



Edward V. Walton Primary School
2016-2017

Grade Span PK-02

39-5000-050
UNION
SPRINGFIELD TWP
601 MOUNTAIN AVE.
SPRINGFIELD, NJ 07081

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

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	101	95	89
KG	157	171	166
1	183	152	163
2	193	180	151
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	27	43	45
Total	661	641	614

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	10%	9%	8%
Students with Disabilities	11%	14%	15%
English Learners	3%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	60.1%
Hispanic	17.9%
Asian	11.2%
Black or African American	7.3%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	2.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	106	95	89
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	157	171	166

Enrollment by Home Language

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

Home Language	% of Students
English	86.6%
Spanish	4.1%
Russian	1.3%
Malayalam	1.0%
Other	7.4%



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

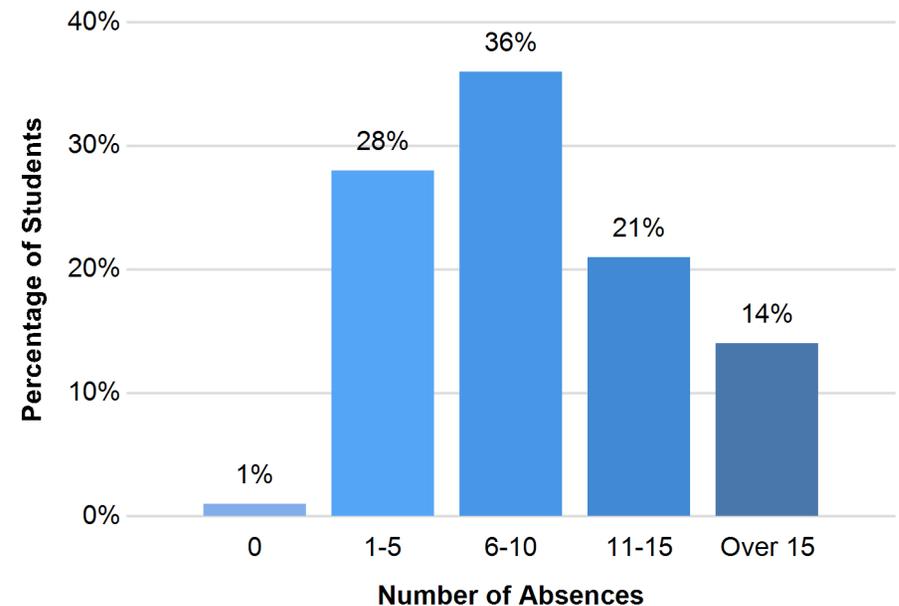
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	9.80	Met Target
White	7.30	9.80	Met Target
Hispanic	11.10	9.80	Not Met
Black or African American	2.70	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	12.50	9.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	9.80	Not Met
Students with Disabilities	8.60	9.80	Met Target
English Learners	N	**	**

Days Absent

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



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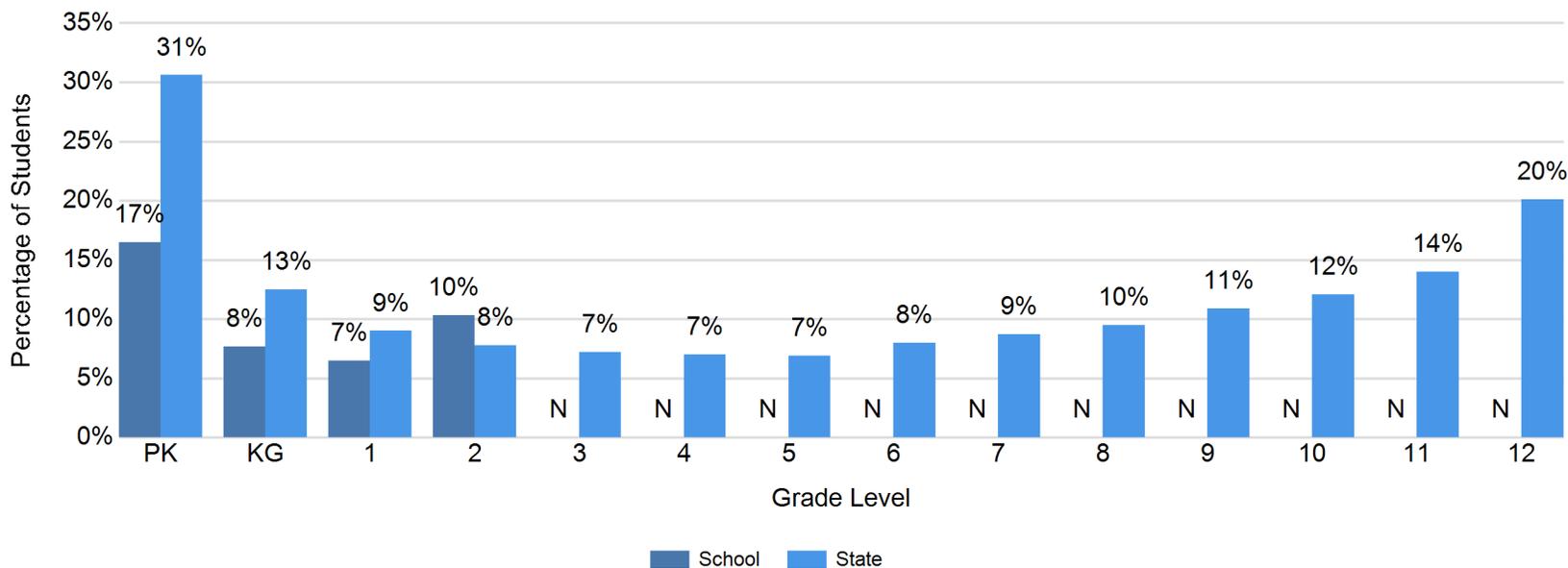
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$281	\$13,719	\$14,000



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	12.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	13:1
Administrators	614:1	131:1
Librarian/Media Specialists		2228:1
Nurses		446:1
Counselors		318:1
Child Study Team		371:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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School General Info

Principal:	Dr. Hung	Email Address:	shung@springfieldschools.com
Address:	601 MOUNTAIN AVE. SPRINGFIELD, NJ 07081	Website:	www.springfieldschools.com
Phone:	(973)376-1025	Facebook:	https://www.facebook.com/springfieldschools/
		Twitter:	https://twitter.com/SpringfieldSchs

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • ELA, Math, Creative Curriculum, Social Studies, Science, PE/Health, Music, Art • Technology is used daily using ipads, QR coding ,Mac laptops, Smartboard/Mimio • Juno System is used daily for ultimate classroom communication
 Mission, Vision, Theme:	<p>The Edward V. Walton School specializes in meeting the needs of children in prekindergarten through second grade. The school's philosophy is based on the implementation of developmentally appropriate practices within a safe and nurturing environment. The school provides classroom experiences that promote learning for all children. Our goal is to ensure that the community's youngest learners have the opportunity to benefit from the best theories and practices.</p>
 Awards, Recognition, Accomplishments:	<p>Character Education Awards, Teacher of the Year, Educator of the Year, Recess Runner Awards, American Heart Association-Jump Rope for Heart Award.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Creative Curriculum, Reading Street, Everyday Math, Science Fusion, and Hartcourt Social Studies with online elements. Push-in models and co-teaching teams in the areas of Special Education, Gifted & Talented, Academic Intervention Services, and the integration of arts into core content subject areas.</p>
 <p>Clubs and Activities:</p>	<p>The Garden Club-Students plant seeds to grow vegetables. The vegetables are then donated to a local Food Bank. The After School Tutorial helps students who are in need of additional help.</p>
 <p>Before and After School Programs:</p>	<p>Before and After Care programs are offered through Springfield Public Schools, Pre-K-2nd grade. Games, Science projects and activities, and playground equipment are utilized during this time.</p>



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 <p>Staff and Professional Learning:</p>	<p>Springfield district offers staff development programs in NJ Student Learning Standards, Student-Centered Learning, Language and Literacy, and Technology Infusion and integration. In addition, the district offers in and out of district staff development, Faculty, PLC and Curriculum Meetings.</p>
 <p>Student Supports and Services:</p>	<p>Intervention and Referral Service intent is to assist students who are demonstrating difficulties academically or medically. Academic Intervention Services are provided to assist support and learning.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes and outdoor recess is offered to all of our students. Students also have an opportunity to participate in Recess Runners and Jump Rope for Heart programs.</p>
 <p>Parent and Community Involvement:</p>	<p>PTA is involved with programming assemblies, classroom arts and crafts, and fundraising. Principal's Coffee offers parents to view classroom in motion and overview of instructional practices.</p>



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Facilities:

Over a decade ago, Walton had an entire section added to it creating a square shaped campus with an open courtyard in the center with a vegetable garden and two gazebos.



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Other Information:

Classrooms are structured so that students can learn independently and/or collaboratively in small and large groups based on need, readiness, and interest. The curriculum is designed to promote problem solving and critical thinking skills to foster student growth and development. Through the character education program, positive social skills are facilitated and the foundations for successful relationships are built. The staff strives to present direct experiences and active learning opportunities to motivate and engage the natural curiosity of children. They infuse technology into the curriculum and assess individual student progress on a regular basis. Teachers use a portfolio approach to measure student growth over time and against developmental milestones. These portfolios allow the teachers to document the progress of each child while providing them with data to support and confirm decisions they make in their daily teaching. In early childhood development and education, emphasis is placed on team and thematic planning and the presentation of cross-curricular educational activities. These activities support the active learning of all students and help to encourage the development of critical thinking skills. As the early childhood center is the first of many experiences that our children will have in the Springfield Public Schools, we are proud of the high standard of education that is offered at Walton School.



Florence M. Gaudineer Middle School
2016-2017

Grade Span 06-08

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

Grade	2014-15	2015-16	2016-17
6	195	146	165
7	150	189	144
8	147	147	185
Ungraded	14	11	14
Total	506	493	508

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	51%
Male	50%	49%	49%
Economically Disadvantaged Students	13%	11%	14%
Students with Disabilities	14%	12%	14%
English Learners	1%	2%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	59.1%
Hispanic	17.5%
Black or African American	11.8%
Asian	8.7%
Native Hawaiian or Pacific Islander	1.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.6%

Enrollment by Home Language

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

Home Language	% of Students
English	84.6%
Spanish	7.1%
Russian	1.6%
Arabic	1.2%
<i>Other</i>	5.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	480	97.1	69.40	68.10	54.90	69.4	58.1	Met Target
White	284	97.0	74.60	71.60	63.90	74.6	62.9	Met Target
Hispanic	83	98.9	56.70	58.20	39.80	56.7	43.7	Met Target
Black or African American	57	100.0	56.10	53.00	35.20	56.1	43.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	49	94.4	77.50	83.60	80.70	77	68.2	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	242	96.2	75.60	76.30	62.20	75.6		
Male	238	98.0	63.10	60.10	48.10	63.1		
Economically Disadvantaged Students	62	97.2	54.80	50.30	36.20	54.8	42.4	Met Target
Non-Economically Disadvantaged Students	418	97.1	71.50	70.70	65.80	71.5		
Students with Disabilities	63	94.5	25.40	25.60	20.50	25.1	18.8	Met Target
Students without Disabilities	417	97.5	76.00	76.30	61.90	76		
English Learners	10	100.0	60.00	40.60	25.20	60	**	**
Non-English Learners	470	97.0	69.60	68.80	57.40	69.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	758	758	752	6%	11%	19%	49%	16%	64%	54%
White	87	763	763	758	*	*	21%	49%	20%	69%	63%
Hispanic	30	738	738	740	*	*	*	33%	*	43%	38%
Black or African American	24	748	748	736	*	*	*	63%	0%	63%	32%
Asian, Native Hawaiian, or Pacific Islander	25	774	774	776	0%	*	*	52%	*	76%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	80	766	766	758	*	*	19%	48%	*	71%	61%
Male	87	750	750	746	*	*	18%	49%	*	58%	46%
Economically Disadvantaged Students	25	746	746	737	*	*	*	52%	0%	52%	34%
Non-Economically Disadvantaged Students	142	760	760	761	*	*	*	48%	18%	66%	65%
Students with Disabilities	24	717	717	722	*	*	*	*	0%	13%	17%
Students without Disabilities	143	764	764	758	*	*	*	*	18%	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	758	758	756	*	*	22%	40%	23%	63%	59%
White	86	764	764	764	*	*	22%	43%	26%	69%	69%
Hispanic	26	747	747	742	*	*	*	39%	*	54%	44%
Black or African American	19	741	741	737	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	12	769	769	784	*	0%	*	*	*	67%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	68	772	772	764	*	*	18%	38%	*	77%	68%
Male	76	746	746	749	*	*	26%	41%	*	50%	51%
Economically Disadvantaged Students	21	740	740	739	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	123	761	761	766	*	*	*	*	*	67%	70%
Students with Disabilities	22	719	719	719	*	*	*	*	*	23%	19%
Students without Disabilities	122	765	765	763	*	*	*	*	*	70%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	144	758	758	758	*	*	22%	40%	23%	63%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	767	767	757	*	*	16%	49%	25%	74%	59%
White	117	773	773	764	*	*	15%	50%	29%	80%	68%
Hispanic	33	753	753	742	*	*	*	55%	*	67%	44%
Black or African American	19	745	745	738	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	13	780	780	786	0%	*	*	*	*	77%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	103	772	772	766	*	*	18%	43%	32%	75%	68%
Male	84	761	761	749	*	*	13%	56%	17%	73%	50%
Economically Disadvantaged Students	22	748	748	739	*	*	*	55%	*	64%	40%
Non-Economically Disadvantaged Students	165	770	770	766	*	*	*	48%	*	75%	69%
Students with Disabilities	21	718	718	718	*	*	*	*	*	29%	18%
Students without Disabilities	166	773	773	764	*	*	*	*	*	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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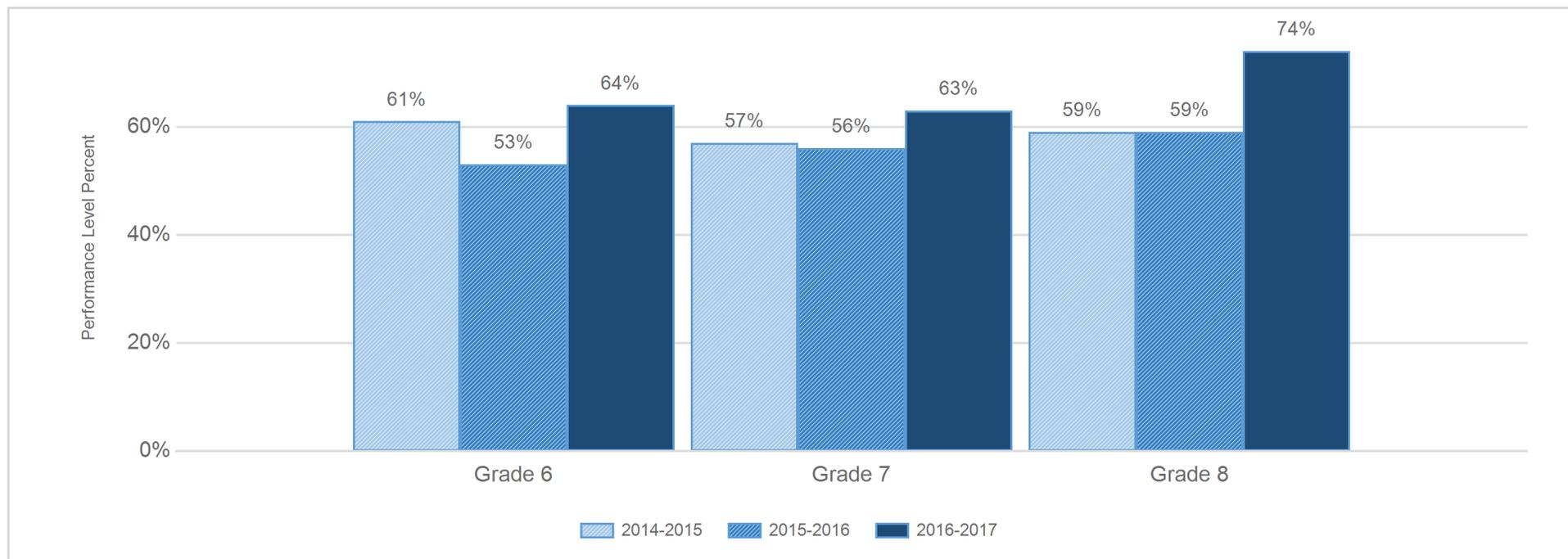
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	481	97.3	56.00	54.60	43.50	56	47.9	Met Target
White	285	97.3	61.70	59.50	52.40	61.7	51.3	Met Target
Hispanic	83	98.9	44.60	41.50	27.60	44.6	34	Met Target
Black or African American	57	100.0	29.90	31.40	21.70	29.9	35.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	49	94.4	75.50	77.90	75.60	74.9	61.5	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	243	96.6	59.60	57.40	44.10	59.6		
Male	238	98.0	52.10	51.80	42.90	52.1		
Economically Disadvantaged Students	62	97.2	37.10	35.60	25.10	37.1	32.3	Met Target
Non-Economically Disadvantaged Students	419	97.3	58.70	57.50	54.30	58.7		
Students with Disabilities	63	94.5	12.70	*	16.50	12.6	11.3	Met Target
Students without Disabilities	418	97.7	62.50	*	48.80	62.5		
English Learners	10	100.0	60.00	37.10	23.30	60	**	**
Non-English Learners	471	97.2	55.90	55.10	45.20	55.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.
† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	755	755	743	6%	10%	28%	38%	18%	56%	44%
White	87	760	760	751	*	*	24%	45%	22%	67%	54%
Hispanic	30	739	739	731	*	*	33%	33%	*	37%	27%
Black or African American	24	735	735	724	*	*	42%	*	*	25%	20%
Asian, Native Hawaiian, or Pacific Islander	25	774	774	771	0%	*	*	40%	*	76%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	80	758	758	745	*	*	33%	40%	18%	58%	45%
Male	87	752	752	742	*	*	23%	37%	18%	55%	43%
Economically Disadvantaged Students	25	739	739	728	*	*	48%	*	*	28%	24%
Non-Economically Disadvantaged Students	142	758	758	752	*	*	24%	*	*	61%	56%
Students with Disabilities	24	715	715	717	*	*	*	*	0%	13%	13%
Students without Disabilities	143	761	761	748	*	*	*	*	21%	64%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	742	742	741	*	14%	46%	38%	*	38%	40%
White	61	744	744	748	*	*	48%	39%	*	39%	49%
Hispanic	24	745	745	730	*	*	*	50%	0%	50%	23%
Black or African American	19	737	737	726	*	*	58%	*	0%	26%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	45	746	746	743	*	*	53%	40%	*	40%	41%
Male	66	740	740	740	*	*	41%	36%	*	36%	38%
Economically Disadvantaged Students	20	739	739	729	*	*	*	*	*	35%	22%
Non-Economically Disadvantaged Students	91	743	743	749	*	*	*	*	*	39%	50%
Students with Disabilities	21	721	721	716	*	*	*	*	*	14%	11%
Students without Disabilities	90	747	747	746	*	*	*	*	*	43%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	111	742	742	742	*	14%	46%	38%	*	38%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

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

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	751	746	743	*	15%	27%	55%	*	55%	42%
White	112	753	748	751	*	13%	28%	58%	*	59%	52%
Hispanic	31	746	*	728	*	*	32%	48%	0%	48%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	768	*	774	0%	*	*	83%	0%	83%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	102	753	750	744	*	13%	27%	59%	*	60%	43%
Male	73	748	742	741	*	18%	29%	49%	*	49%	40%
Economically Disadvantaged Students	18	748	*	727	*	*	*	56%	*	56%	23%
Non-Economically Disadvantaged Students	157	752	*	751	*	*	*	55%	*	55%	52%
Students with Disabilities	15	722	719	714	*	*	*	*	*	13%	10%
Students without Disabilities	160	754	750	747	*	*	*	*	*	59%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	780	746	734	0%	0%	0%	64%	36%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	20	776	744	735	*	*	*	75%	*	100%	31%
Male	19	784	749	733	*	*	*	53%	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	39	780	749	738	0%	0%	0%	64%	36%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	39	780	*	735	0%	0%	0%	64%	36%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

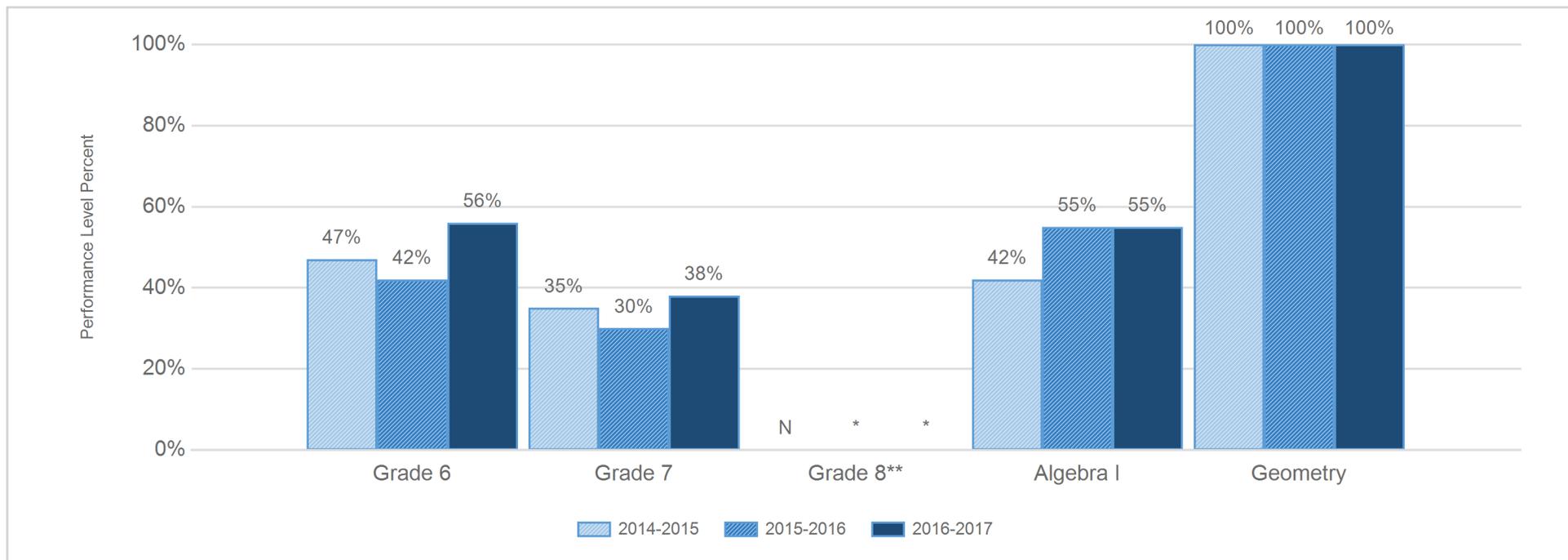


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

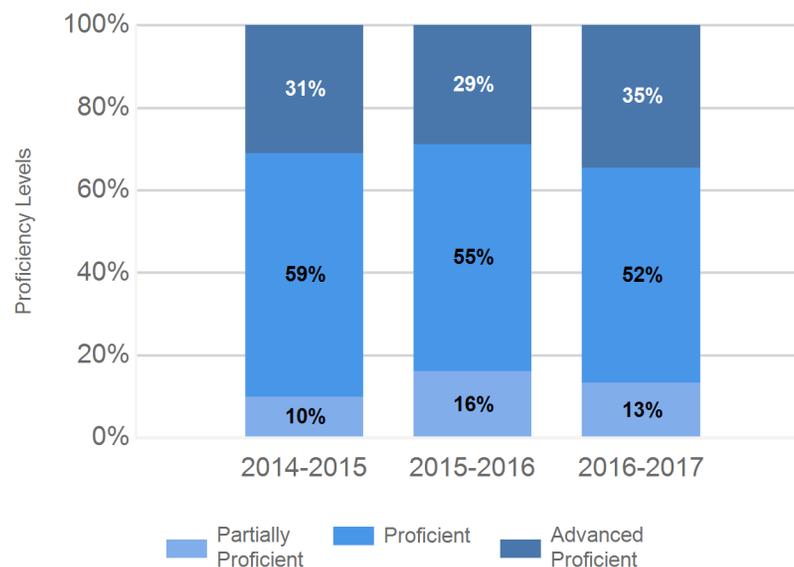
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	35%	52%	13%
White	40%	53%	8%
Hispanic	27%	58%	15%
Black or African American	5%	58%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	24%	48%	29%
Students with Disabilities	5%	47%	47%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	54	50	Met Target	57	52	50	Met Target
White	56	54	50	Met Target	61	55.5	52	Exceeds Target
Hispanic	42	42	49	Met Target	49	45	47	Met Target
Black or African American	59	58	45	Met Target	52	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Met Target	*	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	65	51	**	*	*	52	**
Economically Disadvantaged	50	48	47	Met Target	42	41	46	Met Target
Students with Disabilities	42	41.5	41	Met Target	53.5	48	43	Met Target
English Learners	*	47.5	53	**	*	34	51	**

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



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

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

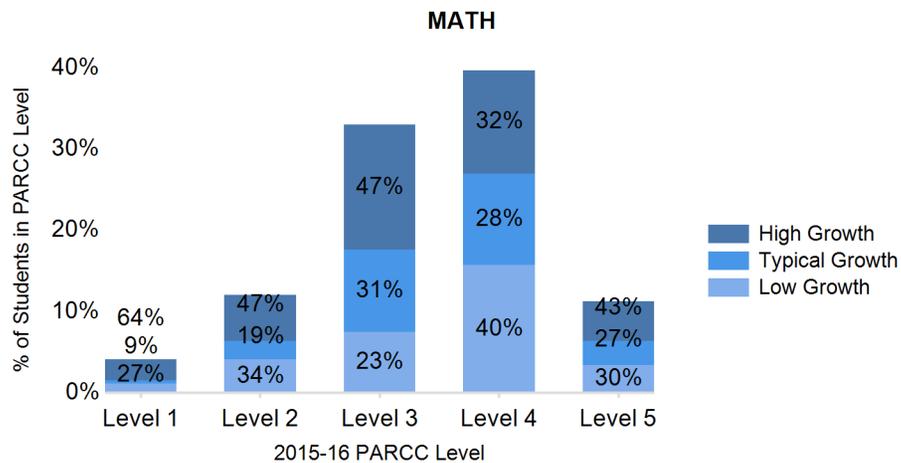
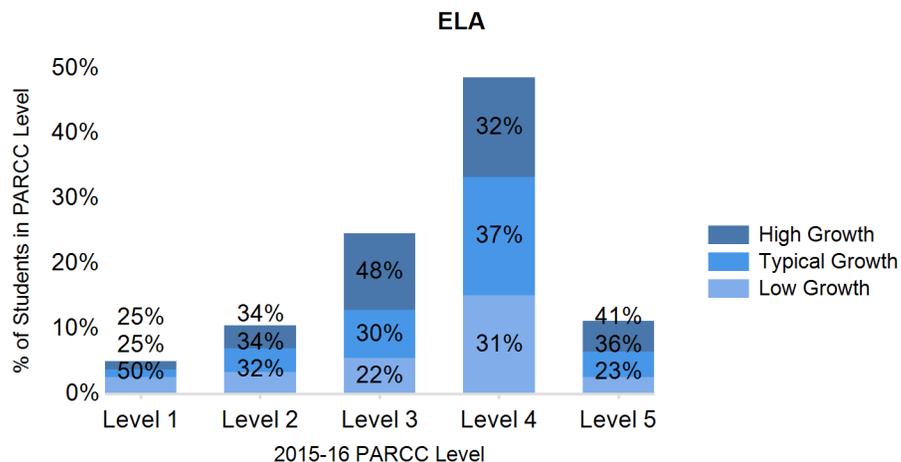
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

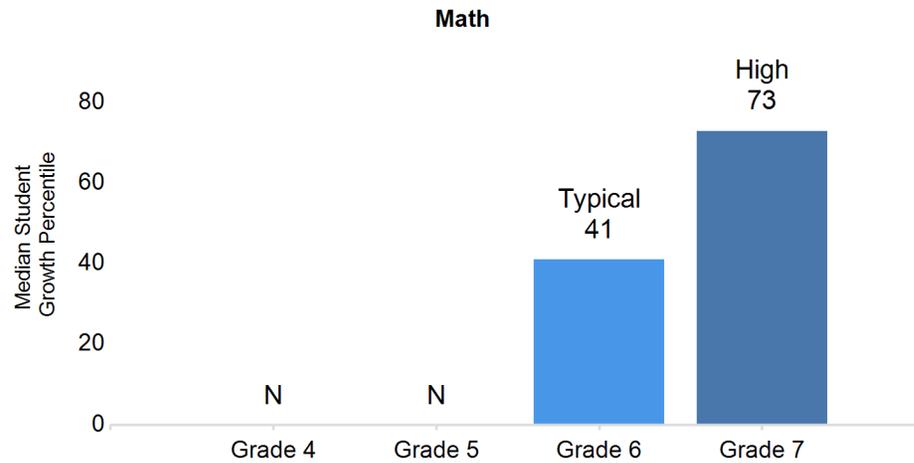
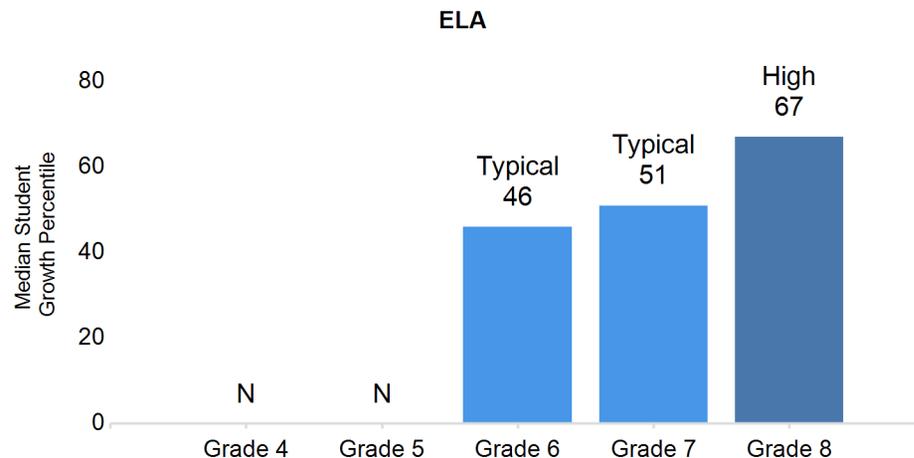
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	175
7	35	0	116
8	149	39	5
Schoolwide	184	39	296

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	102	38	28	0	0	0	6
7	91	29	29	0	0	0	3
8	114	39	35	0	0	0	0
Schoolwide	307	106	92	0	0	0	9
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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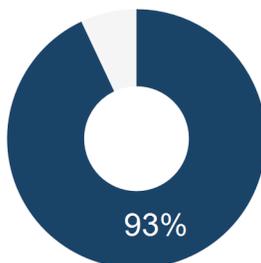
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Visual and Performing Arts – Course Participation

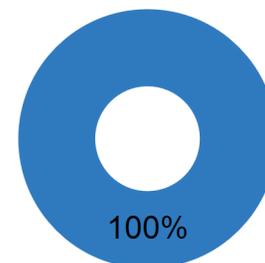
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

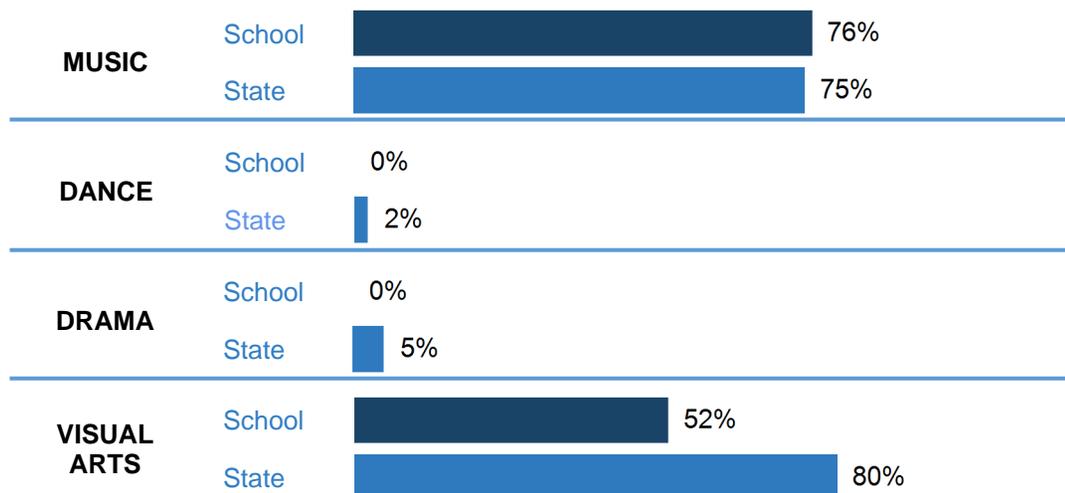


School



State

Students enrolled in one or more classes by discipline:





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

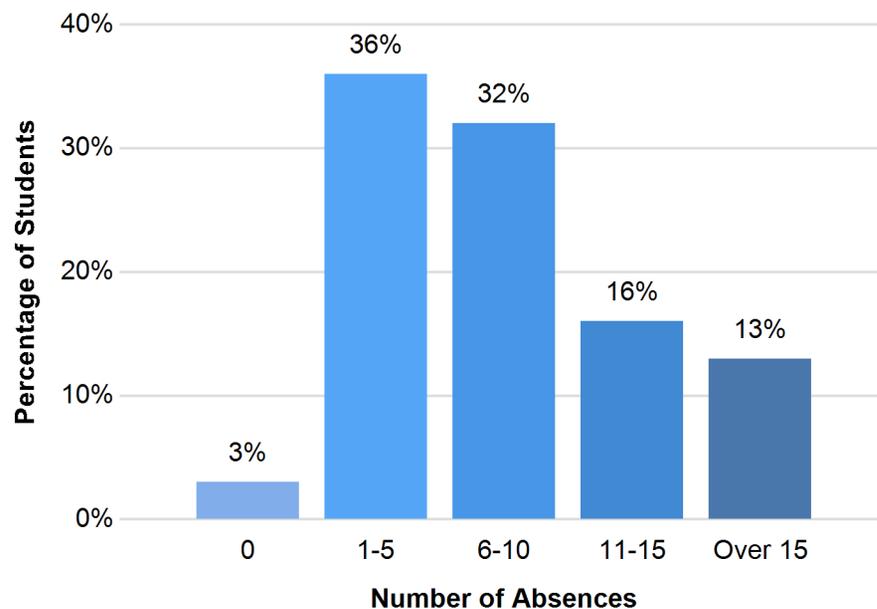
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	8.70	Not Met
White	8.90	8.70	Not Met
Hispanic	10.10	8.70	Not Met
Black or African American	9.70	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.40	8.70	Not Met
Students with Disabilities	15.00	8.70	Not Met
English Learners	N	**	**

Days Absent

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



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

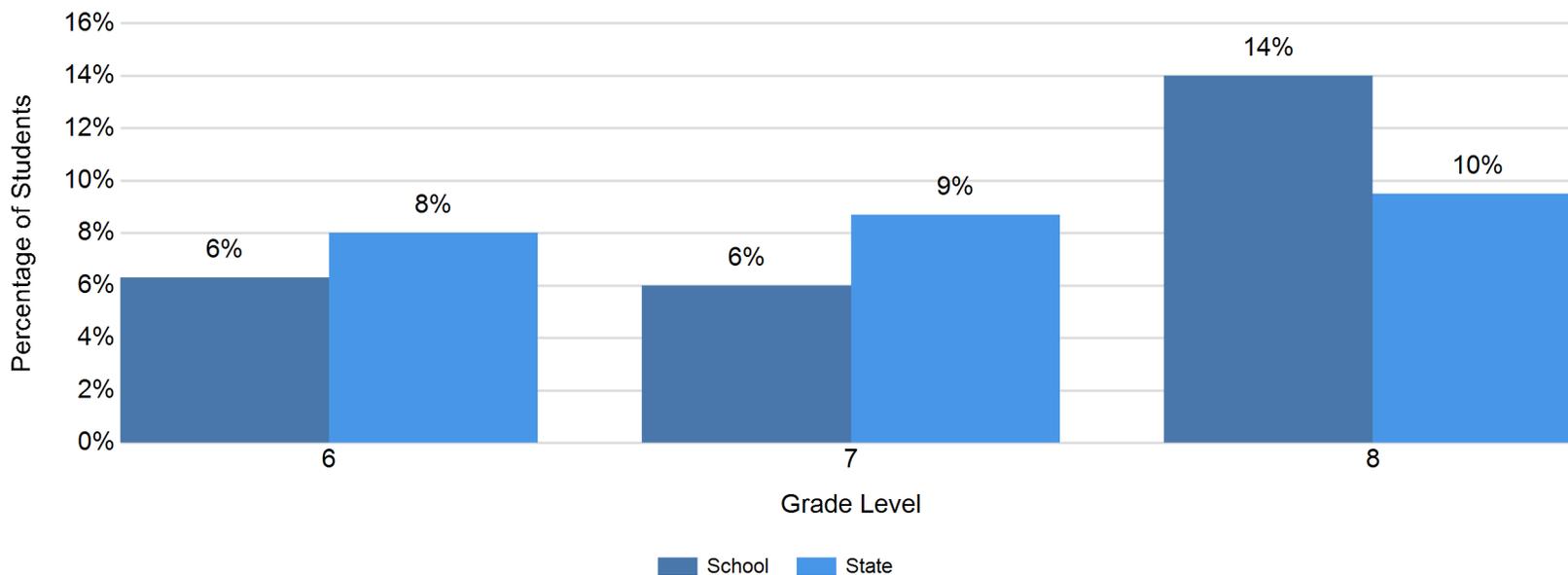


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.56

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.4%
Out-of-School Suspensions	0.8%
Any Suspension	3.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	448.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$281	\$13,719	\$14,000



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	12.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	254:1	131:1
Librarian/Media Specialists		2228:1
Nurses		446:1
Counselors		318:1
Child Study Team		371:1



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70.5	17.5%
Mathematics Proficiency	59.3	17.5%
English Language Arts Growth	64.0	25.0%
Mathematics Growth	66.8	25.0%
Chronic Absenteeism	27.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.5
Summative Rating: Percentile rank of Summative Score		64.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	63.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	53.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	78.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	32.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	55.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Kielty	Email Address:	tkielty@springfieldschools.com
Address:	75 SOUTH SPRINGFIELD AVE. SPRINGFIELD, NJ 07081-1312	Website:	www.springfieldschools.com
Phone:	(973)376-1025	Facebook:	https://www.facebook.com/springfieldschools/
		Twitter:	https://twitter.com/SpringfieldSchs

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes my Perspectives literacy program, Big Ideas in Math, NGSS science curriculum including SSEP • Course offerings include full compliment of Art, and Music as well as Information Technology, App Creators and Robotics • All curriculum is supported by a 1:1 MacBook Air program that was started in 2005
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Florence M. Gaudineer Middle School is to create a quality academic and social environment, which nurtures the intellectual and affective growth of each student. The environment is one in which is safe and secure, where excellence and creativity are fostered, and where students are provided opportunities to gain skills and knowledge they will need to meet life challenges successfully.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The 1 to 1 laptop program was named an Apple Distinguished Program. Our Project Citizen projects continuously rank in the top three in the state and have won the highest levels of recognition nationally. Our students' artwork and performances are annually recognized for the highest levels of achievement at the Union County Teen Arts Festival. Several staff members have been named Union County Teacher of the Year in the Governor's annual recognition program.</p>



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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>With regards to curriculum, students are offered classes in Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, World Language, Art, Music and Technology based courses. Our Math sequencing allows for identified students to take Algebra in seventh grade and Geometry in eighth grade. We offer identified students a talented arts program and a gifted and talented independent research program that meet once a week.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Boys)</p> <p>Our interscholastic sports program includes boys and girls soccer, boys and girls basketball, baseball and softball.</p>
 <p>Clubs and Activities:</p>	<p>We have a wide variety of co-curricular activities. We are dedicated to offering a vibrant arts program as an avenue to academic achievement. We offer 21st Century Art, MakerSpace Lab classes, advanced art and choices in the performing arts such as chorus, band, and a musical production. Our students can also participate in the student council, yearbook, environmental club and homework club.</p>
 <p>Before and After School Programs:</p>	<p>The school offers afterschool and Saturday tutorial programs aimed at identified students to close the achievement gaps and prepare for standardized testing. The program is coordinated through the principal's office and utilizes core content teachers from the school.</p>



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SPRINGFIELD, NJ 07081-1312

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Our building administrators and our district promote an extensive professional development program, as we believe that a well-trained professional staff is necessary to meet the diverse needs of our students. We are currently offering staff development programs through a Professional Development Academy that allows teachers to share best practices in a multitude of areas. In addition to these programs, our district supports many out of district content specific workshops. □</p>
 <p>Student Supports and Services:</p>	<p>Students classified as having disabilities are assessed and given an Individualized Education Plan with modifications and accommodations in accordance with State and Federal law. The students receive appropriate instruction through a push-in model of co-teaching designed to effectively deliver standards-based grade level curriculum. Our ELLs are immersed in activities that are designed to increase knowledge and vocabulary of the academic content areas as well as develop English language skills.</p>
 <p>Student Health and Wellness:</p>	<p>Students have physical education every day with one marking period of health education. Students do go outside for recess when weather is permitting.</p>
 <p>Parent and Community Involvement:</p>	<p>The school's PTA runs many programs that raise money for the school as well as provide educational opportunities that support the overall mission of the school. We employ many digital communication portals for parents that include an online teacher grade book, content information system, and digital email/text/phone announcement system.</p>



Florence M. Gaudineer Middle School
2016-2017
Grade Span 06-08

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School Narrative

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Facilities:

The building was built in 1951 and went through a series of additions and expansions projects, the last completed in 1967. There have been several recent renovations including two gymnasiums, Science lab classrooms, and a new Field Turf Athletic complex. A major renovation of an old wood shop classroom into a state of the art robotics lab is currently ongoing. All classrooms are equipped with individual air conditioning units.



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School Narrative

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



Other Information:

Our middle school offers a diverse program grounded in current middle school philosophy. This encompasses the core subjects and academic skills, with a major focus on the integration of technology, the arts and infusing STEAM concepts throughout the education program. □We have organized our master schedule and our professional staff to implement an interdisciplinary team approach to instruction to ensure that the needs of every student can be met. The School follows a traditional 9 period school day where each period is 42 minutes long. Our assessment philosophy is to utilize accurate specific data to identify and meet the individual student needs. We are currently analyzing multiple sets of test data, including the PSAT, to assess our curricular strengths and needs. We continue to provide a testing experience for our students that help us to identify all students' specific needs so they can be supported using a multi-level approach. Our inclusion programs continue to thrive through full implementation of co-teaching teams and push in models in the areas of Special Education, Gifted & Talented, Academic Intervention Services, and the integration of arts into core content subject areas. We continue to enjoy a strong partnership with the community, as we believe it is essential for any school to be successful. The Springfield police and fire departments provide learning activities and support for the safety and security of our schools. The school administration remains current on all safety, security and emergency protocols by meeting a minimum of twice a year with representatives of the police, fire, first aid, school district and the office of emergency management administration.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	86	109	86
4	87	86	104
5	72	86	78
Ungraded	0	0	0
Total	245	281	268

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	52%
Male	49%	50%	48%
Economically Disadvantaged Students	14%	13%	13%
Students with Disabilities	13%	16%	19%
English Learners	4%	3%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.6%
Hispanic	28.0%
Asian	9.0%
Black or African American	6.7%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.4%

Enrollment by Home Language

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

Home Language	% of Students
English	81.0%
Spanish	10.8%
Russian	1.9%
Hebrew	1.5%
Portuguese	1.1%
<i>Other</i>	3.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	260	98.5	66.20	68.10	54.90	66.2	66.7	Met Target†
White	139	97.9	66.20	71.60	63.90	66.2	69.6	Met Target†
Hispanic	71	98.6	57.80	58.20	39.80	57.8	50.7	Met Target
Black or African American	18	100.0	50.00	53.00	35.20	50	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.70	83.60	80.70	91.7	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	133	99.3	75.20	76.30	62.20	75.2		
Male	127	97.7	56.70	60.10	48.10	56.7		
Economically Disadvantaged Students	34	97.2	55.90	50.30	36.20	55.9	51.5	Met Target
Non-Economically Disadvantaged Students	226	98.7	67.70	70.70	65.80	67.7		
Students with Disabilities	50	100.0	22.00	25.60	20.50	22	34.2	Not Met
Students without Disabilities	210	98.2	76.60	76.30	61.90	76.6		
English Learners	10	100.0	40.00	40.60	25.20	40	**	**
Non-English Learners	250	98.4	67.20	68.80	57.40	67.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	767	763	749	*	*	19%	55%	13%	69%	50%
White	47	770	767	759	*	*	*	60%	*	72%	61%
Hispanic	20	757	752	734	*	*	*	*	*	55%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	777	773	754	*	*	*	58%	*	76%	55%
Male	45	758	755	745	*	*	*	53%	*	62%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	734	731	720	*	*	*	*	*	29%	24%
Students without Disabilities	69	773	769	755	*	*	*	*	*	77%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	761	762	753	*	*	22%	53%	15%	68%	56%
White	50	762	765	762	0%	*	24%	54%	*	68%	67%
Hispanic	27	750	757	740	*	*	*	56%	*	63%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	12	771	*	777	0%	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	54	766	767	758	*	*	*	59%	*	76%	61%
Male	48	755	757	749	*	*	*	46%	*	58%	51%
Economically Disadvantaged Students	18	752	*	737	*	*	*	*	*	61%	36%
Non-Economically Disadvantaged Students	84	763	*	764	*	*	*	*	*	69%	69%
Students with Disabilities	20	740	735	725	*	*	*	*	*	30%	25%
Students without Disabilities	82	766	769	759	*	*	*	*	*	77%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	765	768	756	*	*	23%	45%	18%	63%	59%
White	43	764	768	763	*	*	23%	37%	*	58%	69%
Hispanic	25	753	753	743	0%	*	*	52%	*	56%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	44	772	774	761	*	*	*	55%	*	75%	66%
Male	34	757	762	750	*	*	*	32%	*	47%	53%
Economically Disadvantaged Students	11	745	*	740	*	*	*	*	0%	46%	40%
Non-Economically Disadvantaged Students	67	769	*	765	*	*	*	*	21%	66%	71%
Students with Disabilities	16	723	729	725	*	*	*	*	*	*	22%
Students without Disabilities	62	776	776	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	78	765	768	757	*	*	23%	45%	18%	63%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

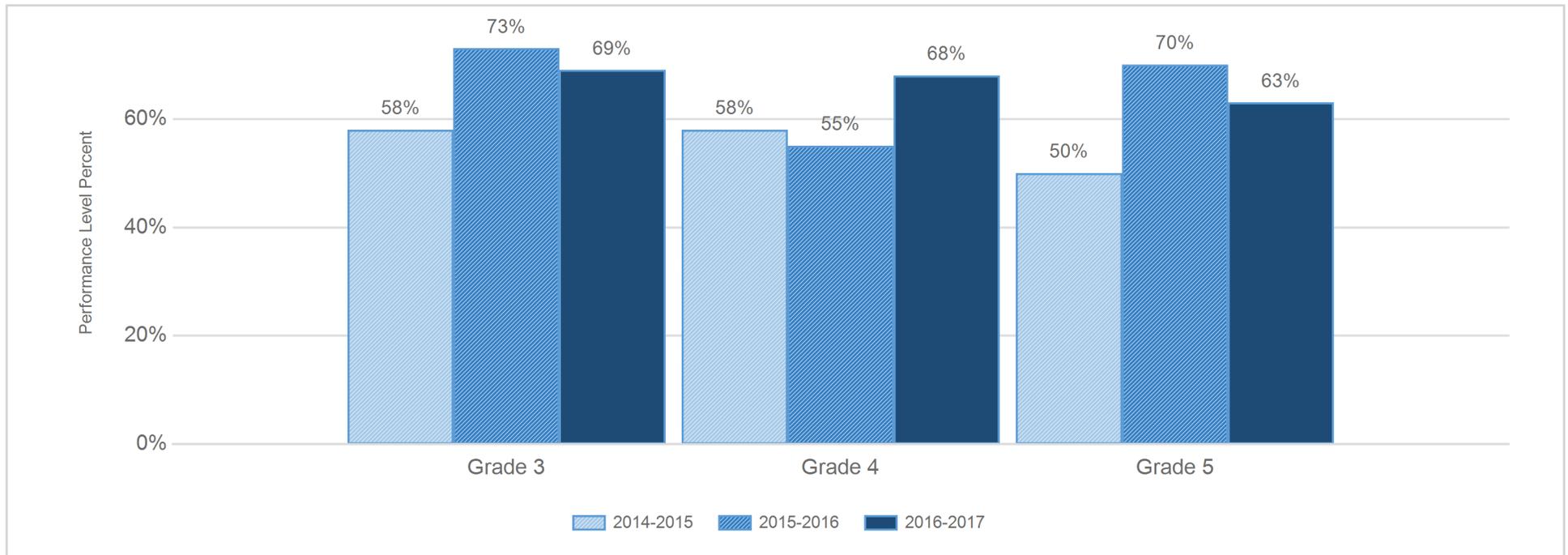


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	264	98.2	62.90	54.60	43.50	62.9	66.9	Met Target†
White	140	97.2	69.30	59.50	52.40	69.3	71	Met Target†
Hispanic	73	98.7	42.50	41.50	27.60	42.5	53.9	Not Met
Black or African American	18	100.0	50.00	31.40	21.70	50	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.70	77.90	75.60	91.7	79.3	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	137	99.3	67.10	57.40	44.10	67.1		
Male	127	96.9	58.20	51.80	42.90	58.2		
Economically Disadvantaged Students	34	97.2	53.00	35.60	25.10	53	46.2	Met Target
Non-Economically Disadvantaged Students	230	98.3	64.40	57.50	54.30	64.4		
Students with Disabilities	50	100.0	32.00	*	16.50	32	29.6	Met Target
Students without Disabilities	214	97.7	70.10	*	48.80	70.1		
English Learners	14	93.3	35.70	37.10	23.30	35	**	**
Non-English Learners	250	98.4	64.40	55.10	45.20	64.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	763	763	751	*	*	19%	47%	20%	67%	53%
White	48	764	768	759	0%	*	*	52%	21%	73%	63%
Hispanic	20	753	747	738	*	*	*	*	*	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	764	766	751	*	*	*	43%	*	70%	52%
Male	45	762	760	751	*	*	*	51%	*	64%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	740	734	729	*	*	*	*	*	29%	29%
Students without Disabilities	71	767	768	755	*	*	*	*	*	75%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	759	760	747	*	*	22%	56%	*	64%	47%
White	50	766	766	755	*	*	*	62%	*	74%	59%
Hispanic	29	743	750	734	*	*	*	45%	*	48%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	12	776	*	774	0%	*	*	*	*	83%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	760	762	747	*	*	20%	59%	*	68%	47%
Male	48	758	758	747	*	*	25%	52%	*	60%	48%
Economically Disadvantaged Students	18	748	*	732	*	*	*	*	*	56%	27%
Non-Economically Disadvantaged Students	86	761	*	757	*	*	*	*	*	66%	61%
Students with Disabilities	20	748	738	724	*	*	*	*	*	45%	22%
Students without Disabilities	84	762	765	751	*	*	*	*	*	69%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	758	761	747	*	*	27%	42%	15%	58%	46%
White	43	759	762	754	*	*	26%	44%	*	61%	57%
Hispanic	25	743	744	735	*	*	40%	*	*	36%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	44	764	763	747	*	*	*	46%	*	66%	47%
Male	34	750	759	746	*	*	*	38%	*	47%	46%
Economically Disadvantaged Students	11	739	*	732	*	*	*	*	0%	36%	27%
Non-Economically Disadvantaged Students	67	761	*	756	*	*	*	*	18%	61%	59%
Students with Disabilities	16	726	728	725	*	*	*	*	0%	19%	19%
Students without Disabilities	62	766	768	751	*	*	*	*	19%	68%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	78	758	761	748	*	*	27%	42%	15%	58%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

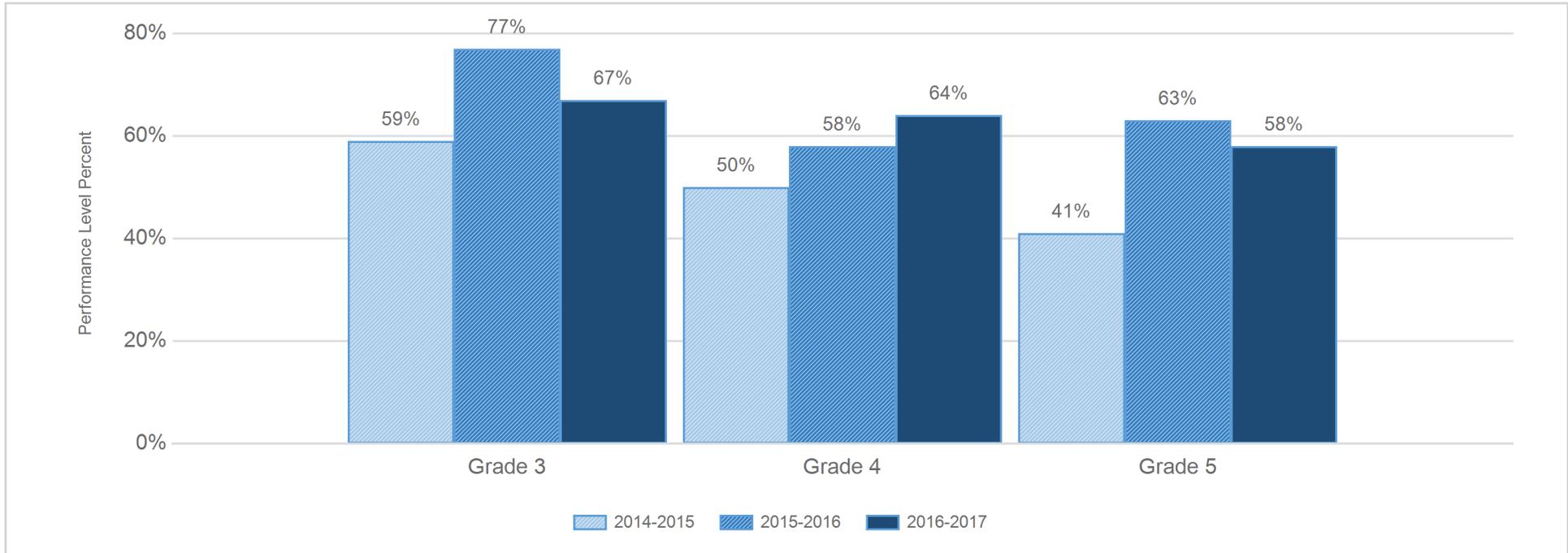


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

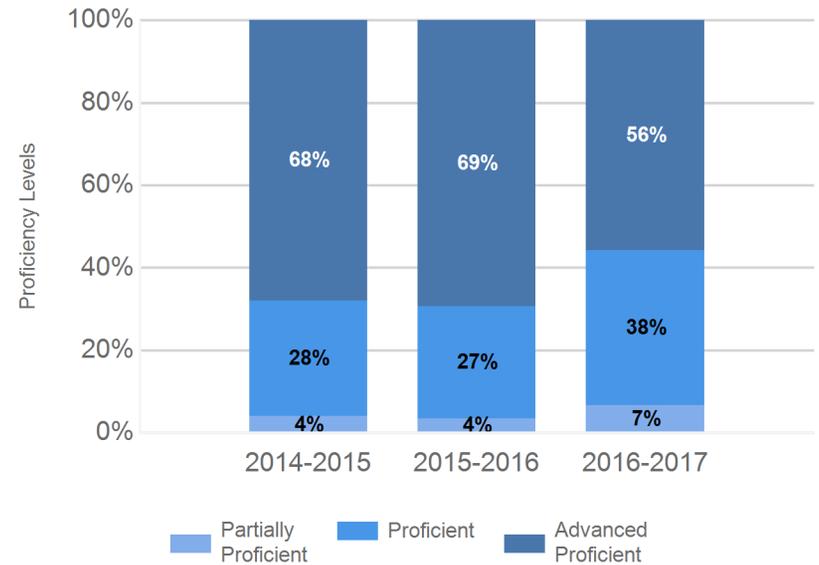
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	56%	38%	7%
White	68%	30%	2%
Hispanic	31%	55%	14%
Black or African American	*	46%	9%
Asian, Native Hawaiian, or Pacific Islander	67%	25%	8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	13%	67%	20%
Students with Disabilities	33%	60%	7%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48.5	54	50	Met Target	48.5	52	50	Met Target
White	54	54	50	Met Target	50	55.5	52	Met Target
Hispanic	39	42	49	Not Met	39.5	45	47	Not Met
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	56	*	60	**	54	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	65	51	**	*	*	52	**
Economically Disadvantaged	30.5	48	47	Not Met	38.5	41	46	Not Met
Students with Disabilities	37	41.5	41	Not Met	48	48	43	Met Target
English Learners	*	47.5	53	**	*	34	51	**

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



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

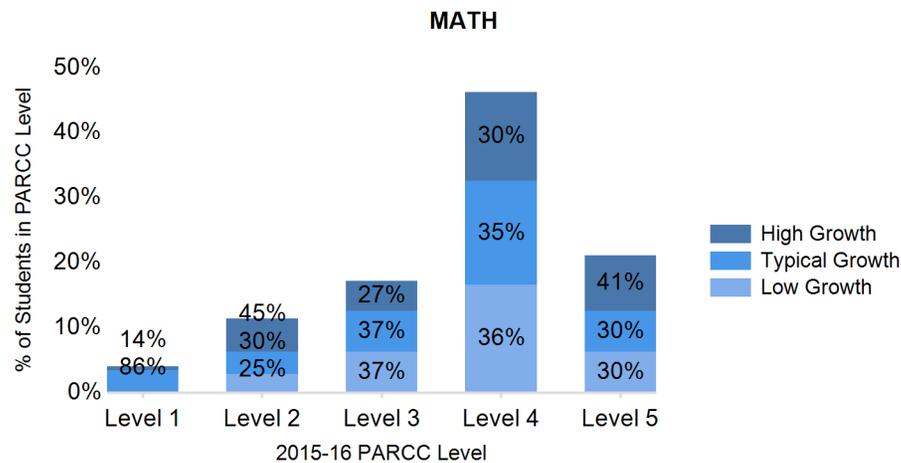
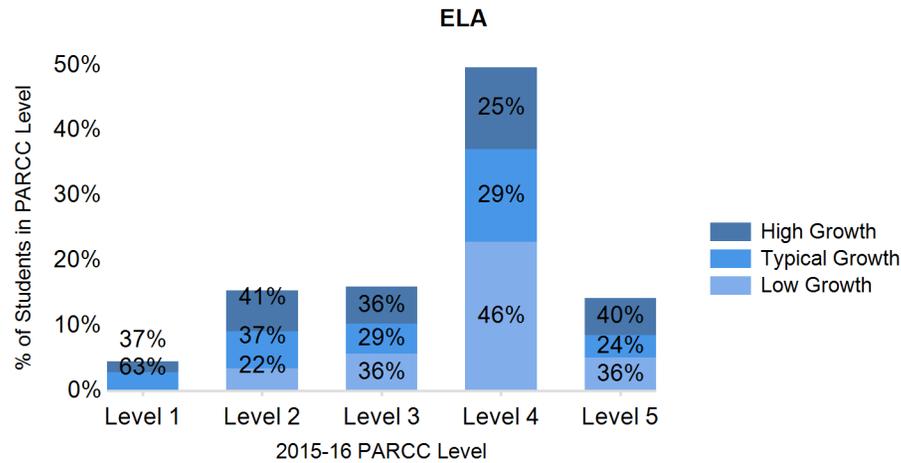
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

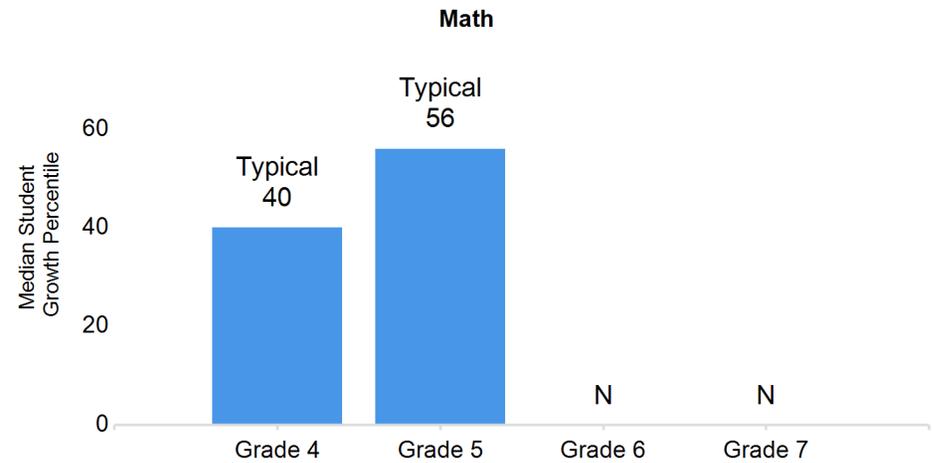
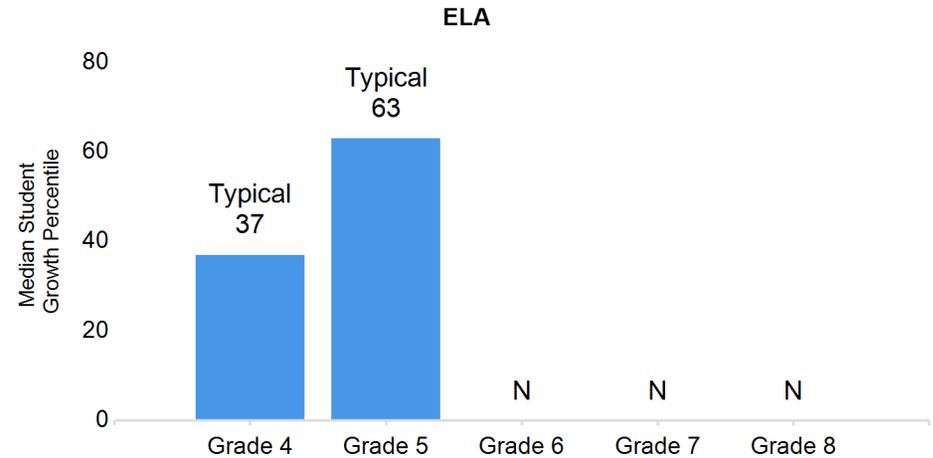
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

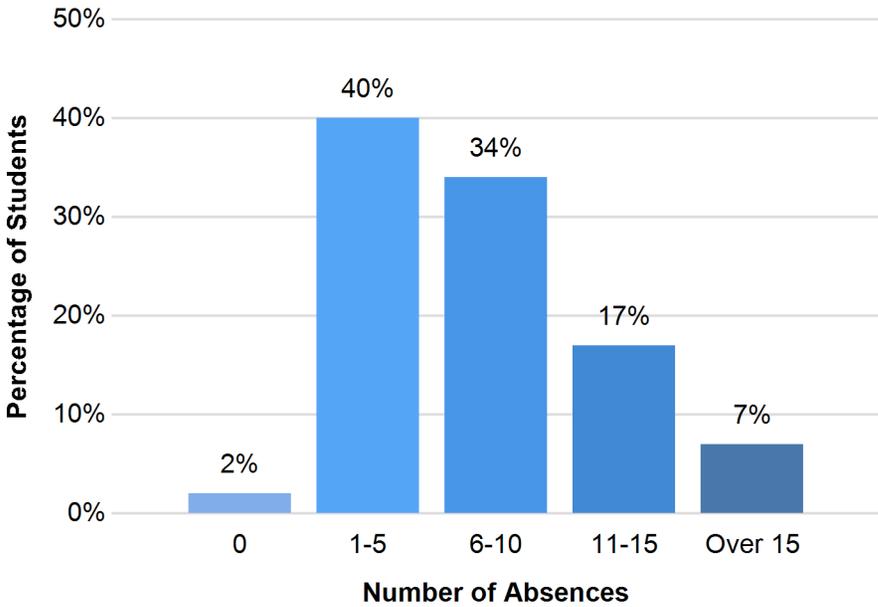
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.10	7.00	Met Target
White	5.00	7.00	Met Target
Hispanic	1.30	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	7.00	Not Met
Students with Disabilities	15.40	7.00	Not Met
English Learners	N	**	**

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

Days Absent

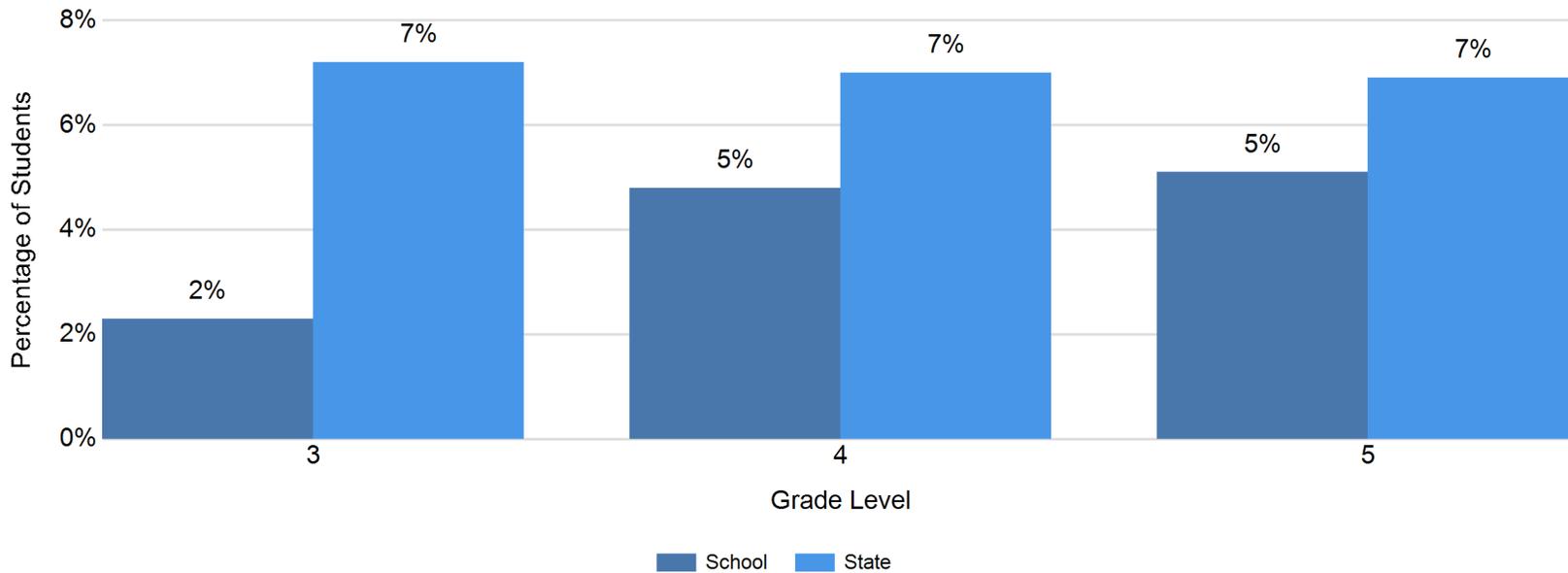
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.75

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	448.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$281	\$13,719	\$14,000



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	19	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	53%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	12.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	268:1	131:1
Librarian/Media Specialists		2228:1
Nurses		446:1
Counselors		318:1
Child Study Team		371:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	67.6	17.5%
Mathematics Proficiency	79.3	17.5%
English Language Arts Growth	30.2	25.0%
Mathematics Growth	39.8	25.0%
Chronic Absenteeism	69.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.6
Summative Rating: Percentile rank of Summative Score		55.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	58.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	52.4	11.9	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	53.0	11.9	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Rennie	Email Address:	drennie@springfieldschools.com
Address:	36 CALDWELL PLACE SPRINGFIELD, NJ 07081	Website:	https://www.springfieldschools.com
Phone:	(973)376-1025	Facebook:	https://www.facebook.com/springfieldschools/
		Twitter:	https://twitter.com/SpringfieldSchs

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • We create a challenging & dynamic environment that fosters responsibility, cooperation & self-motivation. • Sound educational principles nurture the cognitive, social, physical and emotional development of our students. • We embrace innovation & collaboration, cultivate perseverance & critical thinking, and celebrate students' uniqueness.
	<p>Mission, Vision, Theme:</p> <p>The mission of the James Caldwell School is to create a safe, challenging and dynamic student-centered environment. This learning community cultivates responsibility, cooperation, and self-motivation, while promoting a shared partnership between home and school. Through sound educational principles, we nurture the cognitive, social, physical and emotional development of our students as they transition from childhood to pre-adolescence.</p>



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 <p>Clubs and Activities:</p>	<p>Chorus, Musical Theatre, Winter Choral and Instrumental Concert, Spring Choral and Instrumental Concert, Pride Club, Book Club, Environmental Club, Homework Club, Food Drives, Clothes Drives, Book Drives.</p>
 <p>Before and After School Programs:</p>	<p>PTA-sponsored before and after school activities such as STEM classes, robotics, art, tennis, yoga, fencing, volleyball, basketball, creative writing, acting, foreign language, and rocketry.</p>



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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The entire staff is involved in professional learning communities that are committed to continued staff development and educational training. Areas of focus include data-driven instruction, student-centered learning, technology infusion, and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>James Caldwell School offers a full complement of supports and services. The Child Study Team ensures that the needs of classified students are met. The Co-Teaching model is used to deliver services. The I&RS team designs intervention plans for general education students that are struggling in school. The School Counselor offers both individual and group counseling services as well as push-in character education classes. The ESL teacher provides push-in services.</p>
 <p>Student Health and Wellness:</p>	<p>Our Physical Education/Health Teacher provides two 40-minute physical education classes and one 40-minute Health class per week to each of our sections. Additionally, students participate in a 40-minute recess period. The PE/Health Teacher and School Nurse collaborate to offer a Jump Rope for Heart Program, sponsored by the American Heart Association, to promote health and wellness. The James Caldwell student body also participates in the Play60 Program sponsored by the NFL.</p>
 <p>Parent and Community Involvement:</p>	<p>The James Caldwell School PTA is an active participant in supporting the school's learning environment. They hold monthly meetings, disseminate important information via their website, and sponsor many activities, programs and trips. Each event promotes the cognitive, social, emotional, and physical well-being of our students. The Springfield Fire Department presents a fire safety program each October and the Springfield Police Department presents a bike safety program each spring.</p>



James Caldwell Elementary School
2016-2017
Grade Span 03-05

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School Narrative

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



Other Information:

We strive to provide all students with a strong educational foundation to prepare them for future academic learning experiences. The school recognizes and addresses the varying levels and styles of student learning and achievement. Close connections between parents, students, teachers and the community enable the school to provide an optimal learning environment. On a daily basis, the James Caldwell staff strives to provide quality educational experiences that meet the challenges of the New Jersey Student Learning Standards. Administration and staff continually analyze data gained from an ongoing review of assessment results. This review and analysis creates a profile of needs that is used as a basis for planning future classroom activities and staff development programs. This strategy enables the school to meet the academic needs of its student population. Classroom activities are designed to inspire James Caldwell students to become lifelong learners. Cross-curricular experiences are provided on a regular basis, along with opportunities for writing across the curriculum. Our inclusion programs continue to thrive through full implementation of co-teaching teams and push-in models in the areas of Special Education, Gifted & Talented, Academic Intervention Services, ESL and the integration of arts into core content subject areas.

The school staff continues to expand the integration of technology through the use of resources such as interactive whiteboards, tablets, and laptops within each classroom, educational websites, and digital video cameras. James Caldwell School is a wireless environment, allowing for the seamless use of technology throughout the building.



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



**Jonathan Dayton High School
2016-2017**

Grade Span 09-12

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	140	137	138
10	165	140	127
11	159	153	135
12	151	151	156
Ungraded	12	8	12
Total	625	589	568

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	52%
Male	52%	49%	48%
Economically Disadvantaged Students	13%	9%	12%
Students with Disabilities	14%	15%	14%
English Learners	1%	2%	1%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	63.7%
Hispanic	15.6%
Black or African American	13.5%
Asian	5.7%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	559
Shared Time Students	15
Full Time Equivalent	567

Enrollment by Home Language

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

Home Language	% of Students
English	85.6%
Spanish	6.6%
Russian	1.2%
Arabic	1.1%
Other	5.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	255	95.0	67.40	68.10	54.90	67.4	65.9	Met Target
White	163	95.5	69.90	71.60	63.90	69.9	72.4	Met Target†
Hispanic	41	95.7	63.40	58.20	39.80	63.4	53.9	Met Target
Black or African American	31	94.3	58.10	53.00	35.20	58.1	43.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	90.0	72.20	83.60	80.70	71.8	N	N
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	129	95.1	78.30	76.30	62.20	78.3		
Male	126	95.0	56.30	60.10	48.10	56.3		
Economically Disadvantaged Students	35	97.6	48.60	50.30	36.20	48.6	28.6	Met Target
Non-Economically Disadvantaged Students	220	94.6	70.40	70.70	65.80	70.4		
Students with Disabilities	46	94.1	30.50	25.60	20.50	30	34.4	Met Target†
Students without Disabilities	209	95.2	75.60	76.30	61.90	75.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Jonathan Dayton High School
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	768	768	749	*	*	22%	53%	20%	73%	52%
White	83	773	773	757	*	*	22%	47%	28%	75%	62%
Hispanic	28	761	761	733	0%	*	*	71%	*	75%	35%
Black or African American	15	752	752	730	*	0%	*	67%	0%	67%	30%
Asian, Native Hawaiian, or Pacific Islander	13	770	770	777	*	0%	*	*	*	69%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	76	778	778	756	*	*	13%	58%	*	86%	60%
Male	64	755	755	741	*	*	33%	47%	*	58%	43%
Economically Disadvantaged Students	17	757	757	731	*	*	*	82%	0%	82%	32%
Non-Economically Disadvantaged Students	123	769	769	758	*	*	*	49%	23%	72%	62%
Students with Disabilities	14	731	731	714	*	*	*	*	0%	29%	13%
Students without Disabilities	126	772	772	754	*	*	*	*	22%	78%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	756	756	743	*	*	21%	47%	16%	62%	46%
White	82	761	761	749	*	*	18%	50%	18%	68%	52%
Hispanic	16	740	740	728	*	*	*	*	*	44%	34%
Black or African American	18	742	742	725	*	*	*	*	*	44%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	59	763	763	752	*	*	22%	42%	*	66%	54%
Male	63	749	749	734	*	*	21%	51%	*	59%	39%
Economically Disadvantaged Students	18	736	736	726	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	104	759	759	751	*	*	*	*	*	66%	54%
Students with Disabilities	29	729	729	704	*	*	*	*	*	31%	12%
Students without Disabilities	93	764	764	749	*	*	*	*	*	72%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	745	745	736	*	*	25%	46%	*	50%	38%
White	17	744	744	738	*	*	*	*	0%	41%	40%
Hispanic	16	748	748	731	*	*	*	*	*	56%	34%
Black or African American	10	735	735	728	*	*	*	*	0%	50%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	16	749	749	744	*	*	*	*	*	56%	46%
Male	32	742	742	729	*	*	*	*	*	47%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	19	739	739	709	*	*	*	*	*	42%	12%
Students without Disabilities	29	748	748	741	*	*	*	*	*	55%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	48	745	745	737	*	*	25%	46%	*	50%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

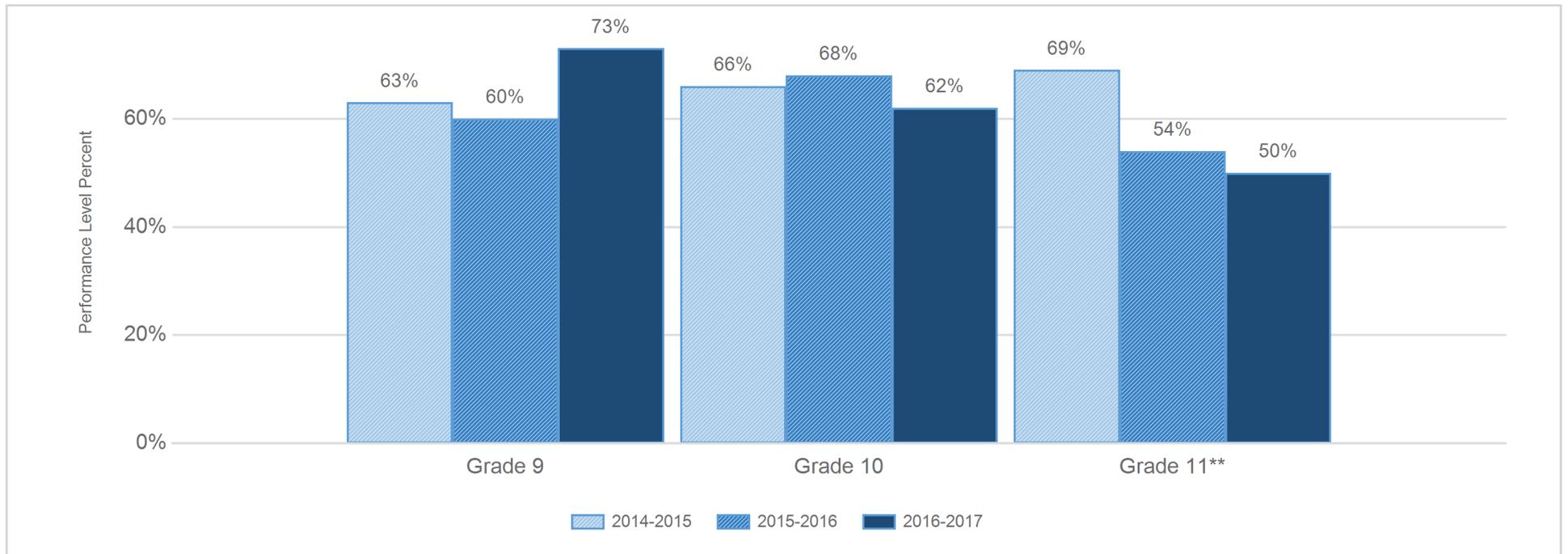


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	249	97.8	27.70	54.60	43.50	27.7	25.5	Met Target
White	157	98.2	32.40	59.50	52.40	32.4	30.4	Met Target
Hispanic	41	97.9	14.60	41.50	27.60	14.6	11.3	Met Target
Black or African American	31	94.4	19.40	31.40	21.70	19.1	18.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	33.30	77.90	75.60	33.3	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	126	97.8	28.60	57.40	44.10	28.6		
Male	123	97.7	26.80	51.80	42.90	26.8		
Economically Disadvantaged Students	35	97.6	14.30	35.60	25.10	14.3	11.6	Met Target
Non-Economically Disadvantaged Students	214	97.8	29.90	57.50	54.30	29.9		
Students with Disabilities	46	94.1	*	*	16.50	*	14.5	Not Met
Students without Disabilities	203	98.6	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	726	746	743	*	34%	39%	*	0%	15%	42%
White	21	724	748	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	16	728	750	744	*	*	*	*	0%	19%	43%
Male	25	725	742	741	*	*	*	*	0%	12%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	13	716	719	714	*	*	*	*	*	*	10%
Students without Disabilities	28	731	750	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	736	746	734	*	16%	60%	19%	*	19%	30%
White	76	738	*	740	*	15%	58%	24%	*	24%	38%
Hispanic	31	736	*	722	*	*	*	*	*	*	14%
Black or African American	19	725	725	719	*	*	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	75	735	744	735	*	16%	63%	17%	*	17%	31%
Male	59	737	749	733	*	17%	58%	22%	*	22%	30%
Economically Disadvantaged Students	23	734	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	111	736	*	740	*	*	*	*	*	*	39%
Students with Disabilities	23	725	725	711	*	*	*	*	*	*	*
Students without Disabilities	111	738	749	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	735	735	725	*	24%	21%	37%	*	38%	28%
White	70	744	744	731	*	21%	23%	46%	*	47%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	52	739	739	725	*	25%	19%	40%	*	42%	27%
Male	57	731	731	725	*	23%	23%	33%	*	33%	29%
Economically Disadvantaged Students	11	715	715	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	98	737	737	733	*	*	*	*	*	*	35%
Students with Disabilities	19	700	700	692	*	*	0%	*	*	11%	*
Students without Disabilities	90	742	742	729	*	*	26%	*	*	43%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

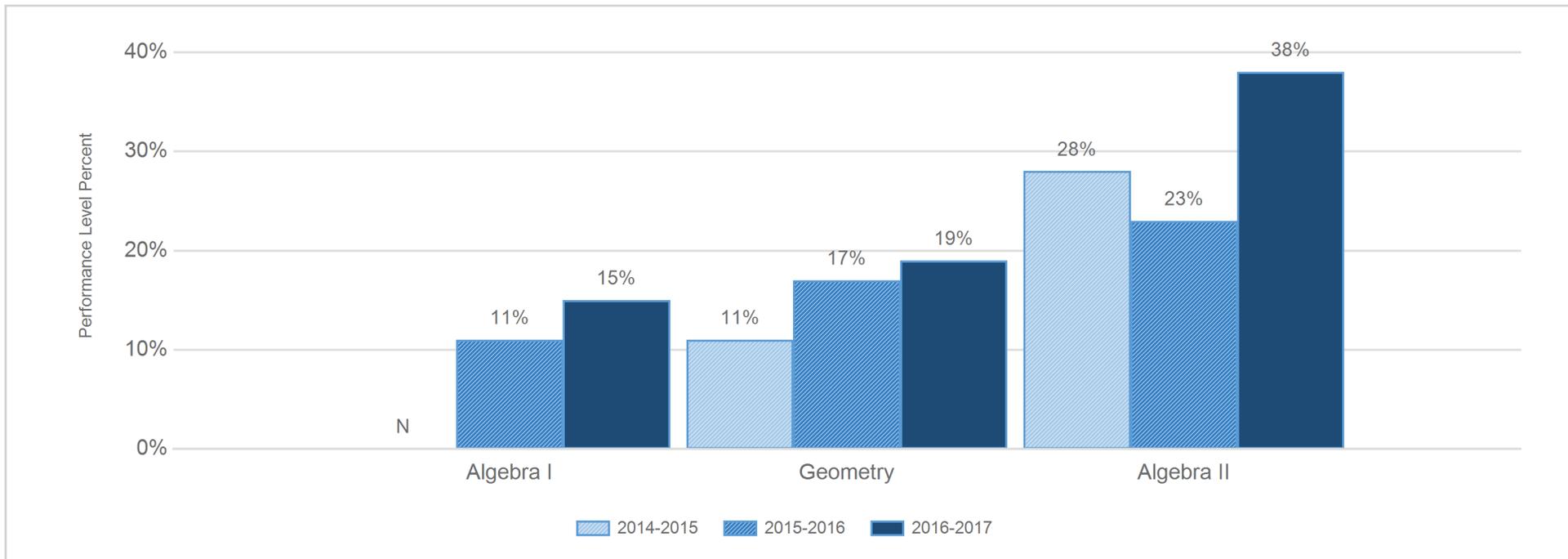


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

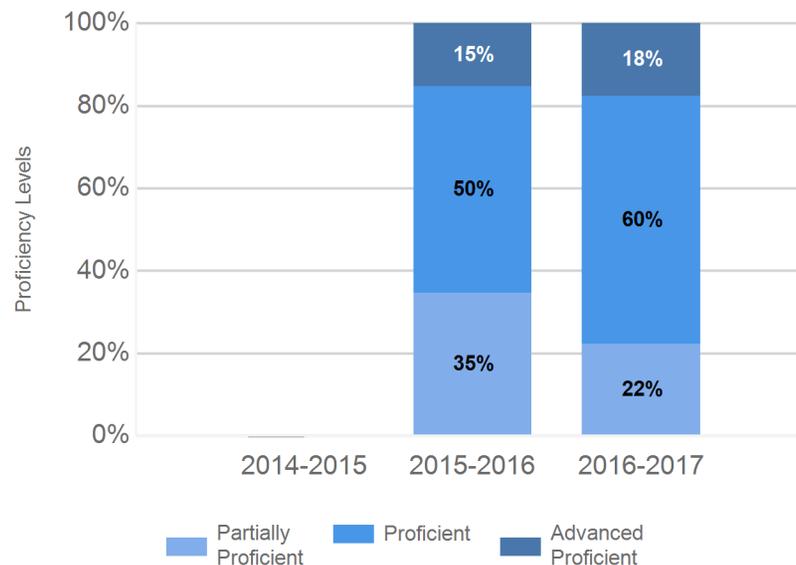
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	18%	60%	22%
White	22%	58%	20%
Hispanic	9%	63%	28%
Black or African American	N	72%	28%
Asian, Native Hawaiian, or Pacific Islander	31%	54%	15%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	83%	17%
Students with Disabilities	N	24%	77%
English Learners	*	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	98.4%	70.0%
Percentage of students taking the ACT	39.2%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	489	481	Varies By Grade	76%	67%
PSAT - Math	476	483	Varies By Grade	51%	49%
SAT - Reading and Writing	555	551	480	85%	77%
SAT - Math	542	552	530	54%	58%
ACT - Reading	24	24	22	70%	65%
ACT - English	24	24	18	90%	79%
ACT - Math	23	24	22	69%	65%
ACT - Science	24	23	23	67%	54%



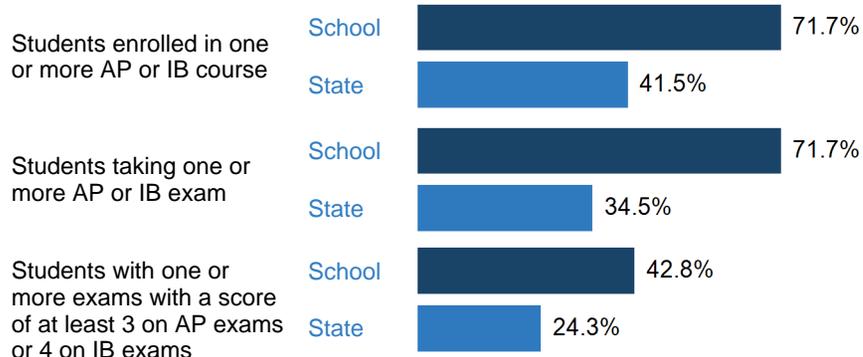
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

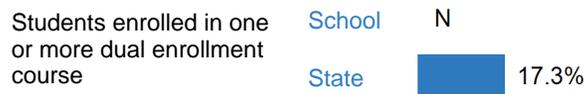
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	22	22
AP Biology	13	14
AP Calculus BC	41	41
AP Chemistry	12	12
AP Computer Science A	12	10
AP English Language and Composition	52	52
AP English Literature and Composition	42	42
AP European History	15	15
AP Music Theory	5	5
AP Physics 1	0	64
AP Physics B	64	0
AP Psychology	21	22
AP Spanish Language	5	5
AP Statistics	73	74
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	17	18
AP U.S. History	52	51
Total Exams Taken		448
Exams with scores of at least 3 on AP exams or 4 on IB exams		215



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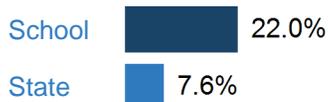
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

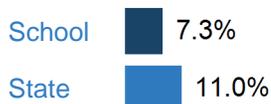
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Hospitality & Tourism	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	35	89	16	0	0	0	5
10	1	46	73	10	0	0	0
11	1	2	40	73	14	11	6
12	0	2	8	25	60	62	53
Schoolwide	37	139	137	108	74	73	64
Enrolled in AP/IB Course					41	73	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	138	0	0	0	1	0
10	7	86	0	0	36	4
11	5	42	0	0	85	9
12	9	13	0	0	51	87
Schoolwide	159	141	0	0	173	100
Enrolled in AP/IB Course	13	12		0	64	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	1	0	0	0	139
10	0	127	0	6	2	5
11	0	135	0	21	3	8
12	0	12	0	62	33	79
Schoolwide	0	275	0	89	38	231
Enrolled in AP/IB Course	0	52	0	21	0	32

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	89	24	21	0	0	0	0
10	82	22	21	0	0	0	0
11	38	14	14	0	0	0	0
12	10	1	4	0	0	0	0
Schoolwide	219	61	60	0	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Level 3 or Higher	70	23	19	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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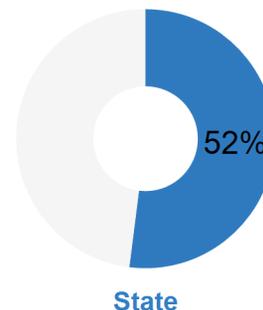
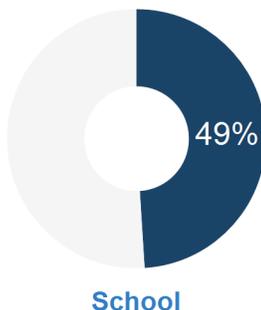
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Visual and Performing Arts – Course Participation

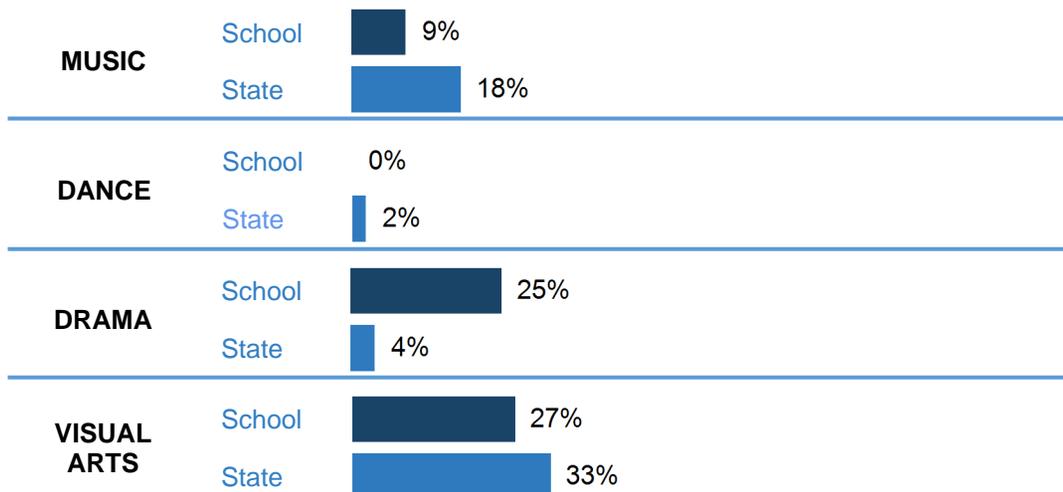
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.4%	90.5%	95.6%	91.8%	94.9%	95.0%	Not Met	97.5%	N	Met Goal
White	92.0%	94.5%	95.9%	95.1%	95.9%	N	Met Goal	97.9%	N	Met Goal
Hispanic	91.3%	84.3%	92.6%	86.3%	92.6%	95.0%	Not Met	100.0%	N	Met Goal
Black or African American	86.2%	83.4%	95.2%	85.3%	90.5%	92.2%	Not Met	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	83.3%	83.9%	95.7%	85.6%	91.3%	N	N	100.0%	**	**
Students with Disabilities	78.6%	78.8%	95.5%	82.1%	90.9%	80.8%	Met Target	86.2%	93.9%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	89.4%	-
2016	94.9%	95.6%
2015	95.6%	97.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.8%	21.2%	78.8%
White	88.2%	18.9%	81.1%
Hispanic	95%	31.6%	68.4%
Black or African American	72.7%	18.8%	81.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	81%	58.8%	41.2%
Students with Disabilities	71.4%	70%	30%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87%	26.8%	73.2%	74.8%	25.2%	63%	37%
White	89%	22.2%	77.8%	72.8%	27.2%	59.3%	40.7%
Hispanic	87%	25%	75%	70%	30%	65%	35%
Black or African American	84.2%	43.8%	56.3%	81.3%	18.8%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	81.8%	44.4%	55.6%	66.7%	33.3%	88.9%	11.1%
Students with Disabilities	70%	71.4%	28.6%	92.9%	7.1%	92.9%	7.1%
English Learners	*	*	*	*	*	*	*

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



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

Chronic Absenteeism

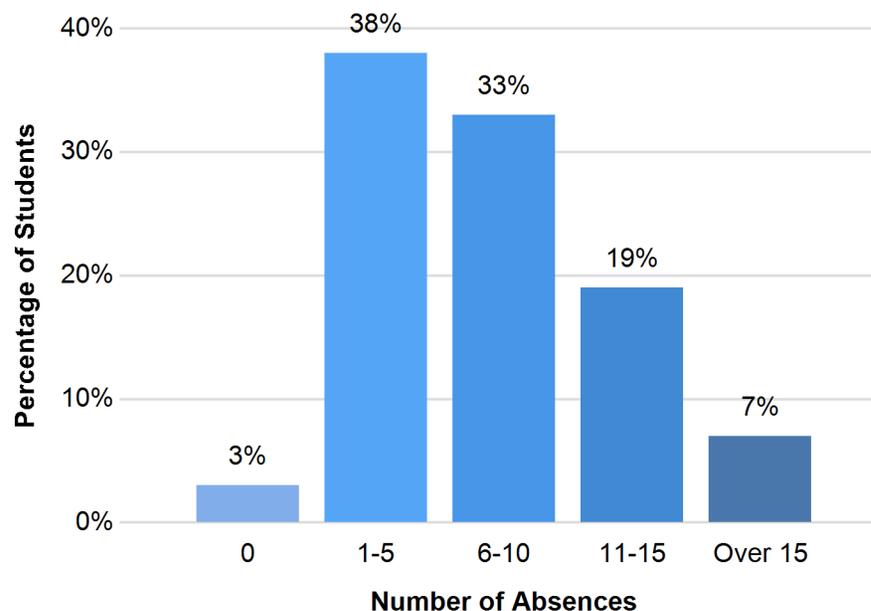
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	14.30	Met Target
White	4.70	14.30	Met Target
Hispanic	3.30	14.30	Met Target
Black or African American	8.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.80	14.30	Met Target
Students with Disabilities	13.90	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



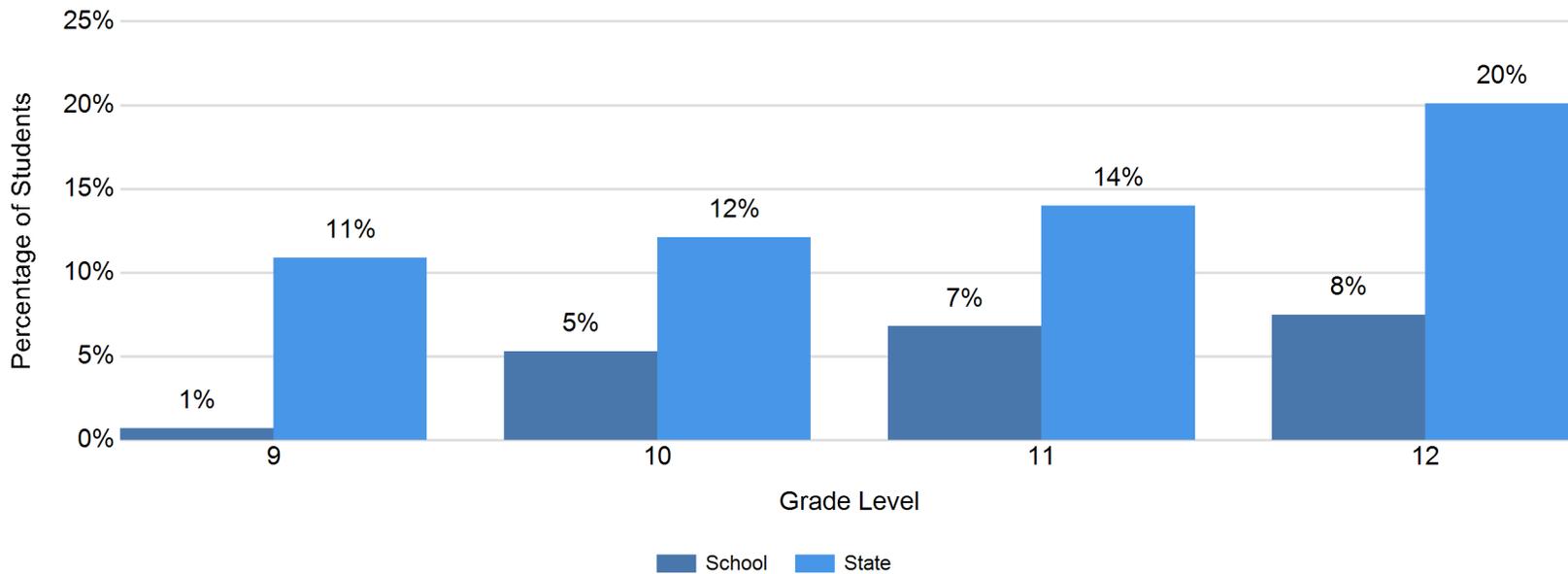


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 51 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.00

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	3.0%
Any Suspension	4.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	448.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$281	\$13,719	\$14,000



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	12.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	94:1	131:1
Librarian/Media Specialists		2228:1
Nurses		446:1
Counselors		318:1
Child Study Team		371:1



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

Teachers and Administrators - Level of Education

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

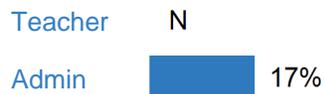
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.1	17.5%
Mathematics Proficiency	49.3	17.5%
Graduation - 4-Year	65.6	25.0%
Graduation - 5-Year	79.4	25.0%
Chronic Absenteeism	79.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.9
Summative Rating: Percentile rank of Summative Score		75.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	71.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	67.4	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	79.3	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Black or African American	77.8	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	72.4	6.2	No	Met Target	Met Target	Met Target	N	**	No
Students with Disabilities	69.9	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Francis	Email Address:	nfrancis@springfieldschools.com
Address:	139 MOUNTAIN AVE. PO BOX 210 SPRINGFIELD, NJ 07081	Website:	http://www.springfieldschools.com/1/home
Phone:	(973)376-1025	Facebook:	https://www.facebook.com/springfieldschools/
		Twitter:	https://twitter.com/SpringfieldSchs

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • US New Best High School Rankings for 2017: 29th in New Jersey, and 675th in the Nation • Accredited by Middle States Association of Colleges & Schools • Apple Distinguished District 2015-2017, 1:1 Mac Book Air Program
 <p>Mission, Vision, Theme:</p>	<p>The members of Jonathan Dayton High School’s educational community, are dedicated to developing a body of knowledge and high ethical standards that will enable our students to thrive in a rapidly changing and increasingly diverse society. We will achieve our mission by offering a comprehensive, rigorous set of courses and activities while demonstrating the highest degree of mutual respect, commitment and professionalism.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Jonathan Dayton High School is accredited by the Middle States Association of Colleges & Schools. The school has been recognized by US News and World Report as one of the nation's best high schools in 2017 and 2016.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are required to complete 130 credits for graduation that include college preparatory, honors and advanced placement courses in English, world languages, social studies, math, science, physical education and the arts. Every student is required to take four years of mathematics. Students must also complete 40 hours of service, each year.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>A variety of team and individual sports are offered at Jonathan Dayton High School. There are 23 programs in total, which include Cheerleading. We have cooperative programs established for hockey, swimming and wrestling. JDHS is a member of: The NJSIAA (New Jersey Interscholastic Athletic Association), The UCC (Union County Conference), The UCIAC (Union County Interscholastic Athletic Conference), and The Mid-State 38 Football Conference.</p>
 <p>Clubs and Activities:</p>	<p>Alternative Clubs, Art Clubs, Chess, Chorale/Glee, Concert Band, Drama Club, Environment Club, French Club, FBLA, Gay/Straight, Alliance, Italian Club, JSA, Key Club, Literary Mag., Marching Band, Math League, Medical Careers, Mock Trial, Model UN, National Honor Society, NJ Future Educators of America, Peer Leadership, Peer Mediation, Quiz Bowl, Restaurant Club, School Newspaper, Science League, Spanish Club, Student Council, Teen Arts, Volunteer Club, World Language Honors Society, Yearbook.</p>



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 <p>Staff and Professional Learning:</p>	<p>The entire staff are involved in professional learning communities that are committed to continued staff development and educational training. Areas of focus include data driven instruction, student centered learning, infusion of technology, and differentiated instruction. The goal is continuous refinement of teaching practice to meet the needs of all learners.</p>
 <p>Postsecondary Information:</p>	<p>Advanced Education of the Class of 2017 (Total Students = 163): Four Year College - 74%, Two Year College - 18%, Armed Forces - 1%, Full-Time Employment - 2%, Other Plans - 6%.</p>
 <p>Student Supports and Services:</p>	<p>JDHS offers a full complement of supports and services. The Child Study Team ensures that the needs of classified students are met. The Co-Teaching model is used to deliver services. The I&RS team designs intervention plans for general education students that are struggling in school. I&RS intervention include peer-tutoring, scheduled extra help sessions with teachers, enrollment in homework club, and counseling services provided by school counselors and the Student Assistance Counselor.</p>
 <p>Student Health and Wellness:</p>	<p>Students at JDHS participate in Physical Education/Health Education courses daily. For three quarters, student take Physical Education, and for one quarter students take Health. The Physical Education curriculum include cooperative games, team and individual sports, project adventure activities, fitness, strength and conditioning, etc. The Health Curriculum includes Health & Wellness, First Aid & CPR, Drugs & Alcohol Awareness, Driver Education, etc.</p>
 <p>Parent and Community Involvement:</p>	<p>The JDHS PTSO is active in its support of the JDHS learning community. They hold monthly meetings. They disseminate important information via their website. Their fundraising efforts support student scholarships, facility improvements, and educational assemblies. Annually, grant opportunities are provided to teachers, to purchase instructional materials and equipment.</p>



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Facilities:

JDHS opened in 1937. Additions to the structure were completed in 1953 and 1974, which included science rooms, cafeteria expansion, weight room, and media center. Space was converted for band and choir rooms. Recent projects include the installation of a turf athletic field, renovation of home economic rooms to state of the art culinary arts rooms, and renovation of the media center to a state of the art facility that houses a TV production studio, and audio lab.



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The school day at JDHS consist of nine periods. There are eight instructional periods, and one Activity Period that occurs during the first period of the day. During activity period, students participate in co-curricular/club activities, see school counselors, seek extra help from teachers, meet with peer-tutors, etc. All periods are 42 minutes in length. The Jonathan Dayton Collegiate Academy (DCA) is a selective program offered to top performing students. The DCA offers a challenging and rigorous course of study that includes Advanced Placement courses beginning in students' freshman year. The DCA is part of the School Choice Program and has attracted top students from other districts around the state. Students in the collegiate academy are integrated with all students in various academic and elective courses, and they have the opportunity to participate fully in club and co-curricular activities.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
3	81	83	101
4	91	80	81
5	67	92	81
Ungraded	7	7	8
Total	246	262	271

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	47%
Male	51%	50%	53%
Economically Disadvantaged Students	10%	10%	12%
Students with Disabilities	14%	16%	16%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	54.2%
Hispanic	20.7%
Asian	12.2%
Black or African American	10.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.6%

Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Spanish	3.3%
Portuguese	2.2%
Chinese	1.8%
Malayalam	1.1%
<i>Other</i>	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	266	98.9	68.40	68.10	54.90	68.4	72.2	Met Target†
White	144	99.3	72.90	71.60	63.90	72.9	74.1	Met Target†
Hispanic	56	98.2	57.10	58.20	39.80	57.1	69.2	Not Met
Black or African American	28	100.0	42.90	53.00	35.20	42.9	49.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	97.0	93.50	83.60	80.70	93.5	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	123	99.2	76.40	76.30	62.20	76.4		
Male	143	98.6	61.50	60.10	48.10	61.5		
Economically Disadvantaged Students	32	97.0	37.50	50.30	36.20	37.5	59.4	Not Met
Non-Economically Disadvantaged Students	234	99.2	72.60	70.70	65.80	72.6		
Students with Disabilities	44	100.0	25.00	25.60	20.50	25	27.8	Met Target†
Students without Disabilities	222	98.7	77.00	76.30	61.90	77		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	760	763	749	*	16%	17%	55%	*	61%	50%
White	55	764	767	759	*	*	*	62%	*	69%	61%
Hispanic	18	746	752	734	*	*	*	*	*	44%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	44	769	773	754	*	*	*	64%	*	73%	55%
Male	57	753	755	745	*	*	*	47%	*	53%	46%
Economically Disadvantaged Students	13	729	*	731	*	*	*	*	*	23%	31%
Non-Economically Disadvantaged Students	88	764	*	762	*	*	*	*	*	67%	63%
Students with Disabilities	14	728	731	720	*	*	*	*	*	29%	24%
Students without Disabilities	87	765	769	755	*	*	*	*	*	67%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	101	760	*	752	*	16%	17%	55%	*	61%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	764	762	753	*	*	21%	42%	25%	67%	56%
White	50	768	765	762	*	*	26%	36%	30%	66%	67%
Hispanic	16	768	757	740	*	*	*	*	*	75%	40%
Black or African American	13	744	*	737	*	*	*	*	0%	54%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	43	770	767	758	*	*	*	47%	*	74%	61%
Male	41	759	757	749	*	*	*	37%	*	59%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	16	728	735	725	*	*	*	*	*	25%	25%
Students without Disabilities	68	773	769	759	*	*	*	*	*	77%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	84	764	*	755	*	*	21%	42%	25%	67%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	770	768	756	*	*	12%	68%	12%	80%	59%
White	40	772	768	763	*	*	*	80%	*	88%	69%
Hispanic	22	753	753	743	*	*	*	50%	*	55%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	793	*	779	0%	0%	*	*	*	94%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	776	774	761	*	*	*	70%	*	87%	66%
Male	47	765	762	750	*	*	*	66%	*	75%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	13	737	729	725	*	*	*	*	*	23%	22%
Students without Disabilities	71	776	776	762	*	*	*	*	*	90%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	84	770	768	757	*	*	12%	68%	12%	80%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

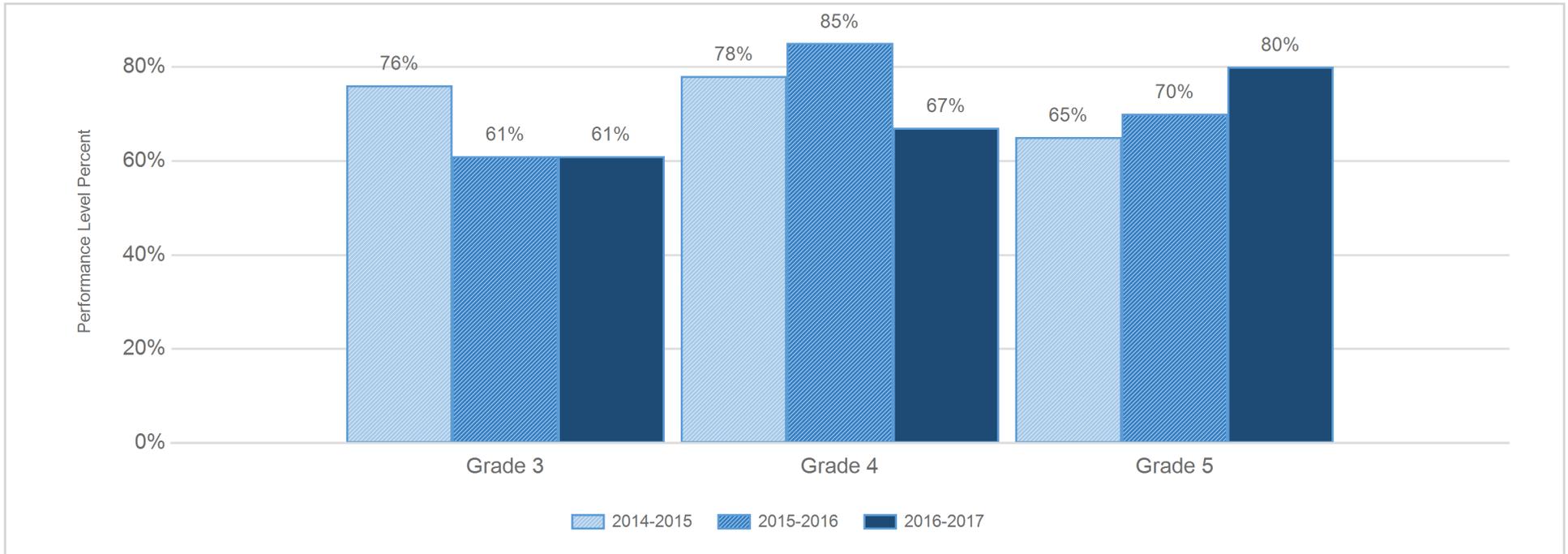


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	266	98.9	69.10	54.60	43.50	69.1	69.1	Met Target
White	144	99.3	75.00	59.50	52.40	75	71.9	Met Target
Hispanic	56	98.2	55.40	41.50	27.60	55.4	65.5	Met Target†
Black or African American	28	100.0	35.70	31.40	21.70	35.7	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	97.0	96.80	77.90	75.60	96.8	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	123	99.2	71.50	57.40	44.10	71.5		
Male	143	98.6	67.20	51.80	42.90	67.2		
Economically Disadvantaged Students	32	97.0	37.50	35.60	25.10	37.5	47.5	Met Target†
Non-Economically Disadvantaged Students	234	99.2	73.50	57.50	54.30	73.5		
Students with Disabilities	44	100.0	31.80	*	16.50	31.8	32.5	Met Target†
Students without Disabilities	222	98.7	76.60	*	48.80	76.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	763	763	751	*	*	17%	42%	25%	66%	53%
White	55	771	768	759	*	*	18%	49%	26%	75%	63%
Hispanic	18	742	747	738	*	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	44	768	766	751	*	*	*	39%	32%	71%	52%
Male	57	759	760	751	*	*	*	44%	19%	63%	53%
Economically Disadvantaged Students	13	729	*	736	*	*	0%	*	*	39%	34%
Non-Economically Disadvantaged Students	88	768	*	761	*	*	19%	*	*	71%	65%
Students with Disabilities	14	728	734	729	*	*	*	*	*	36%	29%
Students without Disabilities	87	769	768	755	*	*	*	*	*	71%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	101	763	*	753	*	*	17%	42%	25%	66%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	762	760	747	*	*	18%	52%	16%	68%	47%
White	50	766	766	755	*	*	*	56%	*	74%	59%
Hispanic	16	763	750	734	*	*	*	*	*	69%	30%
Black or African American	13	740	*	729	*	*	*	*	*	31%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	765	762	747	*	*	*	56%	*	72%	47%
Male	41	758	758	747	*	*	*	49%	*	63%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	16	726	738	724	*	*	*	*	0%	31%	22%
Students without Disabilities	68	770	765	751	*	*	*	*	19%	77%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	84	762	*	749	*	*	18%	52%	16%	68%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	764	761	747	*	*	12%	57%	18%	75%	46%
White	40	766	762	754	*	*	*	60%	*	78%	57%
Hispanic	22	744	744	735	*	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	788	*	774	*	*	*	63%	*	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	37	761	763	747	*	*	*	62%	*	76%	47%
Male	47	766	759	746	*	*	*	53%	*	75%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	13	731	728	725	*	*	*	*	*	31%	19%
Students without Disabilities	71	770	768	751	*	*	*	*	*	83%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	84	764	761	748	*	*	12%	57%	18%	75%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

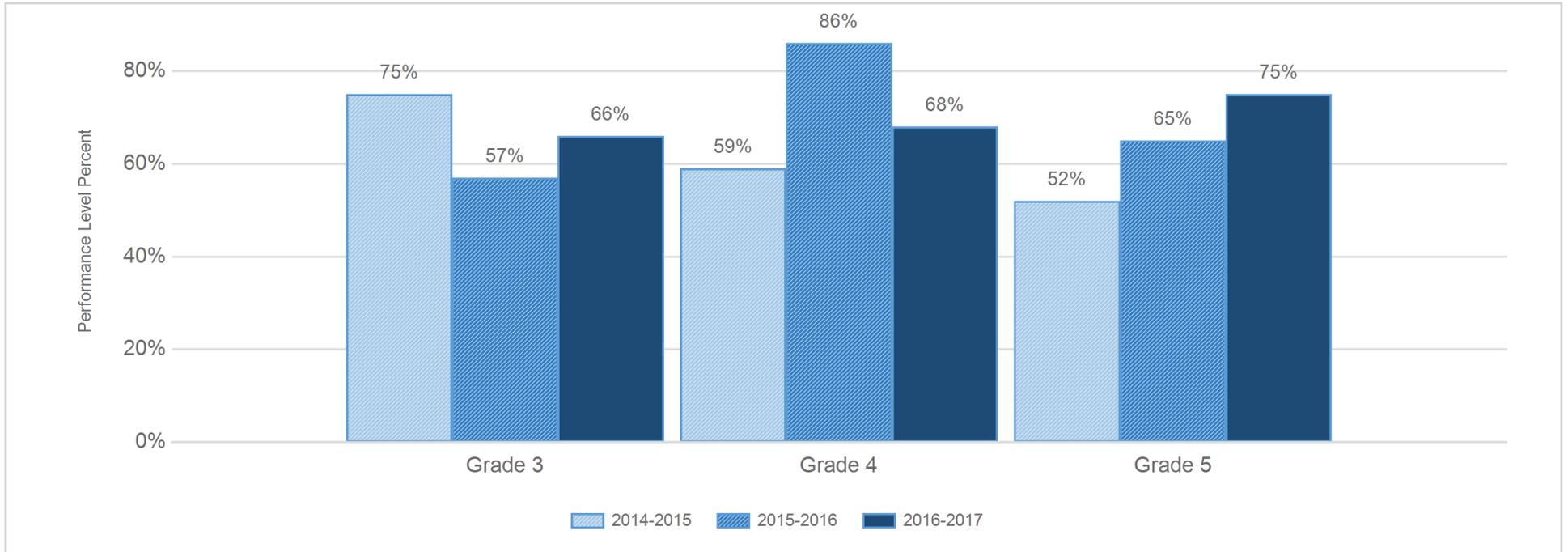


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

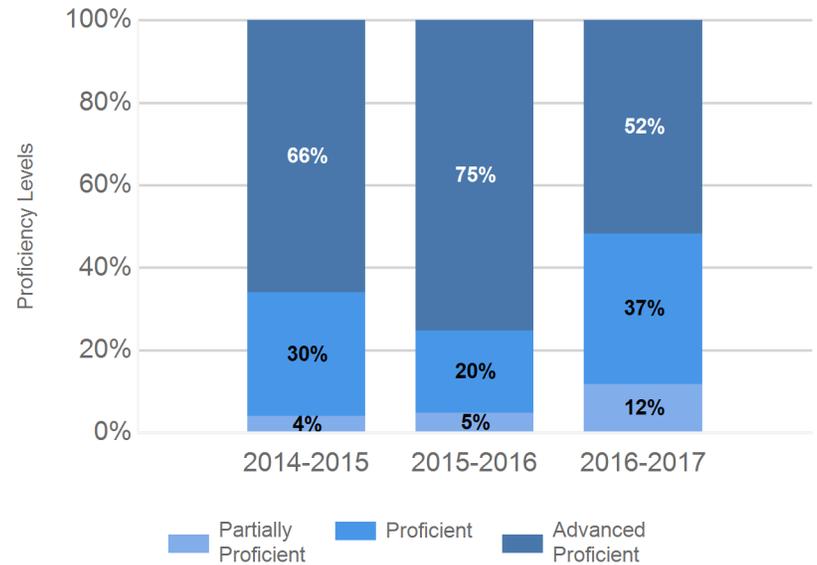
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	37%	12%
White	56%	36%	8%
Hispanic	63%	13%	25%
Black or African American	23%	62%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	31%	38%	31%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50	54	50	Met Target	56	52	50	Met Target
White	45.5	54	50	Met Target	57	55.5	52	Met Target
Hispanic	53	42	49	Met Target	43	45	47	Met Target
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	*	60	**	70.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	65	51	**	*	*	52	**
Economically Disadvantaged	52.5	48	47	**	42.5	41	46	**
Students with Disabilities	44.5	41.5	41	Met Target	36	48	43	Not Met
English Learners	*	47.5	53	**	*	34	51	**

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



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

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

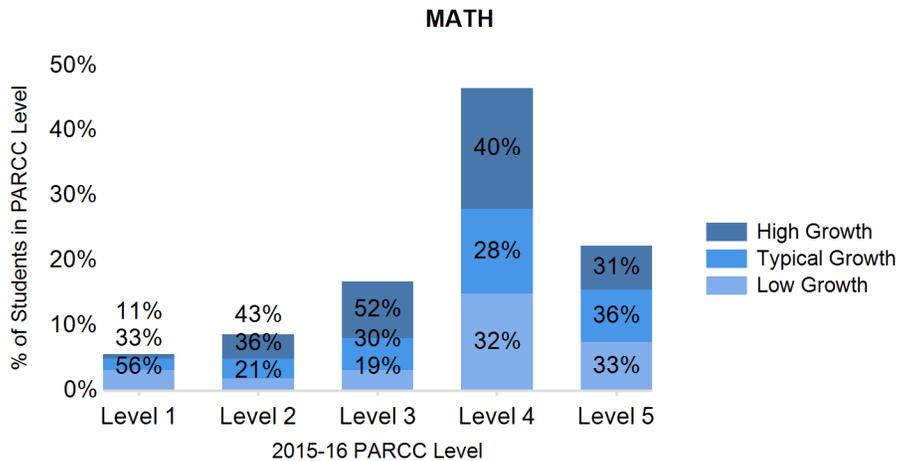
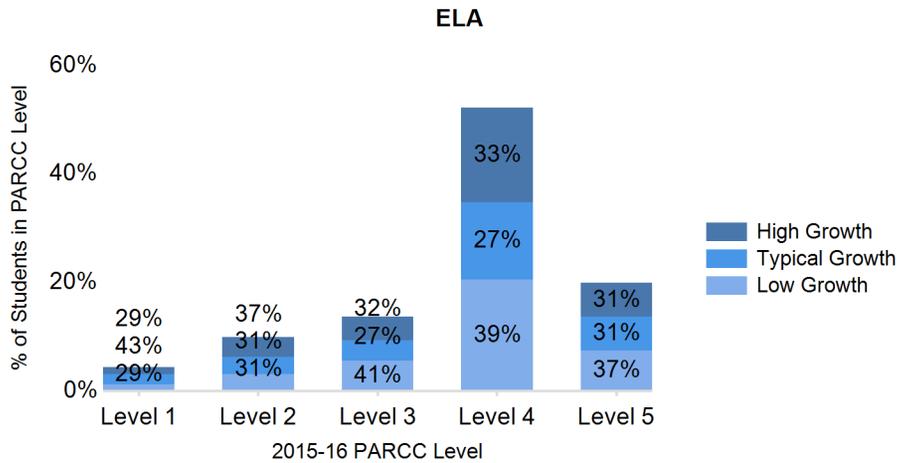
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

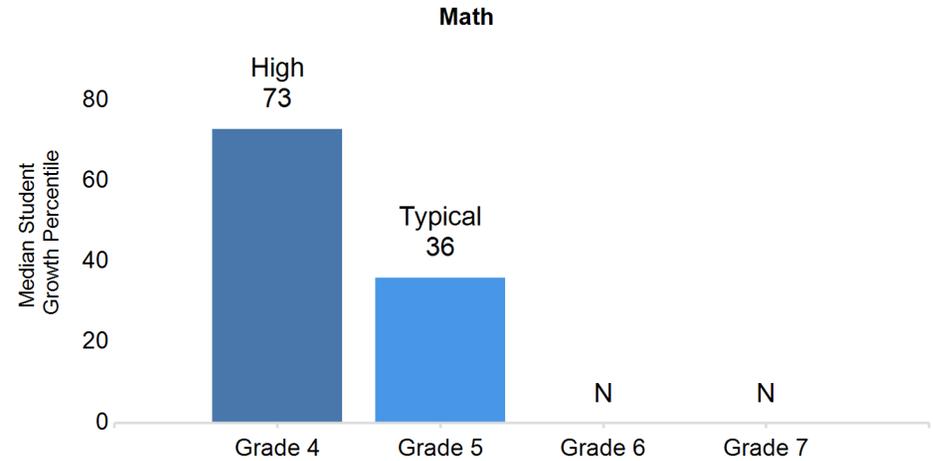
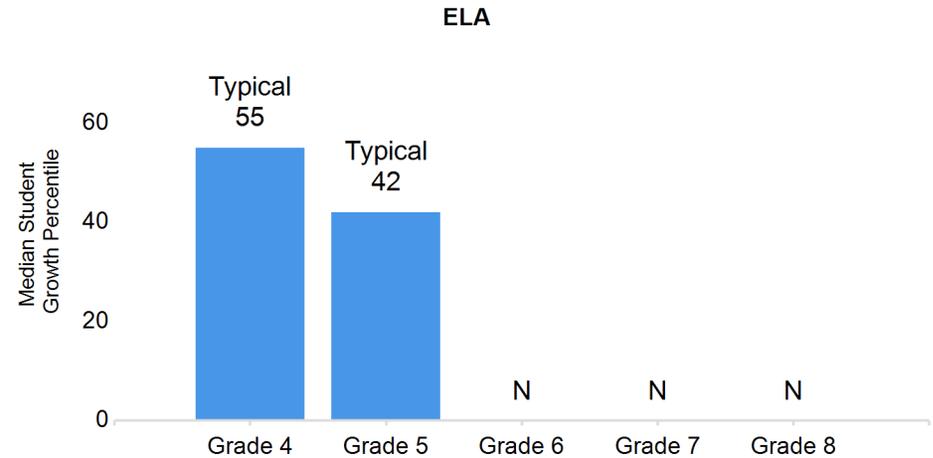
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

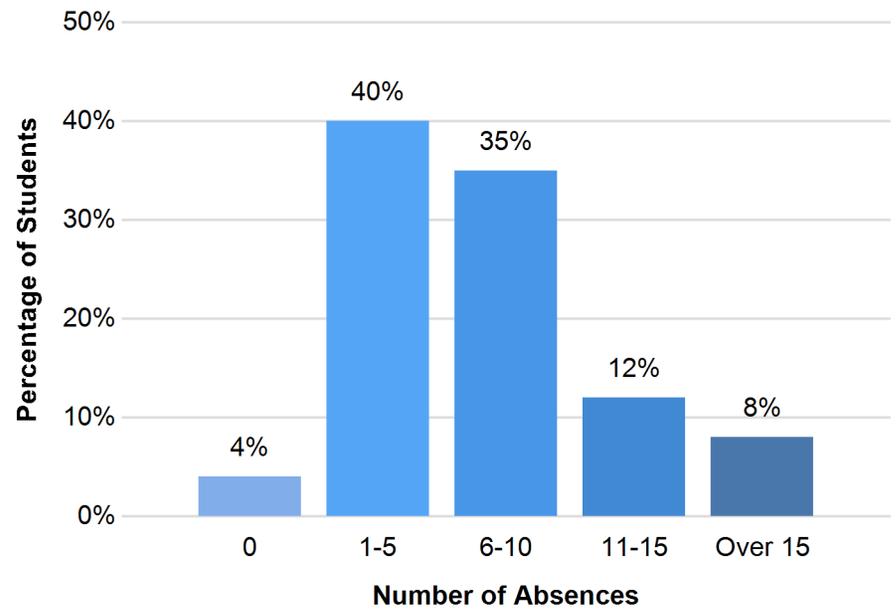
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	7.00	Met Target
White	4.70	7.00	Met Target
Hispanic	1.80	7.00	Met Target
Black or African American	10.70	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.10	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	7.00	Met Target
Students with Disabilities	4.70	7.00	Met Target
English Learners	N	**	**

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

Days Absent

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



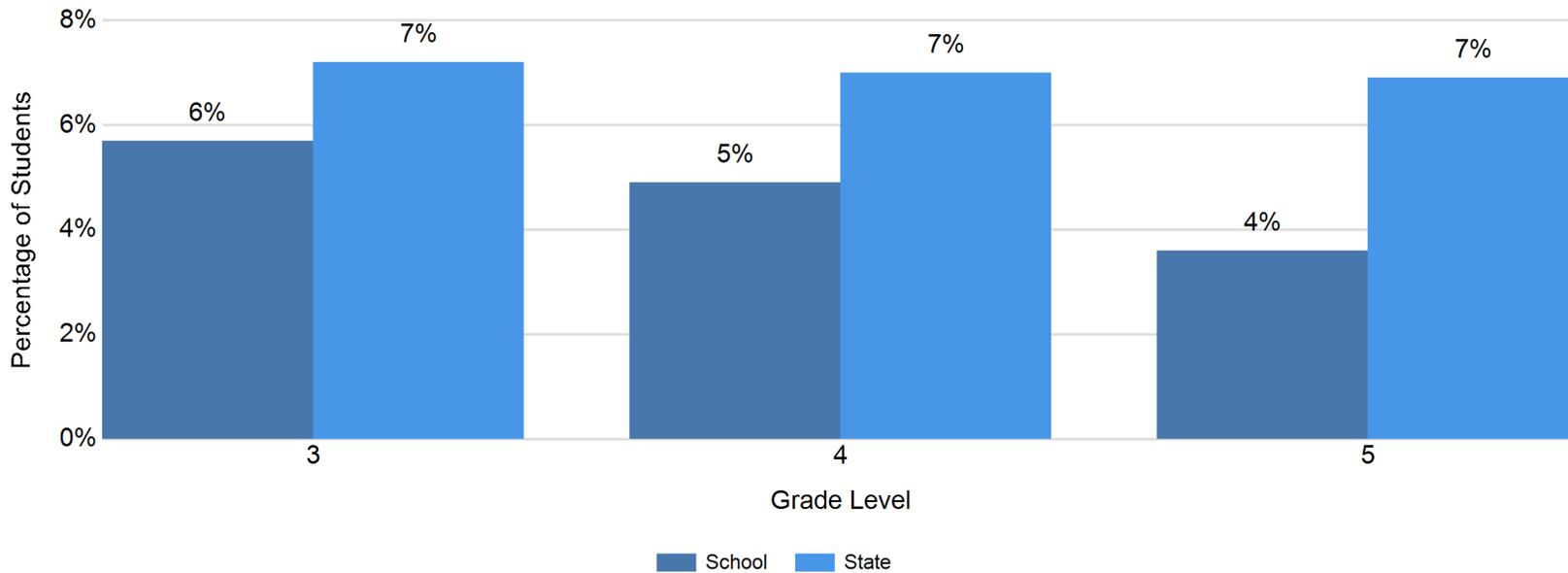


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	2.21

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	448.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$281	\$13,719	\$14,000



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	57%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	12.7	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	271:1	131:1
Librarian/Media Specialists		2228:1
Nurses		446:1
Counselors		318:1
Child Study Team		371:1



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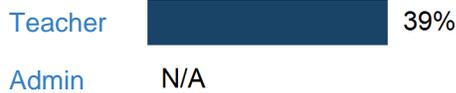
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	67.3	17.5%
Mathematics Proficiency	84.9	17.5%
English Language Arts Growth	49.1	25.0%
Mathematics Growth	54.9	25.0%
Chronic Absenteeism	74.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.7
Summative Rating: Percentile rank of Summative Score		71.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	61.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	69.2	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Met Target†	Met Target	**	**	No
Students with Disabilities	60.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Plias	Email Address:	mplias@springfieldschools.com
Address:	666 SOUTH SPRINGFIELD AVE. SPRINGFIELD, NJ 07081-3011	Website:	www.springfieldschools.com
Phone:	(973)376-1025	Facebook:	https://www.facebook.com/springfieldschools/
		Twitter:	https://twitter.com/SpringfieldSchs

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • ELA, Math, Science, Social Studies, PE, Health, Art Music • Talented Art Program, Musical Theater, Instrumental and Choral Music • Technology is used daily with Mac laptops, iPads, and iPods for audio books
Mission, Vision, Theme:	Thelma L. Sandmeier Elementary School strives to provide all students with a strong educational foundation to prepare them for future academic learning experiences. The mission of our school is to provide a safe, challenging and supportive learning environment that meets the academic and social needs of every child. The staff strives to foster the development of good character and a passion for lifelong learning.
Awards, Recognition, Accomplishments:	Teacher of the Year, Educator of the Year, Student of the Month, Community Food Bank Award, American Heart Association-Jump Rope for Heart Award.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Reading Street, Everyday Math, Science Fusion, and Harcourt Social Studies, with each of these programs offering an online component. Co-teaching teams and push-in models in the areas of Special Ed, Gifted & Talented, Academic Intervention Services, and the integration of the arts into core content subject areas.</p>
 <p>Clubs and Activities:</p>	<p>Service Projects, such as Student Council, Environmental Club and Community Service programs.</p>
 <p>Before and After School Programs:</p>	<p>Before Care and After Care programs are offered through Springfield Public Schools, ranging from 3-5 grade. The program is run through the Springfield Public Schools.</p>



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 <p>Staff and Professional Learning:</p>	<p>Our district promotes an extensive professional development program. We offer staff development programs in NJ Student Learning Standards, Technology Integration, Learner Active, Student-Centered Learning, and Literacy. In addition, we continue to implement STEM and STEAM, hands-on, engaged learning. Gifted & Talented Art Program. In-District Staff Development, Out of District Staff Development, Faculty, Curriculum and PLC Meetings.</p>
 <p>Student Supports and Services:</p>	<p>Students with disabilities - Supports and services - Supports and services for struggling students - Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties. In addition, AIS services are provided to help support students in content areas.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes and outdoor recess. Extra-curricular programs such as Jump Rope for Heart and Walk-A-Thon programs.</p>
 <p>Parent and Community Involvement:</p>	<p>PTA is involved in programming and afterschool enrichment classes. Assembly schedules and fundraising activities are also done by PTA. Principal's Coffee provides parents with an overview of instructional practices and programs. Fire Department - Fire Prevention Month in October.</p>



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 <p>Facilities:</p>	<p>Sandmeier was built in 1960 with major renovations in 2004.</p>
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Other Information:

In addition, with a continued focus on utilizing data as a tool to inform instruction, a variety of assessments are utilized as on an ongoing basis to monitor both school and individual student progress in achieving the New Jersey Student Learning Standards. Our assessment philosophy is to utilize accurate specific data to identify and meet the individual student needs. We continue to analyze multiple sets of test data, such as, New Jersey State Assessments (PARCC), CogATs, and Online Program Benchmarks to assess our curricular strengths and needs. In order to identify specific student needs through multi-level approaches, the staff continues to provide testing experiences for all students. In addition, the strategies that fall under the paradigm of Differentiated Instruction provide many innovative and purposeful techniques for helping teachers reach all students. Sandmeier provides a variety of challenging programs to meet the diverse needs of its student population. The Gifted and Talented Art Programs are designed to meet the needs of our Gifted and Talented students. Special programs for students include guidance, speech, academic intervention and special education. Students are offered instrumental music and choir. Our inclusion programs continue to thrive through full implementation of co-teaching teams and push in models in the areas of Special Education, Gifted & Talented, Academic Intervention Services, and the integration of arts into core content subject areas.