did not exceed our district factor group in overall performance in any of the categories including both HSPA and SAT scores. While taking the SAT is not mandatory 70% of our student population took the assessment. Performance on the SAT fluctuates from year to year and shows no active pattern within DFG or State averages between 2007 and 2010. Although progress has been made in some areas on the NJ ASK in grades 3-8, performance in some subgroups has prevented the attainment of adequate yearly progress. Student achievement in mathematics is stronger than student achievement in language arts.

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### Strengths

- Over the past four years, the percentage of Delran students taking the SAT has exceeded both the district and DFG average and scores have remained comparable to both groups.
- The High School has made adequate yearly progress, every year since the inception of No Child Left Behind. On the 2009-2010 report card, only 6.4% of students graduated using the AHSA process and 88.1% graduated by passing the HSPA.
- The number of students electing to participate in Advanced Placements has doubled in the past three years. The College Board estimates that nearly 60% of students that attempt these exams achieve a passing score. In Delran, we have exceeded the passing rate percentage for the past three years.

- More than 70% of the students that elected to take the AP exam in Physics C, Calculus AB, and English Literature & Composition achieved scores of 3 or better.
- In grades 3-7, the percentage of students scoring Proficient or Advanced Proficient exceeds the states percentage in Language Arts. In Mathematics, our 5<sup>th</sup> and 6<sup>th</sup> grade students exceeded both the DFG and state averages in math.
- The Basic Skills program at DIS and the NJ ASK tutorial at DMS programs produced substantial gains in student scores and overall proficiency levels.
- Based on the SRI (Scholastic Reading Inventory) data that has been collected at the Delran Intermediate School for the past three years, the number of students reading at or above grade level has increased by 16%. DMS has begun the implementation of this assessment in the 2011-2012 school year, providing a standardized measure of reading achievement across schools.

### **Opportunities**

On the 2009-2010 NJ Report Card, it was reported that the average number of students in NJ participating in AP courses is 19.9%. In Delran, the average is 12.2%. By raising the rigor and relevance of the course work throughout the schools, students will be better prepared to participate in these courses.

- Based on parent surveys, less than 40% of parents indicated that they were aware of the district's overall goals and goals for standardized testing. Parents at DIS and DMS that responded to the surveys were unaware of the strategies being used to raise test scores. Better communication of these goals and actively involving parents in ways to support students to prepare them for standardized test would be beneficial.
- Under the original provisions of NCLB, both DIS and DMS are designated as Schools in Need of Improvement. Although these schools are not designated as target schools under NJ's Accountability waiver, efforts to improve the overall performance of all subgroups can be made. Performance in language arts indicates the greatest need for immediate attention as both the overall proficient rates and percentage of students scoring advanced proficient are lower than the levels in comparable districts.
- Efforts to identify consistent assessment data that provide teachers and parents with clear indications of student growth over time should continue.

### **Additional Data Available**

- NJ DOE Report Card, Delran website- State Testing Report
- Also see survey data in appendix

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## Human Resources

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### *Staff*

The School Staff Information is as follows:

	Millbridge	DIS	DMS	DHS
Student Faculty Ratio (09-10 Report Card)	14.9	14.0	10.7	11.5
# of Staff Members (10-11 Report Card submission)	43	46.4	57.6	73
# of Administrators (10-11 Report Card submission)	3.2	3.2	3.2	4.2

Our building and grounds are managed by a combination of in-house employees as well as a contracted company. Transportation services are contracted to an outside vendor, with an in-district coordinator to oversee assignments and problems. Our Child Study Team personnel are all in-house professionals. The district utilizes ESU (Educational Services Unit) staff to provide related services such as OT(occupational therapy) and PT (physical therapy) for classified students when the case load exceeds what can be handled by Delran staff.

### *Professional Development*

Curricular planning, evaluation and in-service training are essential to the effective delivery of educational programs and services to students. The Delran Township School District has established a five-year schedule that guides professional development and program implementation activities.

### **Strengths**

- The majority of staff respondents feel trained to support our special needs student population.
- At DIS and DMS, the majority of the staff believes that instruction is adequately supported by professional development opportunities within the district.
- The majority of the staff feels adequately trained to utilize the technology that has been made available.

### **Opportunities**

- Staff indicates that additional training is needed to support teachers in effective educational practices and strategies for ELL's (English Language Learners), gifted learners, and students with behavioral and emotional challenges.
- With a number of positions eliminated across the board, the district must look for creative ways to streamline processes and make sure all staff members are able to efficiently and effectively meet the needs of our students.

### **Additional Data Available**

- NJ DOE Report Cards
- Also see survey data in appendix

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## Technology

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### Overview

The Delran Township Schools has made a strong commitment to ensuring that students are prepared to be productive citizens and that they possess the skills and dispositions needed as established by the Partnership for 21<sup>st</sup> Century Skills. The district currently employs a Director of Technology, two full-time computer support technicians and contracts a 3<sup>rd</sup> technician to support technology. Additionally, a co-op student works with the schools to support teachers and troubleshoot technology issues. All technology requests are documented in the Schooldude™ system.

The following table depicts the number of computers available for student and teacher use in each of the school as reported on the 2011 NJ Report Card entry submission:

	Millbridge	DIS	DMS	DHS
Student Computers	112	253	279	315
Teacher Computers	44	52	77	75

*iPads are not included in above numbers- Kindergarten students utilize these instead of laptops*

### Strengths

- A wide array of technology is available to our staff and students. Promethean Boards have been installed in approximately 80% of all classrooms district-wide. 100% of classrooms at the K-5 level are equipped with boards. Over 83% of students surveys indicate that the boards are utilized regularly to deliver instruction.
- Parents at Millbridge, DIS and DMS report that they communicate with teachers regularly via e-mail, that inquiries are returned promptly, and teachers' websites are kept up-to-date.
- Parents and students are extremely knowledgeable of the various technologies that are available for students to utilize at home to support their learning.
- Our technology department has implemented a thin-client system. All of the software utilized throughout the district is maintained on 16 servers. This allows new software to be deployed rapidly and minimizes support costs and needs.
- Student and teacher computers are updated in a 4-year rotation cycle to ensure that the devices used for instruction are up-to-date, functioning efficiently and are able to be used to support the latest technologies available to enhance student learning and achievement.
- Within the last 5 years, 2 GB fiber-optic lines have been installed for intra-district communication. Delran schools utilize a direct fiber-optic line connected directly to our ISP

provider. Upload and download speeds are significantly higher as a result of these connections and the district has the infrastructure to support a BYO device implementation for when the district begins this practice.

- United Streaming, a software that provides our teachers with hundreds of thousands of clips and educational video content, is accessible to all staff and housed on a local server, allowing staff to access materials automatically without monopolizing the bandwidth, which preserves the technology for other functions.
- Student to computer ratio is comparable at all levels to state average.
- Over the past four years, a transition to a comprehensive student data package that merged multiple software systems into one system has occurred. Parents are able to access certain student information, update contact information, and communicate with teachers in a more streamlined process.
- Students in grades 1-8 currently participate in computer-based assessment. Millbridge students utilize NWEA's Measures of Academic Performance testing. DIS and DMS utilize Scholastic's Reading Inventory and Scholastic's Math Inventory. Utilization of these assessments are helping students to be better prepared to take the PARCC assessments, slated to replace the NJ ASK in 2014. These assessments will be computer-based and current testing demonstrates our capacity to address this requirement.
- The majority of students and teachers that were surveyed indicate that level of technology available adequately supports learning. Teachers are effectively using the technologies to engage in more frequent formative assessment and to actively support student learning. All of the district staff has access to e-mail.
- The initial groundwork for students and teachers to have access to programs and documents utilized at school around the clock has begun. Teachers can currently utilize a VPN connection to access files and information available on the Delran servers. A phased in roll-out on a district-wide level is planned.

### **Opportunities**

- Parent-school communication at the high school to support student achievement can be enhanced. Suggestions include updating websites more frequently and more timely e-mail communications.

- Efforts to communicate with parents at the elementary level about Pearson Success Net®, a program designed to support parents and students with Mathematics at home, can be enhanced.
- Over 80% of the staff responded that, while they have and training and access to technology through professional development and other opportunities, the supports do not exist to fully utilize that support in the classroom. Personnel to support and maintain the wide array of technology is inadequate to meet the staff's instructional needs.
- Utilization of programs and software is disproportionate in the four schools. Identifying and training staff as lead technology facilitators at each grade level or within each department could help ensure that all staff are able to fully utilize all technology.
- The expectations for use of various communication tools, such as the Parent Portal and teacher websites are inconsistent between the schools.
- The majority of parents that responded to the survey indicated that the website, mass e-mails and the phone blast system were the methods utilized to obtain information about the happenings throughout the district. Mass e-mails for the district, school and teachers was identified as the preferred method to receive information. Efforts to compile a more extensive and complete e-mail database would allow the district to maximize technology, and potentially reduce paper consumption. Additionally, a strategic method for identifying and providing alternative communication to families without or with limited technology should be made.
- Due to the high volume of technology usage, there are times when log in speeds are extremely slow, hindering the effective use of the technology. The technology staff is encouraged to continue to proactively address this issue. Additionally, expanded piloting new software and programs before launching on a large scale is encourage in an effort to reduce potential disruptions of the existing technologies.
- It is important to recognize that the number of households with technology access at home may be declining as the number of students eligible for free and reduced lunch increases within the district. The district needs to be proactive in its efforts to ensure access to information and resources is equitable for all families.

#### **Additional Data Available**

- Delran School's District Website- 2010-1013 Technology Plan
- See survey data in appendix

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## Finance

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### Overview

The Delran Township School consists of four schools, organized into single attendance structures. Additionally, the district has two separate facilities utilized for maintenance and the administrative offices. The successful passage of the 2008 referendum has allowed for renovations to the middle school and high school to be completed, adding additional space, updated science labs and a greenhouse facility. Repairs and upgrades to various systems have occurred. As part of the referendum, land that was donated to the school was able to be converted to useable space and the bus loop was expanded at the Intermediate School, along with new fields being created. According to the 2011 Taxpayer's Guide to Education Spending (formerly the comparative spending guide), the Delran Township Schools' budget was \$43,735,802. The advertised budget for the 2011-2012 school year is \$41,353,496.

### Strengths

- According to the Taxpayer's Guide to Education Spending (formerly the comparative spending guide) when compared to other K-12 districts with an enrollment similar to Delran's (between 1,800 and 3,500 students), Delran ranks 8<sup>th</sup> out of 69 districts in spending the highest amount of money that directly supports classroom instruction.
- Delran provides a thorough and efficient education while spending significantly less per pupil than the state. In 2010-2011, Delran spent \$11,535 per student compared to the state average of \$13,609 per pupil.
- Delran successfully passed a referendum in 2008 which provided for additions of a new wing at DHS and DMS, renovation of the DHS auditorium, and the acquisition of additional fields and parking at DIS.
- The food service program operates efficiently and effectively. The board has not needed to make contributions to subsidize the program within the past several years.
- The district is a participant in numerous shared service agreements. The long-range facilities plan reflects deliberate and varied ways to reduce energy consumption. The new additions were constructed with several features that maximize the utilization of natural light and heat. The Business Administrator actively pursues various cost-saving measures. Positive audits of the districts' expenditures have occurred throughout his tenure.

**Opportunities**

- Teachers believe that recent budget cuts and constraints have had a significant impact on student learning. Areas of concern include loss of critical programs, increased class sizes resulting in less meaningful student-teacher interactions, shortage of resources, and the impact of constraints on staff morale.
- Budgetary cuts have necessitated the reduction of teaching positions. This has resulted in a higher student to teacher ratio and larger class sizes. On staff surveys, teachers indicated that the emotional and behavioral needs of the students have become more pronounced. Efforts to reduce class size would be beneficial.
- Efforts to continue to identify more cost efficient energy solutions should continue.
- Approximately 65% of the district’s revenue is generated through local taxes. Efforts should be made to identify grants and other alternative funding sources to allow the district to continue to expand and enhance educational programs without placing additional burdens on the local taxpayers.

**Data**

Due to budgetary constraints, the committee asked parents and staff members to identify how important a variety of items were. The priority areas were identified by the members of the committee. The chart below depicts the priorities in order from greatest importance to least importance for staff and parents.

<b>Parent Responses (128 Responses)</b>	<b>Staff Responses (201 Responses)</b>
Ensuring students are prepared for college (93%)	Maintaining academic program offerings (91%)
Maintaining academic program offerings (90%)	Reducing class size (90%)
Expanding academic program offerings (87%)	Ensuring students are prepared for college (89%)
Improving safety (87%)	Expanding technology (83%)
Expanding technology (84%)	Improving state test scores- ASK/HSPA (77%)
Reducing class size (83%)	Maintaining extra-curricular clubs (76%)
Maintaining extra-curricular clubs (78%)	Improving safety (75%)
Maintaining athletic programs (68%)	Expanding academic program offerings (75%)
Improving state test scores- ASK/HSPA (64%)	Maintaining athletic programs (75%)
Restoring full-day kindergarten (63%)	Expanding Special Education Services (69%)
Expanding Special Education Services (53%)	Restoring full-day kindergarten (66%)
Expanding gifted services (51%)	Expanding gifted services (60%)
Restoring Middle School Teaming (36%)	Restoring Middle School Teaming (43%)

\*\*\* Please note that 24% of parents and 26% of staff were unfamiliar with MS teaming

**Additional Data Available**

- DOE Website- Taxpayer’s Guide to Education Spending & Delran School’s District Website- User Friendly Budget
- See survey data in appendix



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## School Climate

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### Overview

The Delran Township Schools believe the success of students is best attained when a strong and collaborative partnership exists between students, parents and staff. To ascertain the climate of the schools, a series of surveys for parents, staff, community members and our students was created and disseminated using the school district's website. Although results are based on all responses, it should be noted that the response rate by parents and Millbridge students was substantially lower than hoped for and the results may not truly be representative. In general, the perception of our schools is positive and the caring and supportive nature of the staff and administration help foster a favorable perception.

### Strengths

- Delran educators and administrators take an active role in furthering the profession. Staff members have published articles in state and national magazines and journals. Others hold leadership positions in local professional associations. Delran staff have presented on a variety of topics at local, state, and national conferences.
- Parents at Millbridge, DIS and DMS report that they communicate with teachers regularly via e-mail, that inquiries are returned promptly, and teachers' websites are kept up-to-date.
- Parents and students are extremely knowledgeable of the various technologies that are available for students to utilize at home to support their learning.
- Over 90% of students surveyed at DIS and Millbridge report that they feel safe at school.
- At DIS and DMS, over 80% of the staff members feel supported by the administration. Staff at these buildings also feel that they are supported by the Board of Education and that their voices are heard.
- Staff members report that there is a feeling of collegiality among the staff. Over 80% of the staff members surveyed at all four schools report that they feel supported by their colleagues.
- The majority of parents report that they feel as if they are a welcomed partner in their child's education at all four schools and that they are welcome to attend various school sponsored events.

## **Opportunities**

- There is a need and desire for more articulation between grade levels and schools. Less than 10% of all teachers were satisfied with the level of articulation and collaboration between schools. Less than 15% of all teachers were satisfied with the level of articulation and collaboration across grade levels within the school.
- There is a perception that the atmosphere in inclusion classrooms may be too distracting, primarily due to students with emotional and behavior problems. Ensuring that staff is well-trained and supported to address the needs of students with behavioral and emotional challenges will ensure that student achievement is not adversely impacted. Additionally, a greater emphasis on pro-active educational programs that address reducing inappropriate behavior among children and stricter consequences for repeat offenders will help promote a positive school climate.
- Some responses on student and parent surveys indicate a need to foster an environment that is sensitive to the diverse nature of our school community. Both within the schools and in the larger community efforts to celebrate and recognize a diverse and culturally-rich population should be enhanced.
- Approximately 40% of the students surveyed at the Middle School reported feeling unsafe and did not feel that they had an adult they could talk to if they had a concern.
- An area of opportunity exists at Millbridge and DHS in terms of the professional climate, where positive ratings were approximately 50% or less in several related survey questions. Staff needs to feel better supported by the administration, the Board of Education and made to feel that their voices can be heard.
- Approximately 70% of parents at DIS and Millbridge feel that their students are physically and emotionally safe. Approximately 50% of parents at DMS and DHS feel that their students are physically and emotionally safe.

## **Additional Data Available**

- See survey data in appendix

# Appendix

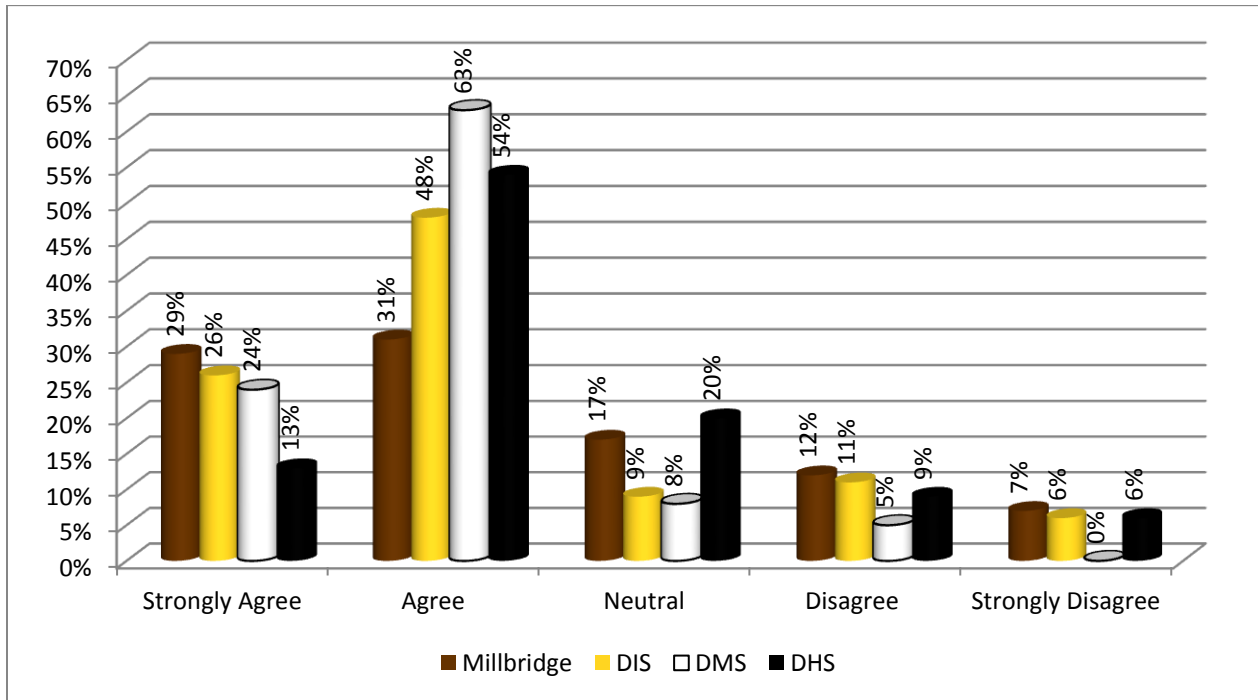


*This appendix contains graphs depicting the surveys, survey data and questions in the original format and a summative of common themes obtained in the open-ended responses. Because of the volume of open-ended response received, the State of the School's committee members coded and quantified the data and reported it in terms of the most common themes. These overviews are also included in the appendix.*

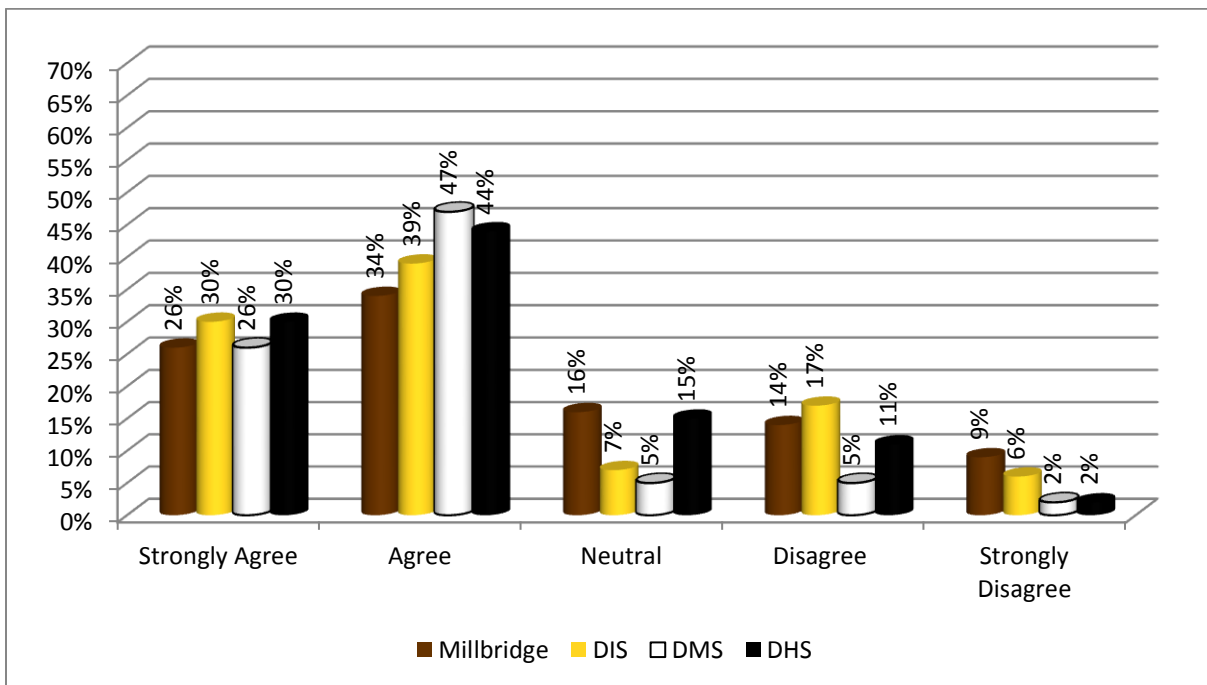
*Please note: Sources for publically accessible information are listed in the document. These reports are not included in the appendix.*

## Graphs Depicting Survey Data

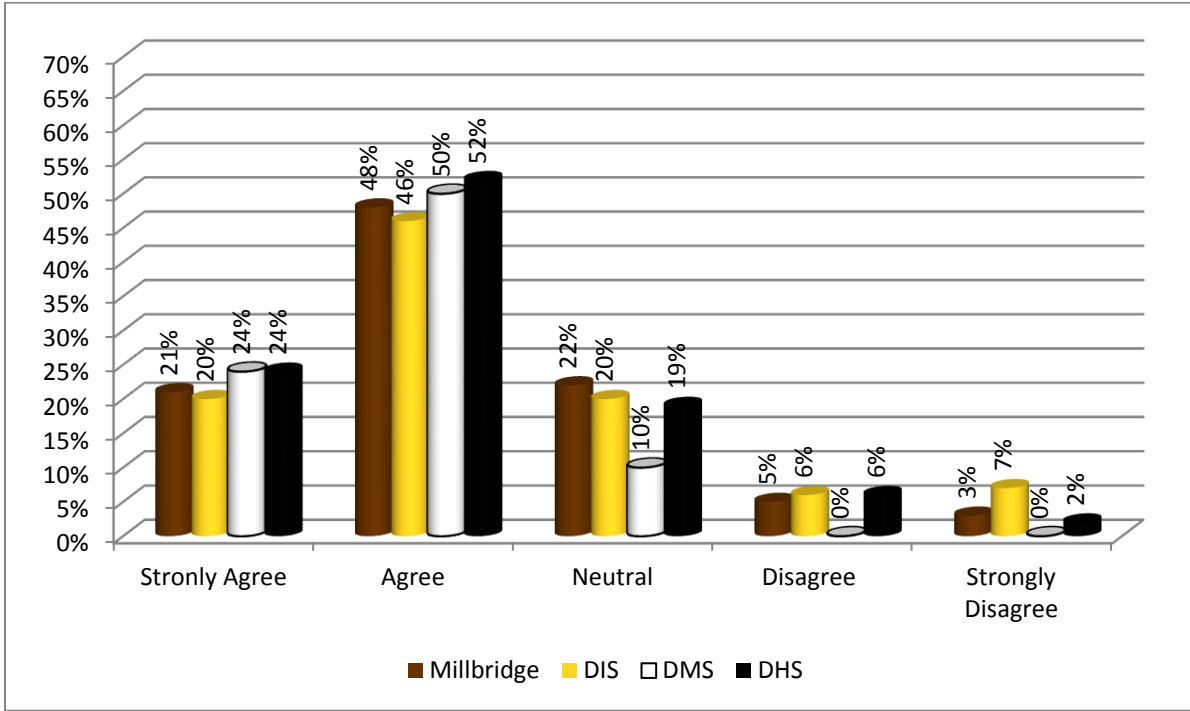
Survey Result: Parent Satisfaction with the Language Arts Curriculum



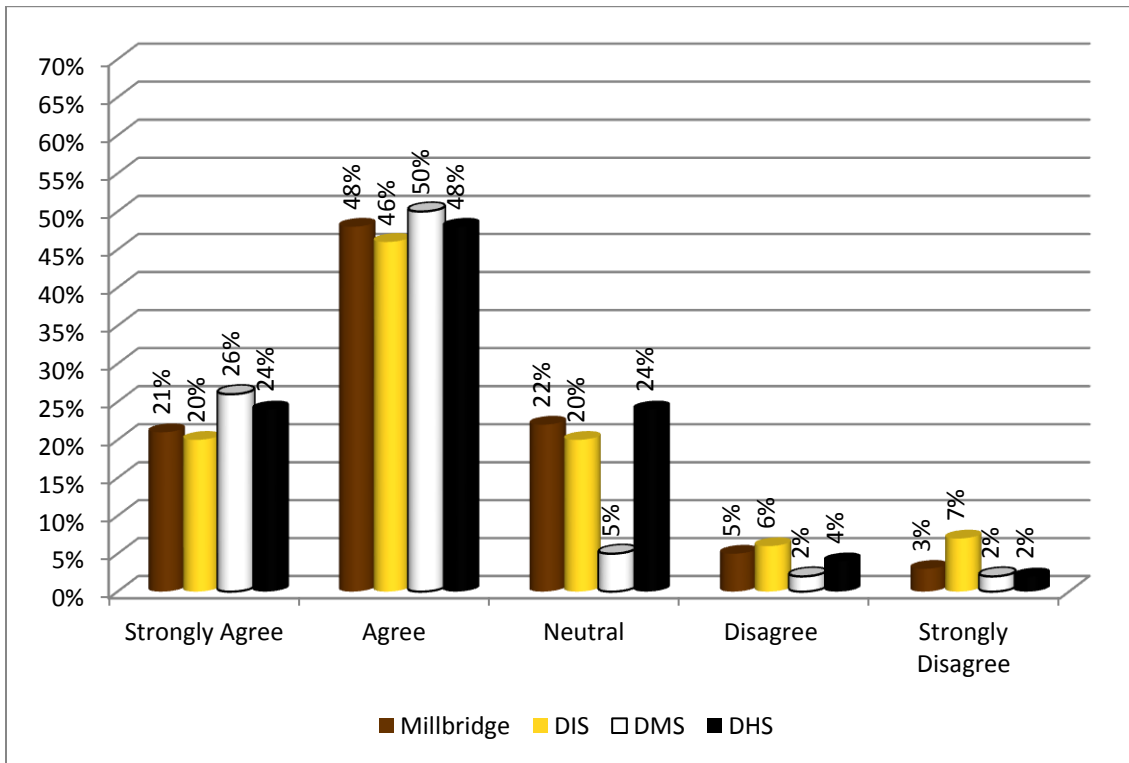
Survey Result: Parent Satisfaction with the Mathematics Curriculum



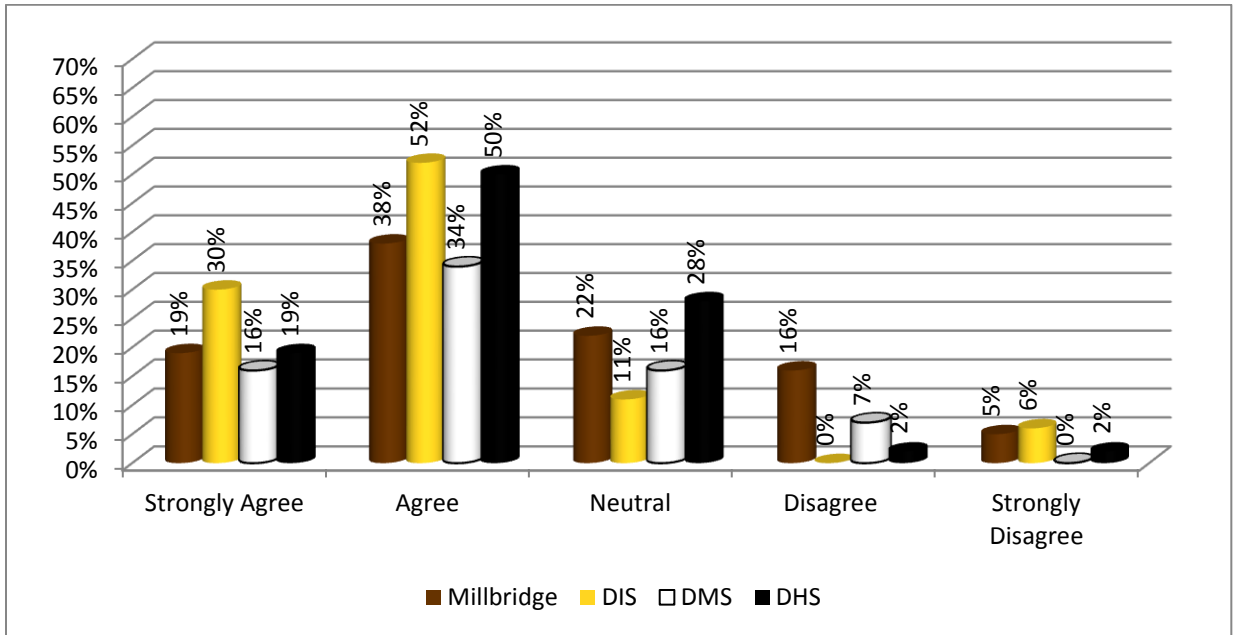
Survey Result: Parent Satisfaction with the Science Curriculum



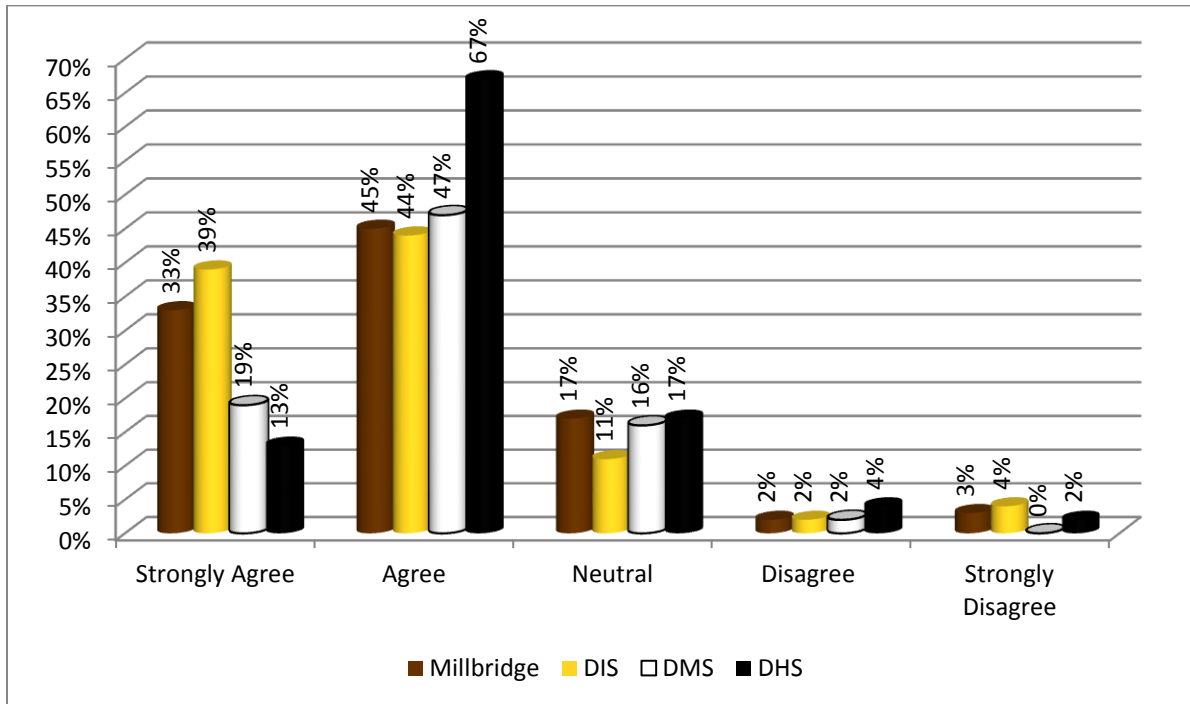
Survey Result: Parent Satisfaction with the Social Studies Curriculum



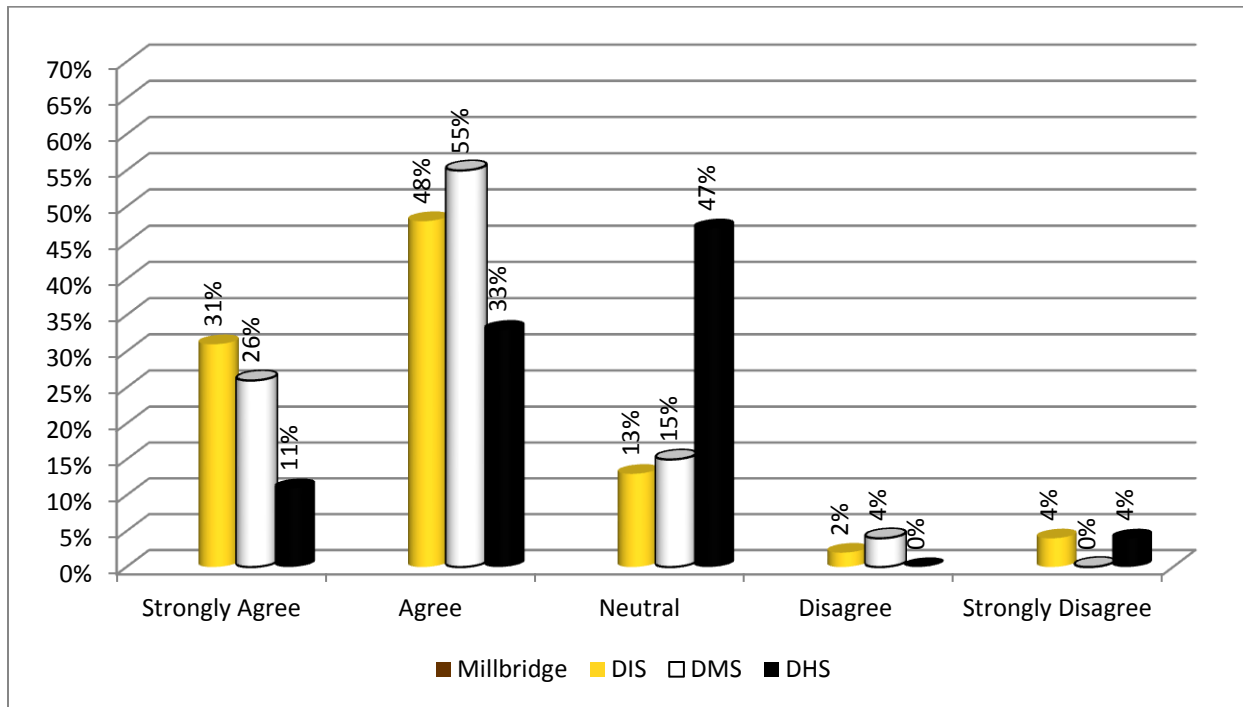
Survey Result: Parent Satisfaction with the Fine & Performing Arts Curriculum



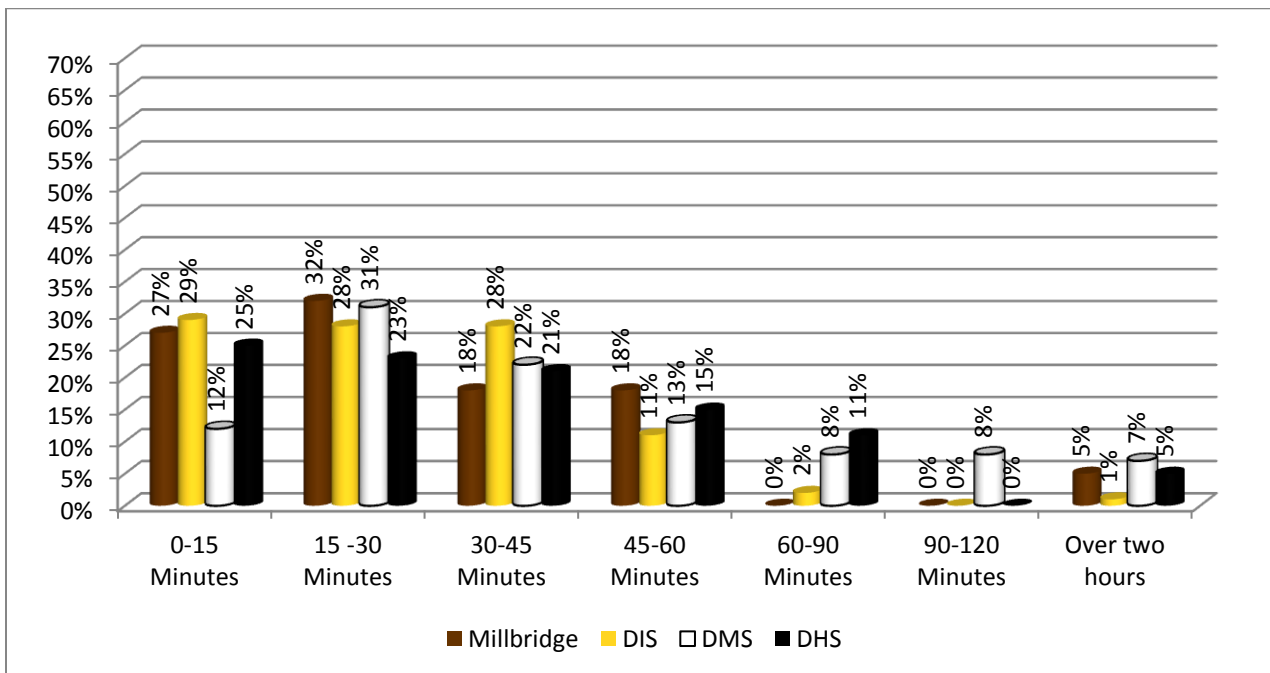
Survey Result: Parent Satisfaction with the Health and Physical Education Curriculum



Survey Result: Parent Satisfaction with the Business Curriculum and Cycle Courses  
 (N/A Millbridge, Computers at DIS, Various at Middle School and High School)



Student Survey Result: Average Time Spent Nightly on Homework



# Summaries of Qualitative Responses

## The Top 5 Things that Delran Staff is Proud of

1. Dedicated and hard-working colleagues
2. Support by colleagues and administration
3. The wonderful students
4. The Delran community is supportive and close-knit
5. Emphasis on a high-quality education for all students

## The Top 5 Things that Delran Parents Like about our Schools

1. Our staff: teachers and administration
2. Array of support for students
3. Sense of community-school environment
4. Technology
5. Level of communication

## The Top 5 Things that DHS Students Like about their School:

1. Good rapport with teachers
2. Wide variety of extra-curricular activities
3. Have friends at school and feel accepted
4. Wide variety of available sports
5. The variety of courses and electives that are available

## The Top 5 Things that DMS Students Like about their School

1. Great teachers
2. Have friends at school and feel accepted
3. Wide variety of after-school activities available
4. Lots of technology
5. More freedom and independence than at DIS

## The Top 5 Things that DIS Students Like about their School

1. Students have friends and do not get bullied
2. Kind and caring teachers and principals
3. Special area classes
4. Always opportunities to learn new things
5. Recess

## The Top 5 Things that Millbridge Students Like about their School

1. Their teachers
2. Their friends
3. Math
4. Their specials
5. Having fun at school



#### Top Five Changes Parents Would Like to See Happen

1. Restore full-day kindergarten
2. Work with teachers to support higher levels of differentiation to meet our students' needs
3. Improve communication
4. Reduce class sizes and group students more effectively
5. Improve handling of discipline

#### Top Five Changes Staff Would Like to See Happen

1. Additional support for students with emotional and behavioral concerns/more effective discipline
2. Restoration of middle school teaming
3. Smaller class sizes
4. Better communication and articulation between the schools
5. Increased parental support and involvement

#### Top Five Changes DHS Students Would Like to See Happen

1. Improvement in the quality/variety of cafeteria food
2. Less lecturing and more types of learning experiences in classes
3. More passing time between classes
4. Less homework
5. Changes to the schedule- to allow more class time, several students mentioned block scheduling

#### Top Five Changes DMS Students Would Like to See Happen

1. Increased time at lunch
2. Quality of cafeteria food
3. Elimination of split classes
4. Better efforts to stop bullying
5. Reduce the amount of homework

#### Top Five Changes DIS Students Would Like to See Happen

1. Longer Recess
2. Increased time at lunch
3. Eliminate Para Ti and replace with a Spanish teacher
4. Better playground equipment
5. More time for I&E and ITI

#### Top Three Changes Millbridge Students Would Like to See Happen

1. Better Playground Equipment
2. Longer Recess
3. Less Homework

#### Top Challenges that Our Staff Believe Will Be Faced in the Next 5 Years

1. Inadequate funding leading to an inability to maintain our programs and meet the needs of the students
2. Being able to meet the needs of all students, particularly as a result of increased class sizes and the reduction of supports that are available due to financial constraints
3. Decreased levels of parent support due to an increase in single-parent homes or families needing to work multiple jobs due to economic participating
4. Learning how to effectively deal with our changing population that includes more students with more significant educational needs as well as students with behavioral and emotional difficulties
5. A) Student apathy, particularly at higher grade levels when students prefer to be engaged using technology  
B) Declining perception of educators as a result of political factors at the local and state level

*\*\*\*An equal number of staff members identified apathy and perception of educators as a concern*

#### Top Five Impacts Felt by Staff Due to Recent Budgetary Changes

1. Increased class sizes, which teachers feel has negatively impacted student achievement
2. Insufficient/inadequate resources
3. Reduced supports available for struggling students
4. Decreased staff morale and level of satisfaction with working conditions
5. Negative community perceptions