

**Edward V. Walton Primary School**

(39-5000-050)

Grades Offered: PK-02

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Springfield Public School District
Principal Name	Dr. Adriana Coppola
Address	601 Mountain Ave. Springfield, NJ 07081
Phone Number	973-376-1025
Email Address	acoppola@springfieldschools.com
Website	http://www.springfieldschools.com



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	122	131	135
KG	169	179	156
1	169	176	160
2	154	167	173
Total	614	653	624

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	48.5%	49.8%
Male	51.1%	51.5%	50.2%
Economically Disadvantaged Students	7.8%	8.3%	6.7%
Students with Disabilities	14.8%	14.2%	13.5%
English Learners	1.3%	2.6%	1.8%
Homeless Students	0.3%	0.5%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	60.1%	58.2%	61.7%
Hispanic	17.9%	17.8%	14.7%
Black or African American	7.3%	7.0%	7.4%
Asian	11.2%	13.0%	9.6%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	3.4%	5.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	122	131	135
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	169	179	156

Enrollment by Home Language

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

Home Language	% of Students
English	97.6%
Other Languages	2.4%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	90%	10%
3-4	*	*	*
5 or more	N	N	N



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

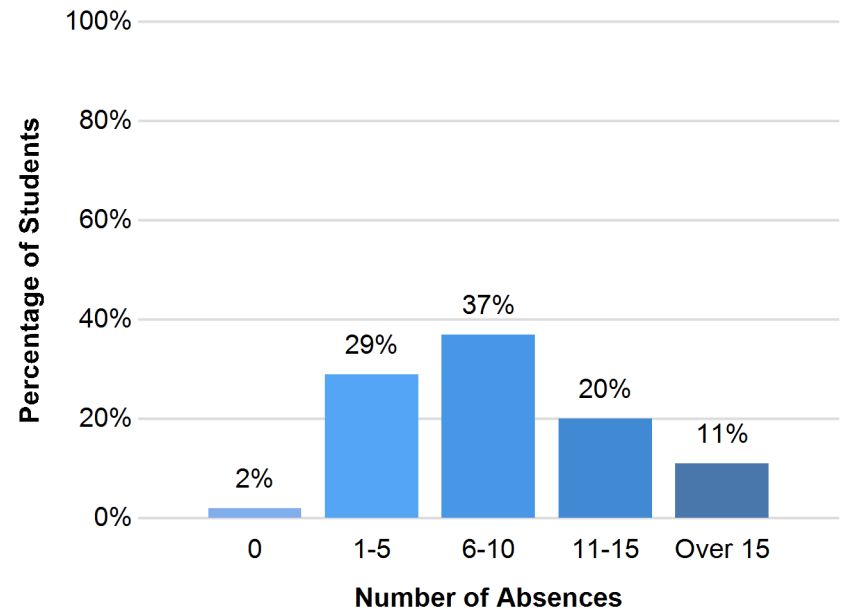
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.3	10.3	Met
White	10	3.4	10.3	Met
Hispanic	8	11.4	10.3	Not Met
Black or African American	1	2.5	10.3	Met
Asian, Native Hawaiian, or Pacific	5	8.8	10.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	24.1	10.3	Not Met
Female	14	5.8		
Male	17	6.8		
Economically Disadvantaged Students	6	14.3	10.3	Not Met
Students with Disabilities	9	15.5	10.3	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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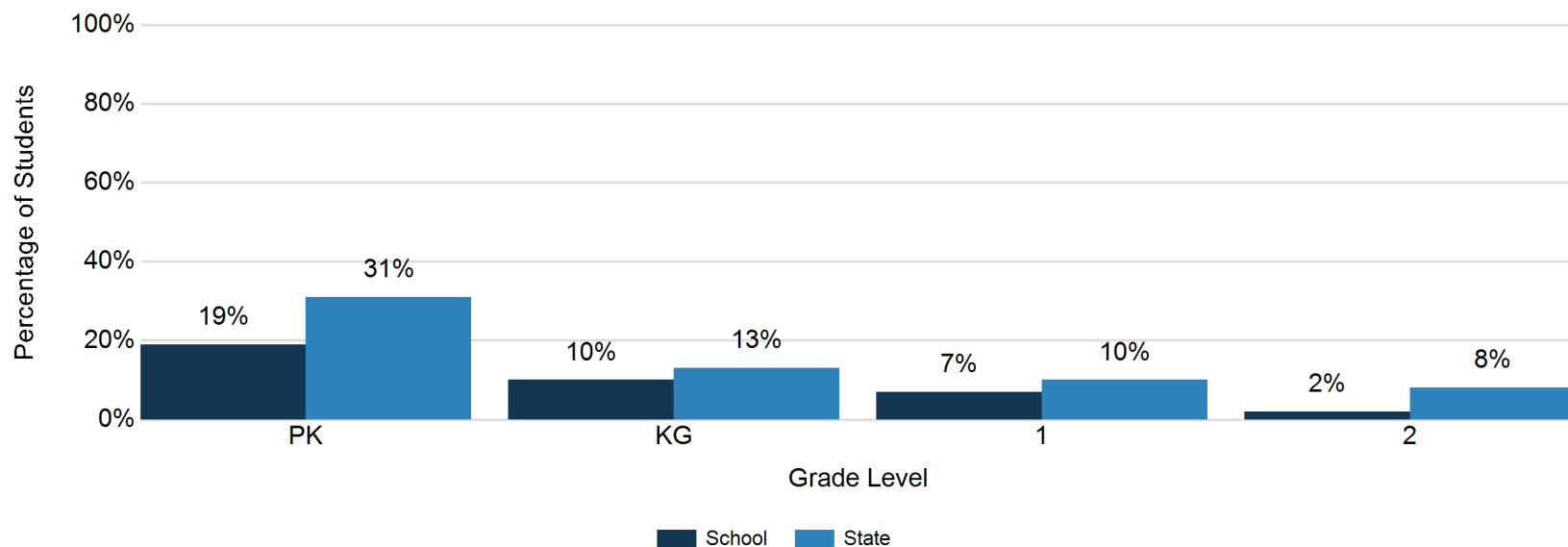
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.64

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	86.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	13:1
Students to Administrators	624:1	149:1
Teachers to Administrators	37:1	11:1
Students to Librarians/Media Specialists		2229:1
Students to Nurses		446:1
Students to Counselors		279:1
Students to Child Study Team Members		446:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	50.2%	0.0%	0.0%	51.6%	22.9%	45.1%
White	61.7%	97.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.7%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 43%

Admin N/A

Master's Degree

Teacher 57%

Admin

Doctoral Degree

Teacher 0%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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Highlights:

- 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:

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.



Awards, Recognition, Accomplishments:

Character Education Awards, Teacher of the Year, Educator of the Year, Recess Runner Awards, American Heart Association-Jump Rope for Heart Award.



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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 use our Grow Lab to begin the process of planting seeds to grow vegetables. The sprouts are then transferred to our garden. The vegetables are then donated to a local Food Bank. The After School Tutorial helps students who are in need of additional help. Based on teacher recommendations.</p>



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 <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, playground equipment are utilized during this time. Site Manager is Sue Medina.</p>
 <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>Postsecondary Information:</p>	<p>Post-Secondary Plans of the Class of 2019</p>



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 <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. Recess Runners, 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. Fire Prevention Month in October with visits from Fire Fighters and Police.</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 gazebo's.



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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 your child 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
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Navigating through the reports:

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- Search for specific text or words in the report by using the search box at the top left of the page
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- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



Florence M. Gaudineer Middle School
 (39-5000-060)
 Grades Offered: 06-08
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

School Contact Information

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

Type	Contact Information
County	Union
District	Springfield Public School District
Principal Name	Mr. Timothy Kielty
Address	75 South Springfield Ave. Springfield, NJ 07081-1312
Phone Number	973-376-1025
Email Address	tkielty@springfieldschools.com
Website	http://www.springfieldschools.com



Florence M. Gaudineer Middle School
 (39-5000-060)
 Grades Offered: 06-08
 2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	171	156	181
7	147	171	157
8	190	143	173
Total	508	470	511

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.0%	48.9%	50.5%
Male	49.0%	51.1%	49.5%
Economically Disadvantaged Students	14.0%	16.2%	15.5%
Students with Disabilities	14.0%	17.0%	18.4%
English Learners	0.6%	0.9%	3.1%
Homeless Students	0.6%	0.4%	0.4%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	59.1%	53.6%	53.4%
Hispanic	17.5%	22.3%	20.2%
Black or African American	11.8%	10.0%	12.9%
Asian	8.7%	11.3%	10.2%
Native Hawaiian or Pacific Islander	1.4%	1.1%	0.6%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	1.6%	1.5%	2.7%

Enrollment by Home Language

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

Home Language	% of Students
English	99.6%
Other Languages	0.4%



Florence M. Gaudineer Middle School
 (39-5000-060)
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 2018-2019

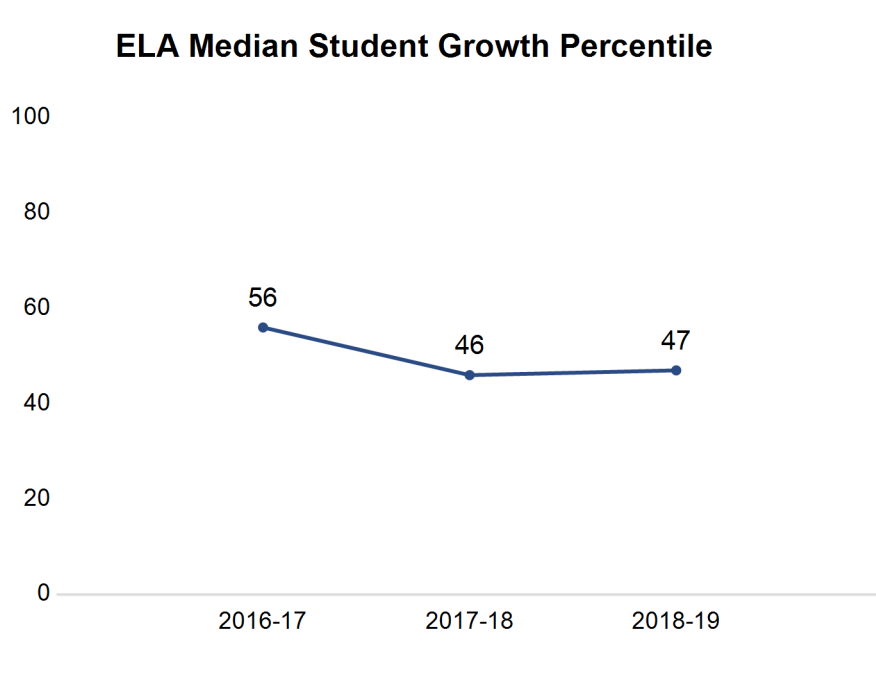
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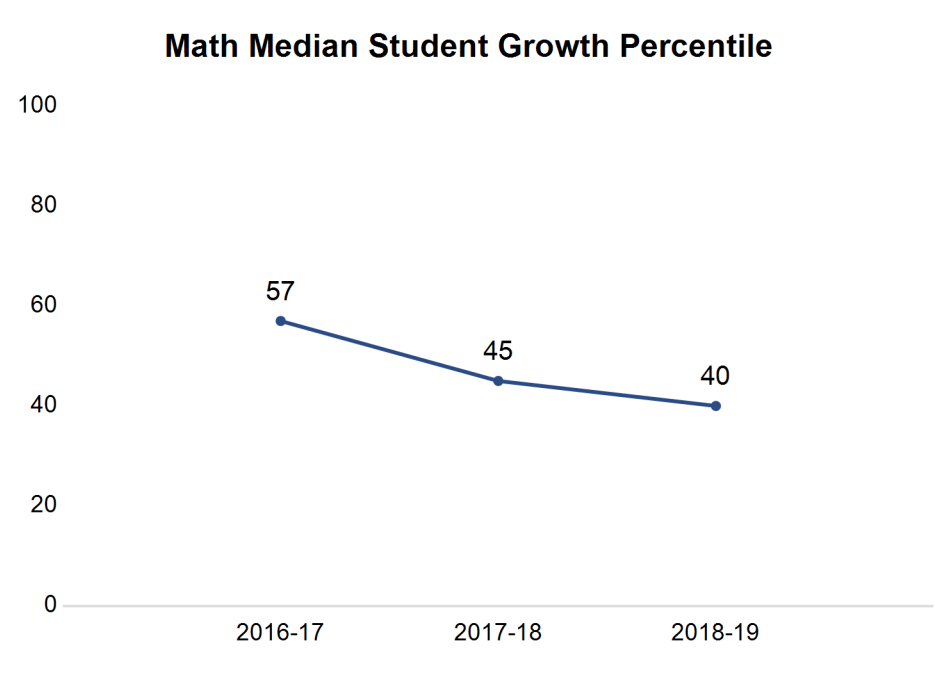
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	46	47	57	45	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	52	50	Met Standard	40	48	50	Met Standard
White	46	49.5	50	Met Standard	40	48	52	Met Standard
Hispanic	43	49	49	Met Standard	44	48.5	47	Met Standard
Black or African American	46.5	54	45	Met Standard	37	49	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	65	59	Met Standard	43	48.5	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	49.5	54	49	**	10.5	37.5	52	**
Female	46.5	53	53	N	37	44	50	N
Male	47	50	47	N	41	51	51	N
Economically Disadvantaged Students	50.5	52.5	48	Met Standard	49	51	46	Met Standard
Students with Disabilities	49	48	43	Met Standard	52.5	57	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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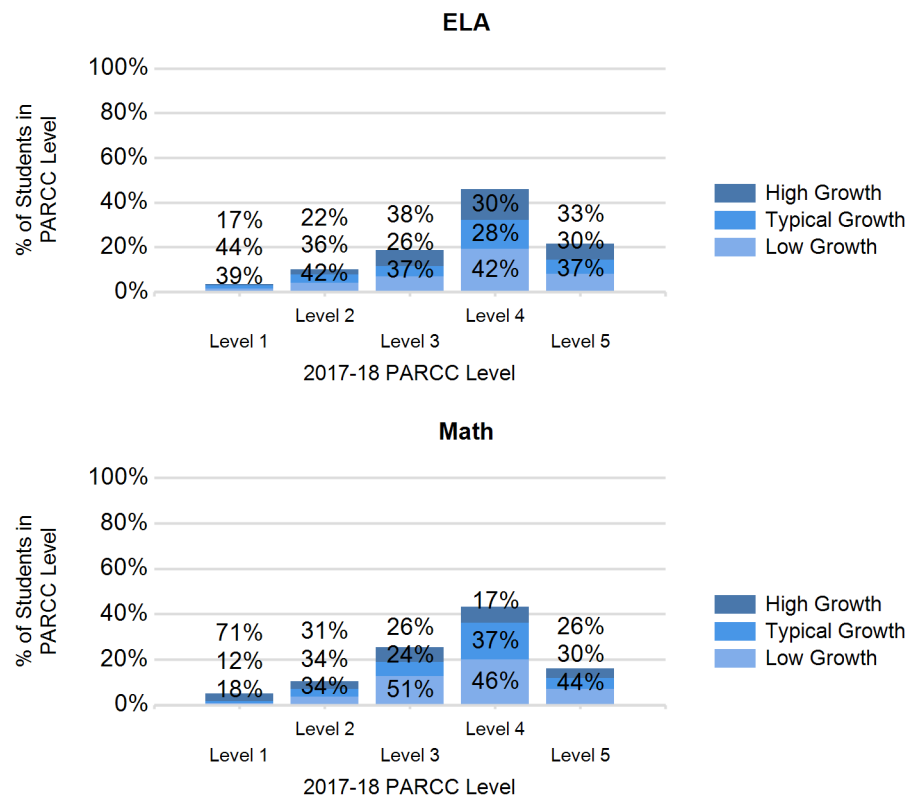
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

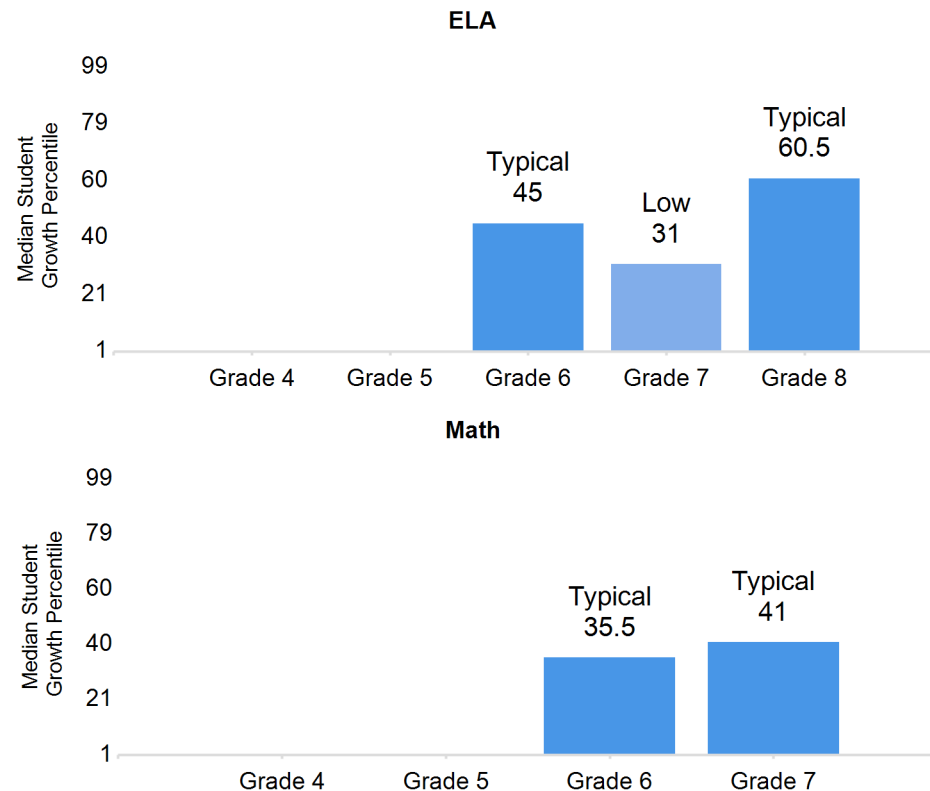
Student Growth by Performance Level

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



Student Growth by Grade

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





Florence M. Gaudineer Middle School
(39-5000-060)
Grades Offered: 06-08
2018-2019

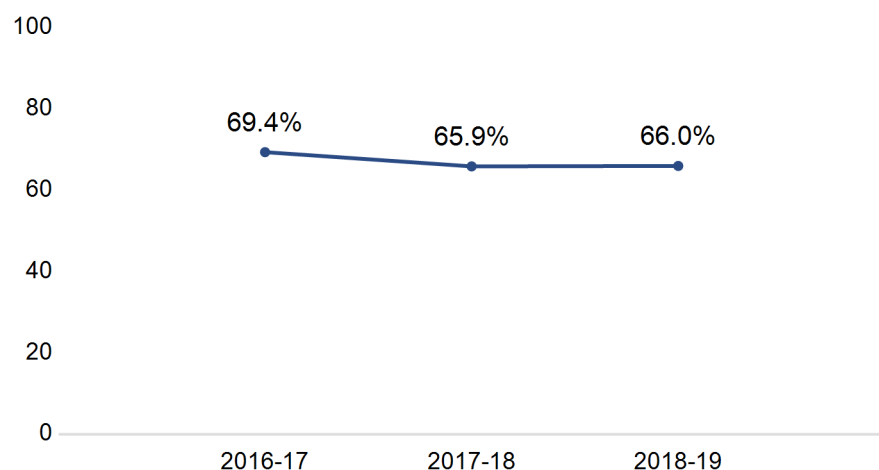
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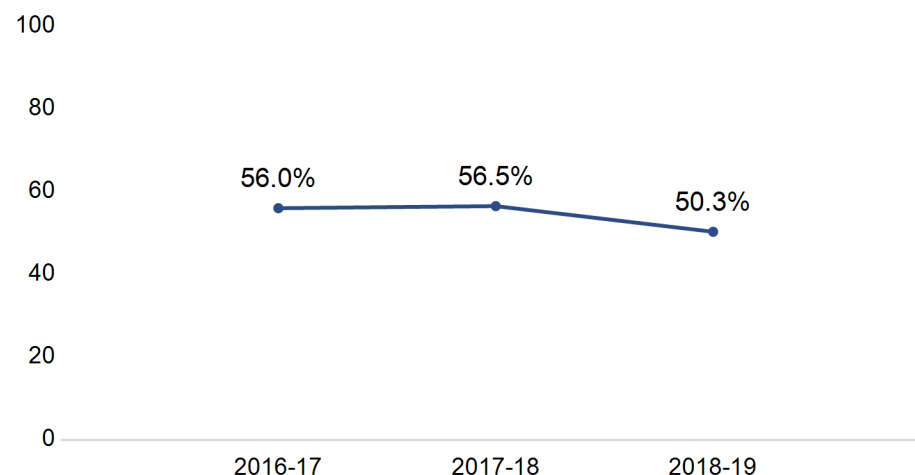
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	97.1%	98.9%	97.3%	97.3%	99.0%
Proficiency Rate for Federal Accountability	69.4%	65.9%	66.0%	56.0%	56.5%	50.3%
Annual Target	58.1%	59.3%	60.4%	47.9%	49.6%	51.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	515	98.9	66.0	68.3	57.9	66.0	60.4	Met Target
White	271	98.2	69.0	69.9	66.9	69.0	64.7	Met Target
Hispanic	105	100.0	48.6	57.8	43.9	48.6	47.5	Met Target
Black or African American	66	100.0	62.1	59.3	38.5	62.1	47.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	59	100.0	86.4	85.2	82.9	86.4	69.5	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	14	93.3	71.4	*	64.4	69.9	**	**
Female	255	98.9	75.3	76.7	64.8	75.3		
Male	260	98.9	56.9	60.2	51.3	56.9		
Economically Disadvantaged Students	79	100.0	51.9	47.9	40.0	51.9	46.3	Met Target
Non-Economically Disadvantaged Students	436	98.7	68.6	71.3	67.9	68.6		
Students with Disabilities	102	98.1	21.6	20.1	22.7	21.6	25.3	Met Target†
Students without Disabilities	413	99.0	77.0	78.3	65.1	77.0		
English Learners	*	*	*	27.3	29.3	*	**	**
Non-English Learners	*	*	*	68.6	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

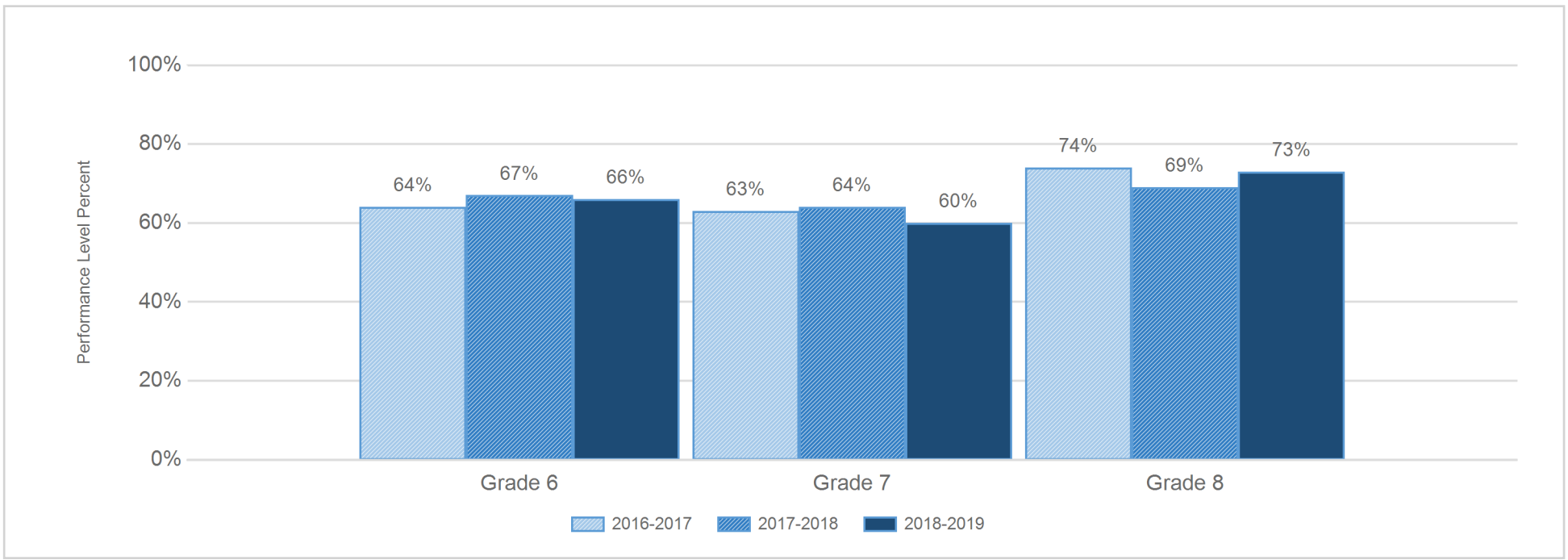


Florence M. Gaudineer Middle School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	761	761	754	*	*	23%	54%	12%	66%	56%
White	101	762	762	762	*	*	25%	53%	13%	66%	65%
Hispanic	35	756	756	743	*	*	*	*	*	57%	43%
Black or African American	28	755	755	738	0%	*	*	*	*	61%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	91	765	765	762	*	*	18%	*	*	75%	64%
Male	93	756	756	748	*	*	29%	*	*	57%	48%
Economically Disadvantaged Students	24	756	756	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	160	761	761	763	*	*	*	*	*	66%	67%
Students with Disabilities	38	742	742	722	*	*	32%	*	*	34%	19%
Students without Disabilities	146	765	765	761	*	*	21%	*	*	74%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	758	758	761	9%	14%	16%	30%	30%	60%	63%
White	81	759	759	769	*	*	14%	33%	32%	65%	72%
Hispanic	42	739	739	747	*	24%	24%	*	*	40%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	19	794	794	790	0%	*	*	*	*	84%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	82	765	765	769	*	*	*	32%	39%	71%	71%
Male	77	751	751	753	*	*	*	29%	21%	49%	55%
Economically Disadvantaged Students	30	733	733	743	*	*	*	*	*	37%	45%
Non-Economically Disadvantaged Students	129	764	764	771	*	*	*	*	*	66%	73%
Students with Disabilities	35	713	713	720	*	*	*	*	*	*	22%
Students without Disabilities	124	771	771	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	770	770	762	8%	9%	10%	41%	33%	73%	63%
White	90	770	770	770	*	*	11%	49%	27%	76%	72%
Hispanic	29	750	750	747	*	*	*	*	*	52%	49%
Black or African American	26	758	758	741	*	*	*	*	*	69%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	84	779	779	771	*	*	*	43%	38%	81%	71%
Male	88	762	762	753	*	*	*	39%	27%	66%	55%
Economically Disadvantaged Students	26	757	757	743	*	*	*	*	*	58%	45%
Non-Economically Disadvantaged Students	146	773	773	772	*	*	*	*	*	76%	72%
Students with Disabilities	27	721	721	721	*	*	*	*	*	26%	22%
Students without Disabilities	145	780	780	770	*	*	*	*	*	82%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	172	770	770	764	8%	9%	10%	41%	33%	73%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	515	99.0	50.3	52.6	44.5	50.3	51.3	Met Target†
White	271	98.6	53.1	55.8	54.1	53.1	54.3	Met Target†
Hispanic	105	100.0	32.4	37.5	28.8	32.4	38.9	Met Target†
Black or African American	66	100.0	39.4	40.1	23.0	39.4	40.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	59	100.0	81.4	79.2	76.5	81.4	63.4	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	93.3	50.0	*	53.3	49.0	**	**
Female	255	99.2	55.3	55.4	44.9	55.3		
Male	260	98.9	45.4	49.9	44.2	45.4		
Economically Disadvantaged Students	79	100.0	29.1	*	26.3	29.1	37.3	Met Target†
Non-Economically Disadvantaged Students	436	98.9	54.1	*	54.9	54.1		
Students with Disabilities	102	99.0	13.7	*	17.4	13.7	18.5	Met Target†
Students without Disabilities	413	99.0	59.3	*	50.0	59.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Florence M. Gaudineer Middle School

(39-5000-060)

Grades Offered: 06-08

2018-2019

Report Key:

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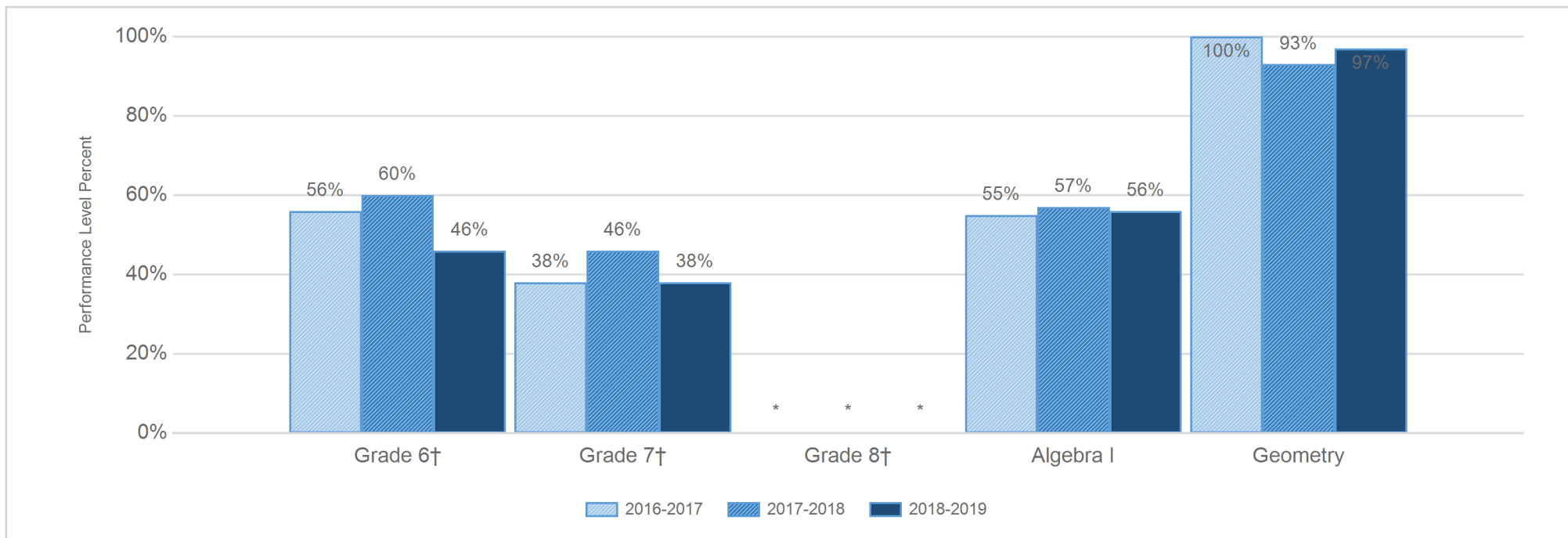
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

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



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



Florence M. Gaudineer Middle School
(39-5000-060)
Grades Offered: 06-08
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	747	747	741	*	18%	32%	*	*	46%	41%
White	101	753	753	749	*	*	35%	*	*	51%	51%
Hispanic	35	736	736	729	*	*	40%	29%	0%	29%	24%
Black or African American	28	731	731	722	*	*	*	*	*	32%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	91	747	747	742	*	12%	30%	*	*	53%	42%
Male	93	746	746	740	*	24%	34%	*	*	39%	40%
Economically Disadvantaged Students	24	731	731	726	*	*	*	*	*	25%	21%
Non-Economically Disadvantaged Students	160	749	749	750	*	*	*	*	*	49%	53%
Students with Disabilities	38	727	727	716	*	39%	*	*	*	24%	12%
Students without Disabilities	146	752	752	746	*	12%	*	*	*	51%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Florence M. Gaudineer Middle School
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	742	742	744	*	*	39%	38%	0%	38%	42%
White	62	744	744	751	*	*	40%	40%	0%	40%	53%
Hispanic	38	734	734	733	*	26%	45%	*	*	21%	26%
Black or African American	13	742	742	727	*	*	*	*	*	46%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	60	742	742	744	*	*	35%	40%	0%	40%	42%
Male	62	742	742	743	*	*	42%	35%	0%	35%	42%
Economically Disadvantaged Students	29	736	736	731	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	93	744	744	751	*	*	*	*	*	40%	53%
Students with Disabilities	34	721	721	718	*	*	*	*	*	*	13%
Students without Disabilities	88	750	750	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Florence M. Gaudineer Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	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	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	754	745	744	*	15%	23%	*	*	56%	42%
White	85	755	748	752	*	12%	28%	*	*	55%	53%
Hispanic	27	747	*	728	*	*	*	*	*	48%	24%
Black or African American	24	738	727	725	*	*	*	42%	0%	42%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	84	754	746	745	*	13%	24%	*	*	58%	44%
Male	78	754	744	743	*	18%	22%	*	*	54%	41%
Economically Disadvantaged Students	22	727	*	727	*	*	*	*	*	18%	23%
Non-Economically Disadvantaged Students	140	759	*	752	*	*	*	*	*	62%	52%
Students with Disabilities	19	730	719	717	*	*	*	*	*	16%	12%
Students without Disabilities	143	758	751	748	*	*	*	*	*	62%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	162	754	745	745	*	15%	23%	*	*	56%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	779	739	737	0%	0%	*	*	*	97%	35%
White	20	775	739	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	14	784	*	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	722	745	*	*	*	*	*	*	46%
Female	21	776	740	738	0%	0%	*	*	*	95%	36%
Male	17	781	738	736	0%	0%	*	*	*	100%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	710	712	N	N	N	N	N	N	*
Students without Disabilities	38	779	745	741	0%	0%	*	*	*	97%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	38	779	*	738	0%	0%	*	*	*	97%	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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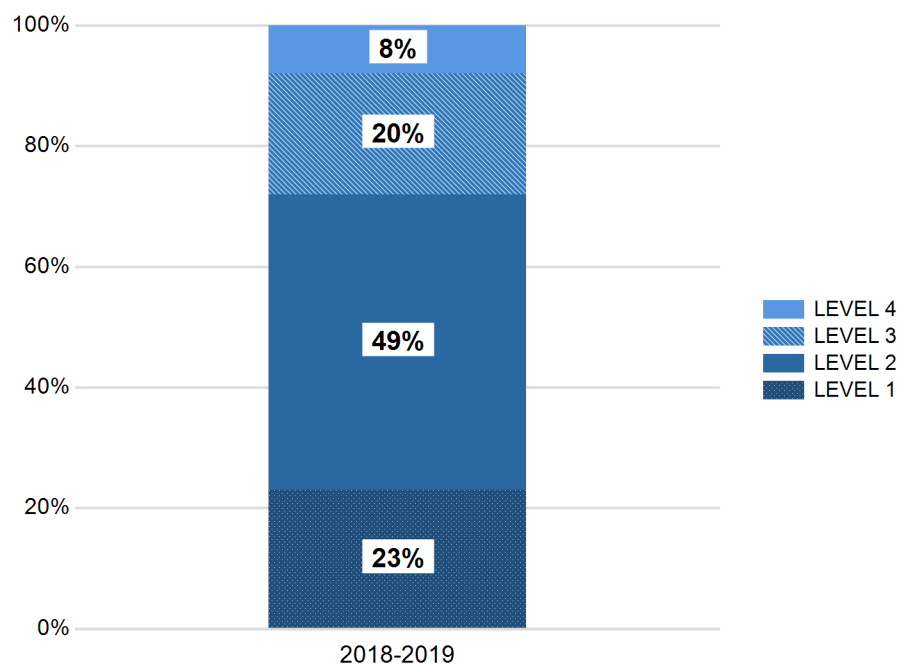
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	49	20	8
White	17	52	26	6
Hispanic	39	50	7	4
Black or African American	35	50	15	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	55	20	5
Male	26	43	20	10
Economically Disadvantaged Students	36	52	8	4
Non-Economically Disadvantaged Students	21	49	23	8
Students with Disabilities	63	37	0	0
Students without Disabilities	15	51	24	9
English Learners	N	N	N	N
Non-English Learners	23	49	20	8
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	186
7	39	0	124
8	115	39	7
Total	154	39	317

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	110	46	31	0	0	0	0
7	99	27	33	0	0	0	0
8	103	37	27	0	0	0	0
Total	312	110	91	0	0	0	0



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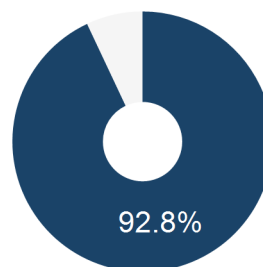
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

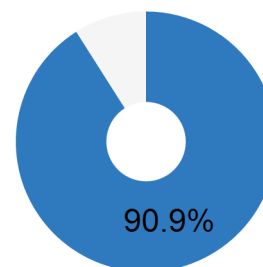
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

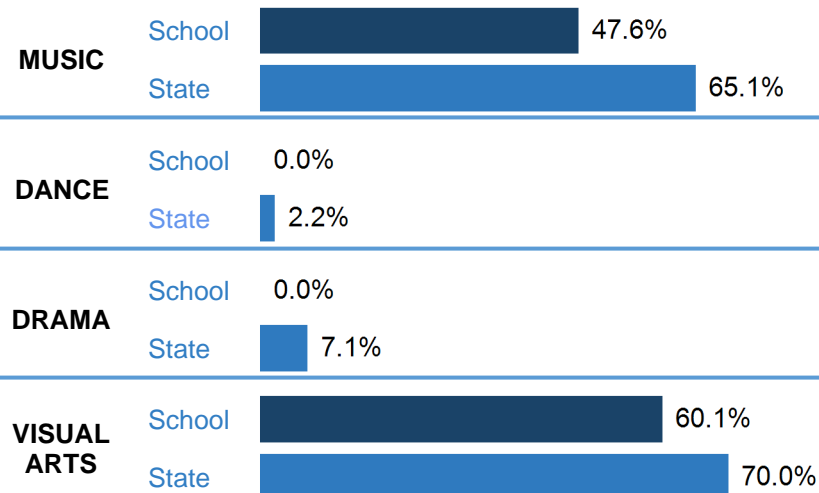


School



State

Students enrolled in one or more classes by discipline:





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

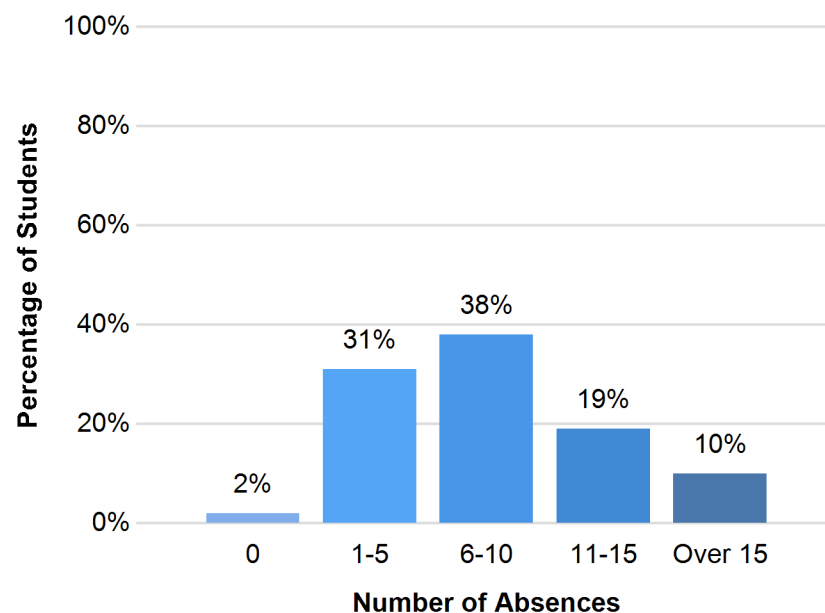
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	7.1	9.1	Met
White	21	7.5	9.1	Met
Hispanic	6	5.8	9.1	Met
Black or African American	3	4.5	9.1	Met
Asian, Native Hawaiian, or Pacific	5	8.5	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	13.3	**	**
Female	19	7.3		
Male	18	6.8		
Economically Disadvantaged Students	14	17.5	9.1	Not Met
Students with Disabilities	10	9.3	9.1	Not Met
English Learners	1	6.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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2018-2019

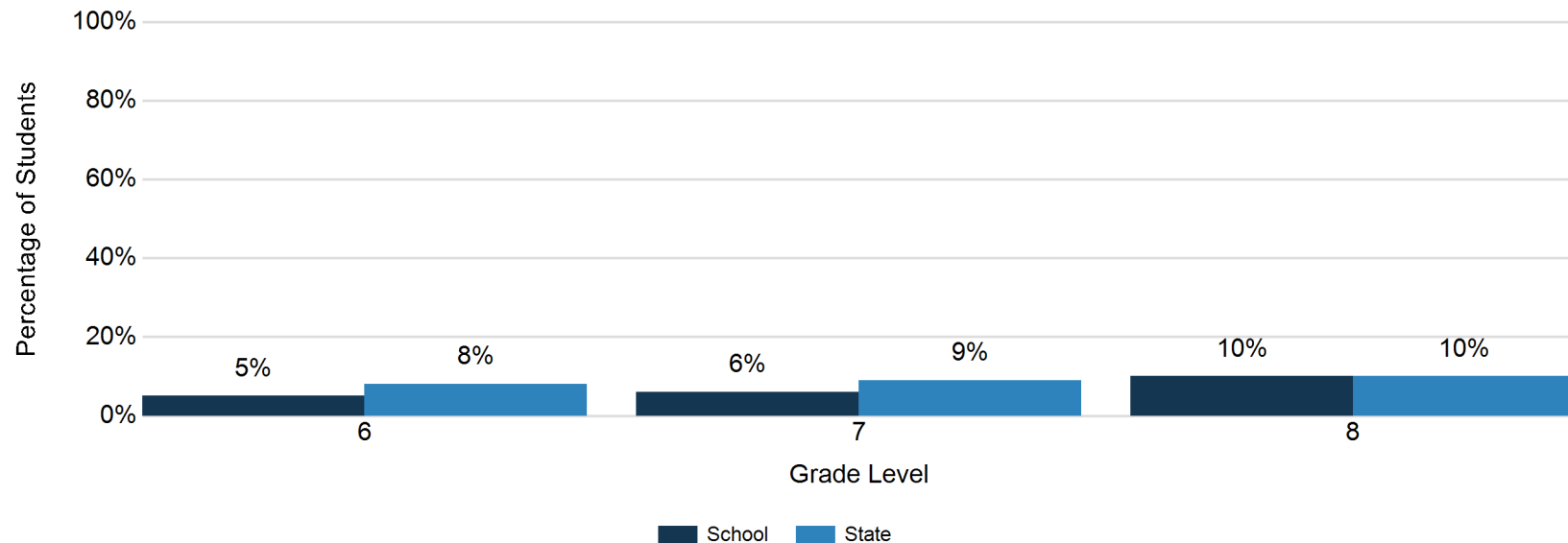
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Chronic Absenteeism by Grade

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





Florence M. Gaudineer Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.54

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	1	1	2
Ancestry	1	0	1
Gender	1	4	5
Sexual Orientation	0	3	3
Disability	0	4	4
Other	1	0	1
No Identified Nature	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
34



Florence M. Gaudineer Middle School

(39-5000-060)

Grades Offered: 06-08

2018-2019

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	79.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	86.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	256:1	149:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		2229:1
Students to Nurses		446:1
Students to Counselors		279:1
Students to Child Study Team Members		446:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.5%	74.4%	0.0%	48.4%	77.1%	54.9%
Male	49.5%	25.6%	100.0%	51.6%	22.9%	45.1%
White	53.4%	97.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.9%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	10.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.4%	65.9%	66.0%
Math Proficiency	56.0%	56.5%	50.3%
ELA Growth	56	46	47
Math Growth	57	45	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.1%	5.8%	7.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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



Highlights:

- Curriculum includes myPerspectives 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 and refreshed most recently in 2019.



Mission, Vision, Theme:

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.



Awards, Recognition, Accomplishments:

The 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.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are offered classes in Literacy, 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 art 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 (Girls)</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, homework club and afterschool robotics. We also offer a distance learning opportunity in Mandarin.</p>



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 <p>Before and After School Programs:</p>	<p>The school offers tutorial programs aimed at identified students close achievement gaps and prepare for standardized testing. The program is coordinated through the principal's office and utilized core content teachers from the school. The School also conducts an evening program in conjunction with InnovateNJ focused on parent support in providing academic assistance and oversight at home.</p>
 <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>Postsecondary Information:</p>	<p>Four Year College - %: 73%</p>



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Student Supports and Services:

Classified Students are given an Individualized Education Plan 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 English Language Learners are given direct instruction through specific ESL classes. The Intervention and Referral Services Committee is our school based team that offers support in all content areas.



Student Health and Wellness:

Students have physical education every day with one marking period of health education. Students do go outside for recess when weather is permitting. The Physical Education curriculum implements elements of Project Adventure and incorporates many Character Education themes in coordination with the Guidance Department.



Parent and Community Involvement:

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.



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Facilities:

The building was built in 1951 and went through a series of additions and expansions projects the last beginning 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 was completed in 2019. All classrooms are equipped with individual air conditioning units.



School Safety:

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.



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Technology and STEM:

Our middle school offers a diverse program grounded in current middle school philosophy, which encompasses the core content areas and academic skills, with a major focus on the integration of technology, the arts and STEAM concepts throughout the education program.



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



Other Information

Our middle school offers a diverse program grounded in current middle school philosophy, which encompasses the core content areas and academic skills, with a major focus on the integration of technology, the arts and STEAM concepts throughout the education program. Our academic offerings include a number of technically enhanced courses including Robotics, Maker Space Lab, and 3 dimensional Art as well as utilizing a 1 to 1 laptop program as the backbone of all curricular offerings. 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. We are currently analyzing multiple sets of test data, including iReady and 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 and AIS 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
(39-5000-070)
Grades Offered: 03-05
2018-2019

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- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



James Caldwell Elementary School

(39-5000-070)

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School Contact Information

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

Type	Contact Information
County	Union
District	Springfield Public School District
Principal Name	Mr. David Rennie
Address	36 Caldwell Place Springfield, NJ 07081
Phone Number	973-376-1025
Email Address	drennie@springfieldschools.com
Website	http://www.springfieldschools.com



James Caldwell Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	86	83	87
4	104	85	80
5	78	103	90
Total	268	271	257

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.2%	48.7%	48.2%
Male	47.8%	51.3%	51.8%
Economically Disadvantaged Students	13.4%	14.4%	15.6%
Students with Disabilities	19.4%	17.0%	14.8%
English Learners	4.1%	3.7%	3.5%
Homeless Students	0.7%	1.1%	1.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	52.6%	53.5%	63.0%
Hispanic	28.0%	23.2%	16.7%
Black or African American	6.7%	9.6%	7.0%
Asian	9.0%	8.5%	7.0%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	3.4%	4.4%	5.1%

Enrollment by Home Language

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

Home Language	% of Students
English	95.3%
Spanish	1.6%
Other Languages	3.1%



James Caldwell Elementary School
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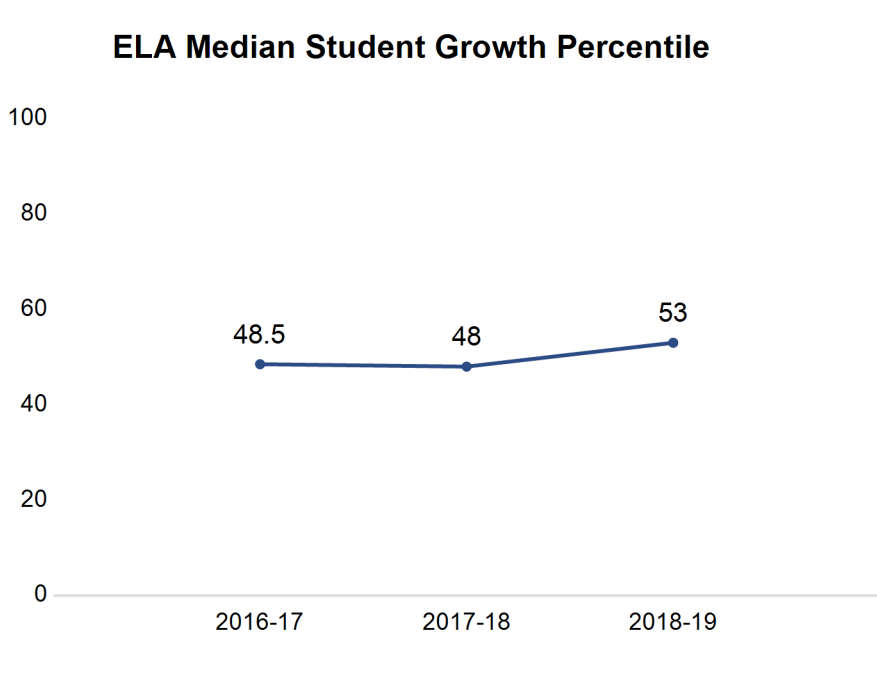
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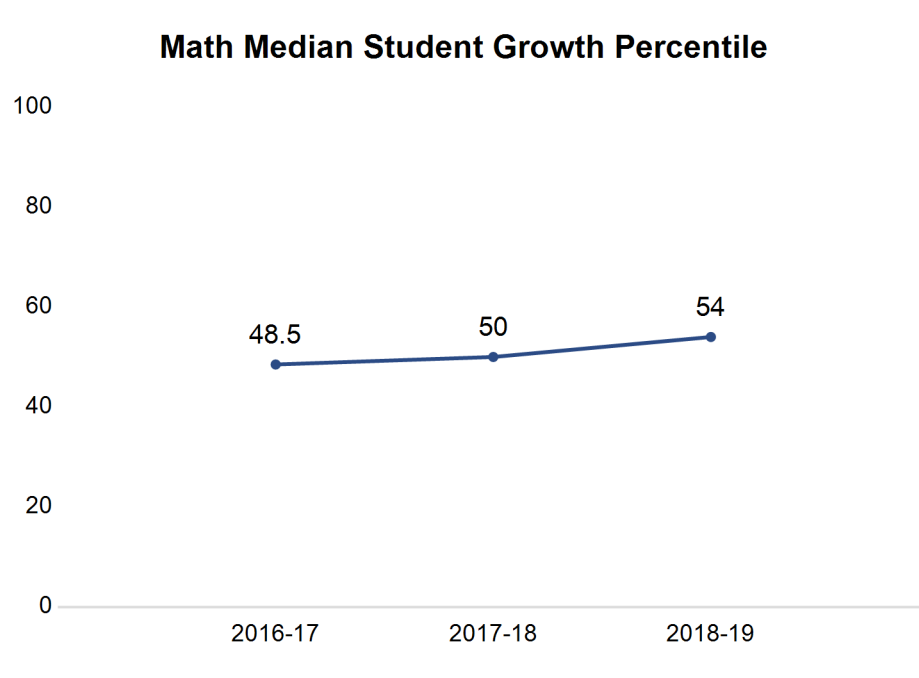
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	48	53	48.5	50	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	52	50	Met Standard	54	48	50	Met Standard
White	48.5	49.5	50	Met Standard	56	48	52	Met Standard
Hispanic	53	49	49	**	42	48.5	47	**
Black or African American	65	54	45	**	49	49	43	**
Asian, Native Hawaiian, or Pacific Islander	77	65	59	**	49	48.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	38	54	49	**	31	37.5	52	**
Female	53	53	53	N	48	44	50	N
Male	52	50	47	N	57.5	51	51	N
Economically Disadvantaged Students	50.5	52.5	48	**	41.5	51	46	**
Students with Disabilities	36	48	43	Not Met	51	57	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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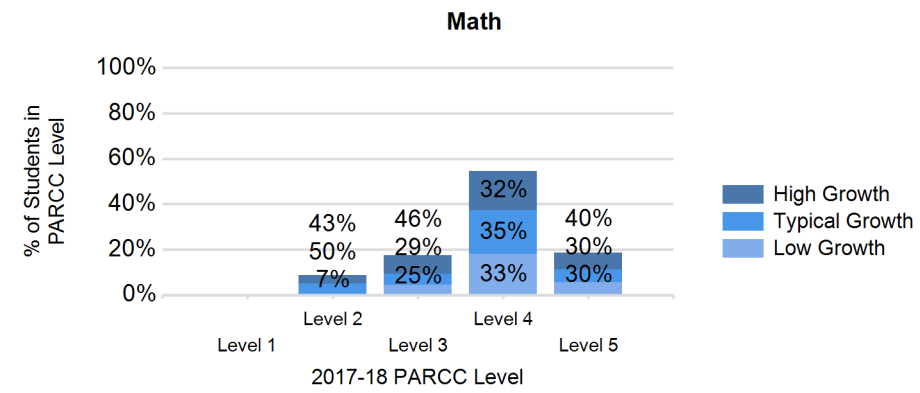
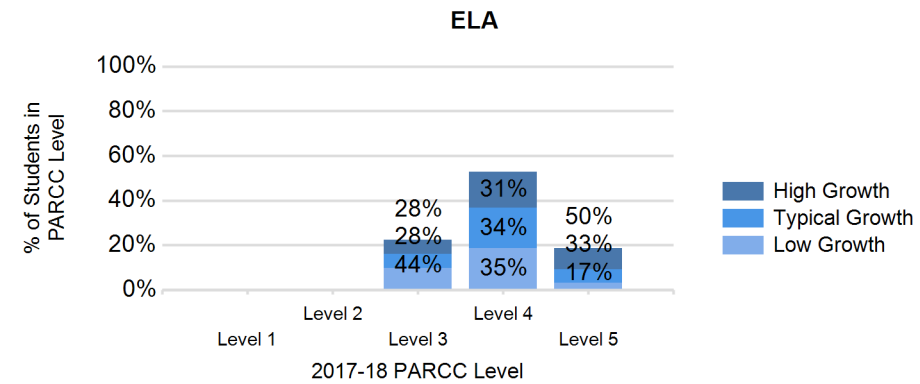
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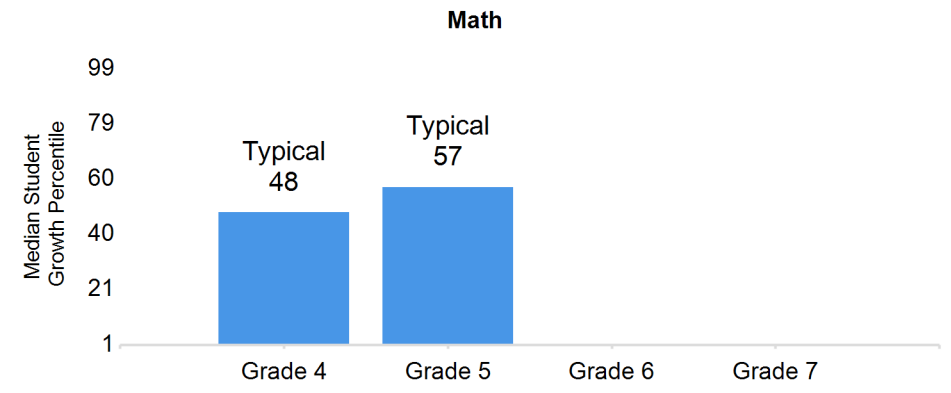
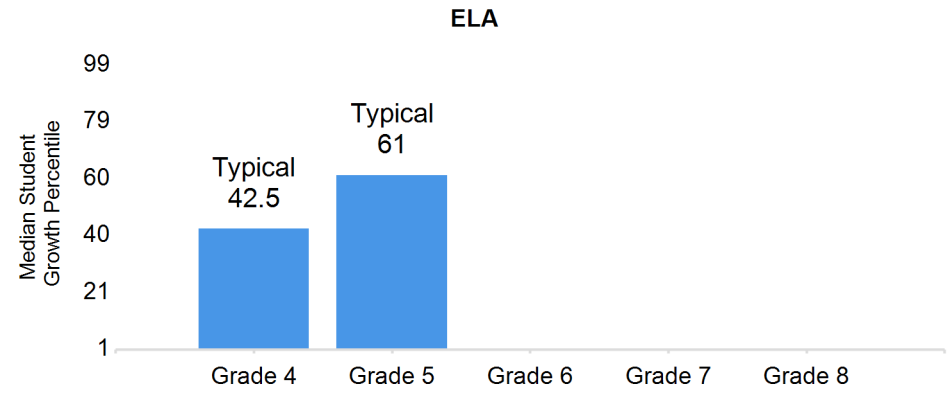
Student Growth by Performance Level

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



Student Growth by Grade

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





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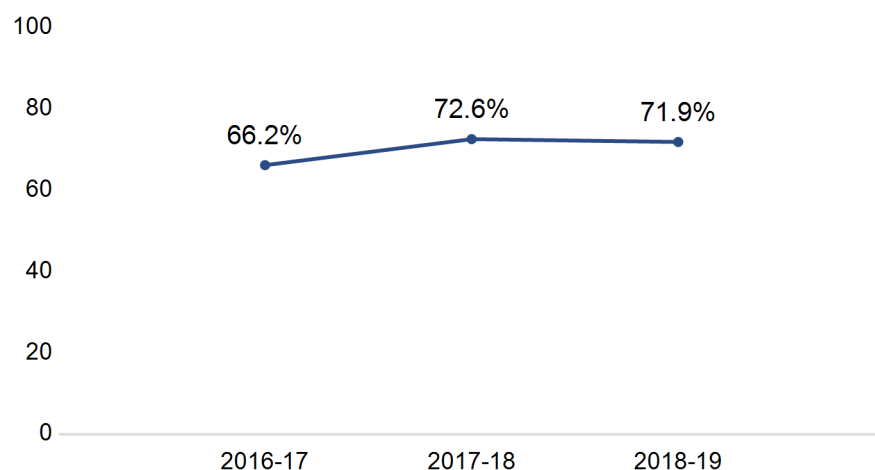
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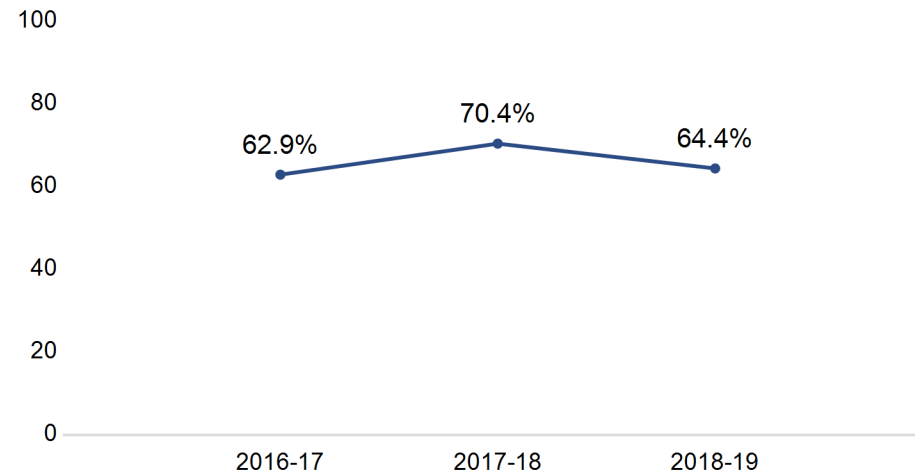
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.3%	98.4%	98.2%	99.3%	98.5%
Proficiency Rate for Federal Accountability	66.2%	72.6%	71.9%	62.9%	70.4%	64.4%
Annual Target	66.7%	67.4%	68.1%	66.9%	67.6%	68.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	249	98.4	71.9	68.3	57.9	71.9	68.1	Met Target
White	162	99.4	71.0	69.9	66.9	71.0	70.7	Met Target
Hispanic	36	95.0	72.2	57.8	43.9	72.2	53.8	Met Target
Black or African American	17	94.4	64.7	59.3	38.5	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.0	85.2	82.9	90.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	121	99.2	77.7	76.7	64.8	77.7		
Male	128	97.7	66.4	60.2	51.3	66.4		
Economically Disadvantaged Students	32	94.3	59.4	47.9	40.0	58.8	54.5	Met Target
Non-Economically Disadvantaged Students	217	99.1	73.7	71.3	67.9	73.7		
Students with Disabilities	33	91.7	18.2	20.1	22.7	17.5	39	Not Met
Students without Disabilities	216	99.5	80.1	78.3	65.1	80.1		
English Learners	*	*	*	27.3	29.3	*	**	**
Non-English Learners	*	*	*	68.6	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



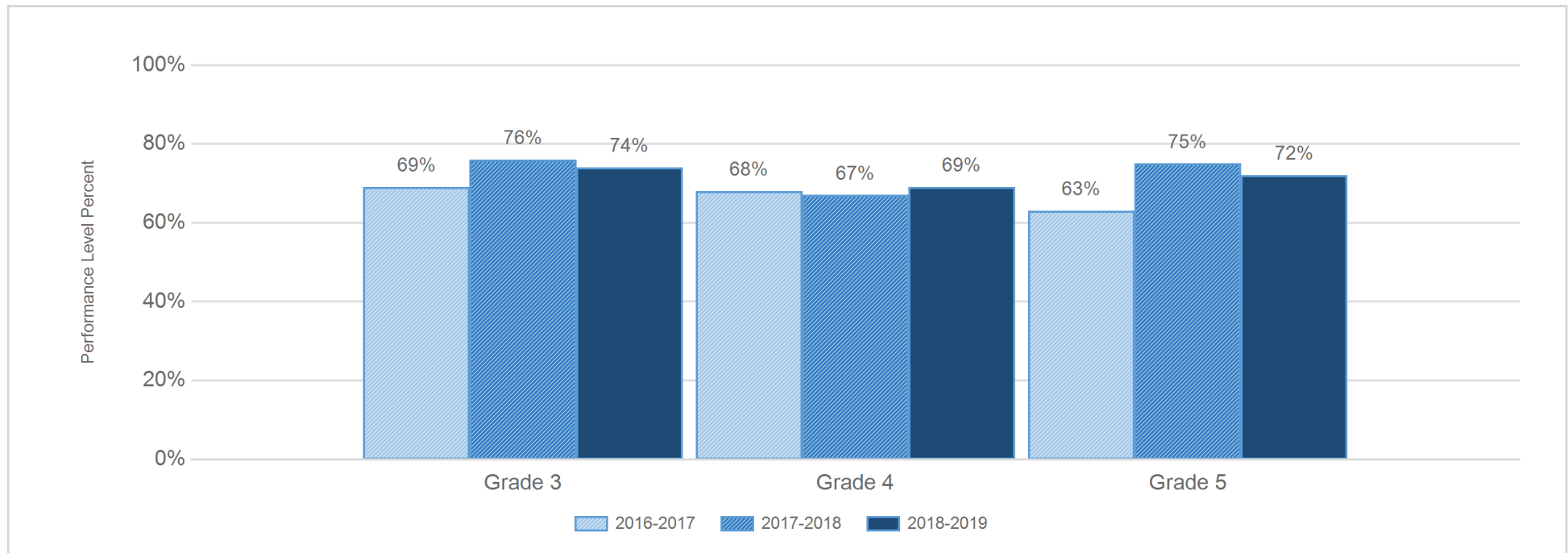
James Caldwell Elementary School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	771	766	748	*	*	13%	56%	18%	74%	50%
White	56	770	764	757	*	*	*	57%	18%	75%	60%
Hispanic	19	760	*	734	*	*	*	*	*	63%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	42	780	776	753	*	*	*	*	*	81%	55%
Male	42	762	756	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	17	757	*	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	67	775	*	759	*	*	*	*	*	79%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	770	772	755	*	*	23%	46%	23%	69%	57%
White	49	773	772	763	0%	*	24%	*	*	71%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	762	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	41	776	776	760	*	*	*	*	*	71%	62%
Male	37	763	767	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	762	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	78	770	772	758	*	*	23%	46%	23%	69%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	769	771	756	*	*	22%	52%	19%	72%	58%
White	56	769	771	764	*	*	23%	46%	21%	68%	68%
Hispanic	13	759	*	743	*	0%	*	*	*	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	38	774	779	761	*	*	*	*	*	82%	64%
Male	50	765	765	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	15	726	726	724	*	*	*	*	*	13%	23%
Students without Disabilities	73	778	779	762	*	*	*	*	*	84%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	250	98.5	64.4	52.6	44.5	64.4	68.3	Met Target†
White	162	99.4	69.1	55.8	54.1	69.1	71.9	Met Target†
Hispanic	37	95.3	51.4	37.5	28.8	51.4	56.6	Met Target†
Black or African American	17	94.7	41.2	40.1	23.0	40.9	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.0	79.2	76.5	90.0	79.4	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	122	99.2	63.1	55.4	44.9	63.1		
Male	128	97.8	65.6	49.9	44.2	65.6		
Economically Disadvantaged Students	32	94.3	59.4	*	26.3	58.8	49.7	Met Target
Non-Economically Disadvantaged Students	218	99.1	65.1	*	54.9	65.1		
Students with Disabilities	33	91.7	24.2	*	17.4	23.4	34.9	Met Target†
Students without Disabilities	217	99.6	70.5	*	50.0	70.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



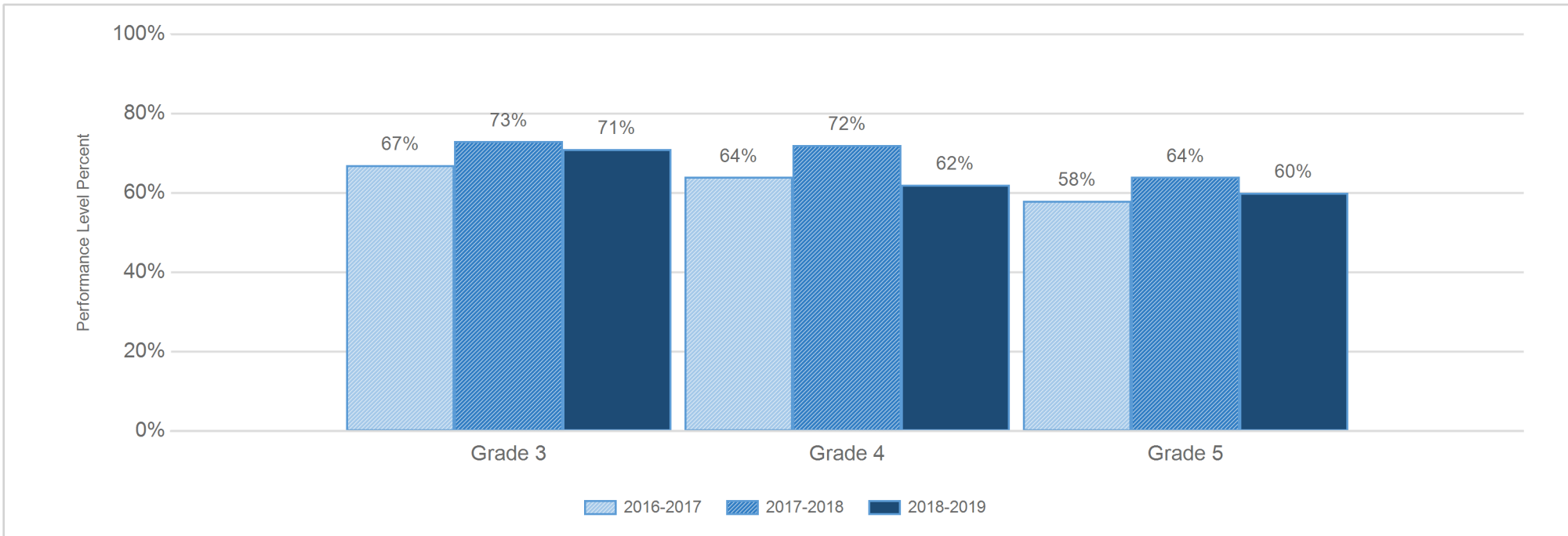
James Caldwell Elementary School
(39-5000-070)
Grades Offered: 03-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	771	768	752	*	*	23%	40%	31%	71%	55%
White	56	772	769	760	*	*	18%	48%	29%	77%	66%
Hispanic	21	759	*	739	0%	*	48%	*	*	48%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	43	770	771	751	*	*	*	33%	35%	67%	54%
Male	43	771	766	752	*	*	*	47%	28%	74%	56%
Economically Disadvantaged Students	17	756	*	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	69	774	*	761	*	*	*	*	*	75%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	762	764	749	0%	*	30%	*	*	62%	51%
White	49	764	764	757	0%	*	29%	*	*	65%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	751	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	764	754	*	*	*	*	*	*	58%
Female	42	759	762	749	0%	*	33%	*	*	60%	50%
Male	37	765	766	749	0%	*	27%	*	*	65%	52%
Economically Disadvantaged Students	*	*	756	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	79	762	764	751	0%	*	30%	*	*	62%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	759	763	747	0%	12%	28%	43%	17%	60%	47%
White	56	761	764	755	0%	*	*	45%	21%	66%	58%
Hispanic	13	751	*	735	0%	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	38	761	766	747	0%	*	32%	*	*	63%	47%
Male	51	757	761	747	0%	*	25%	*	*	57%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	15	733	729	725	0%	*	*	*	*	13%	19%
Students without Disabilities	74	764	769	752	0%	*	*	*	*	69%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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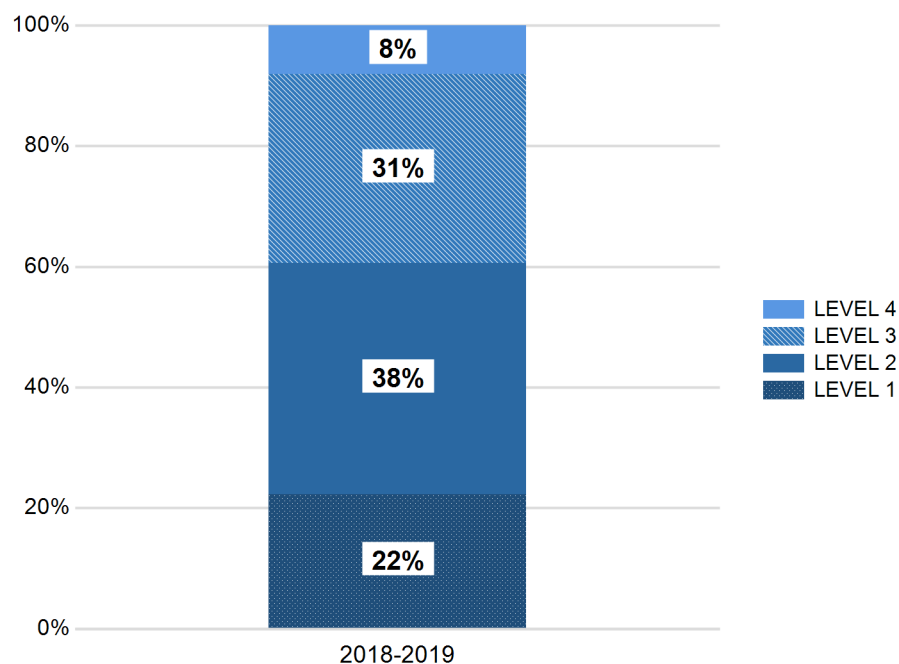
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	38	31	8
White	18	38	36	9
Hispanic	31	46	15	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	24	42	21	13
Male	22	35	39	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	53	27	20	0
Students without Disabilities	16	41	34	9
English Learners	N	N	N	N
Non-English Learners	22	38	31	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



James Caldwell Elementary School

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

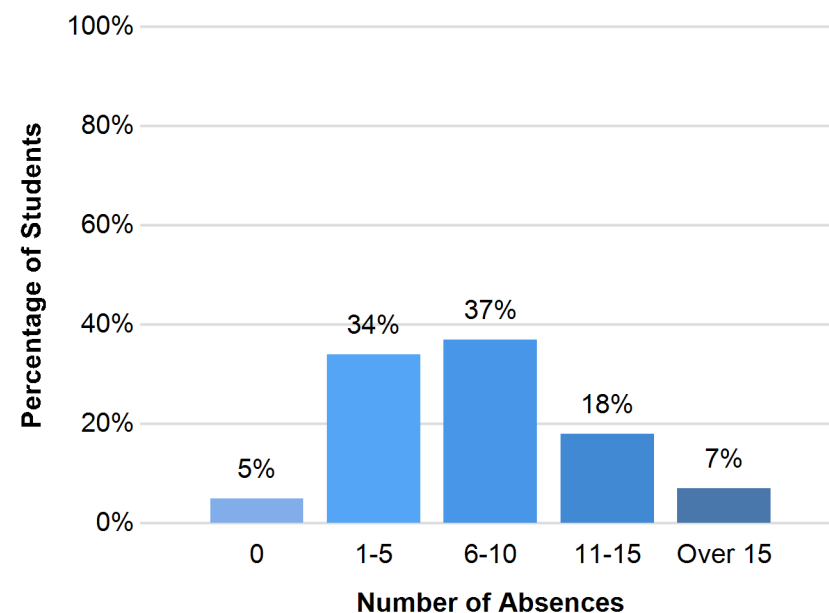
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	4.3	7.5	Met
White	3	1.8	7.5	Met
Hispanic	6	14.6	7.5	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	4.8	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	5.6		
Male	4	3.0		
Economically Disadvantaged Students	6	15.4	7.5	Not Met
Students with Disabilities	4	10.3	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





James Caldwell Elementary School
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2018-2019

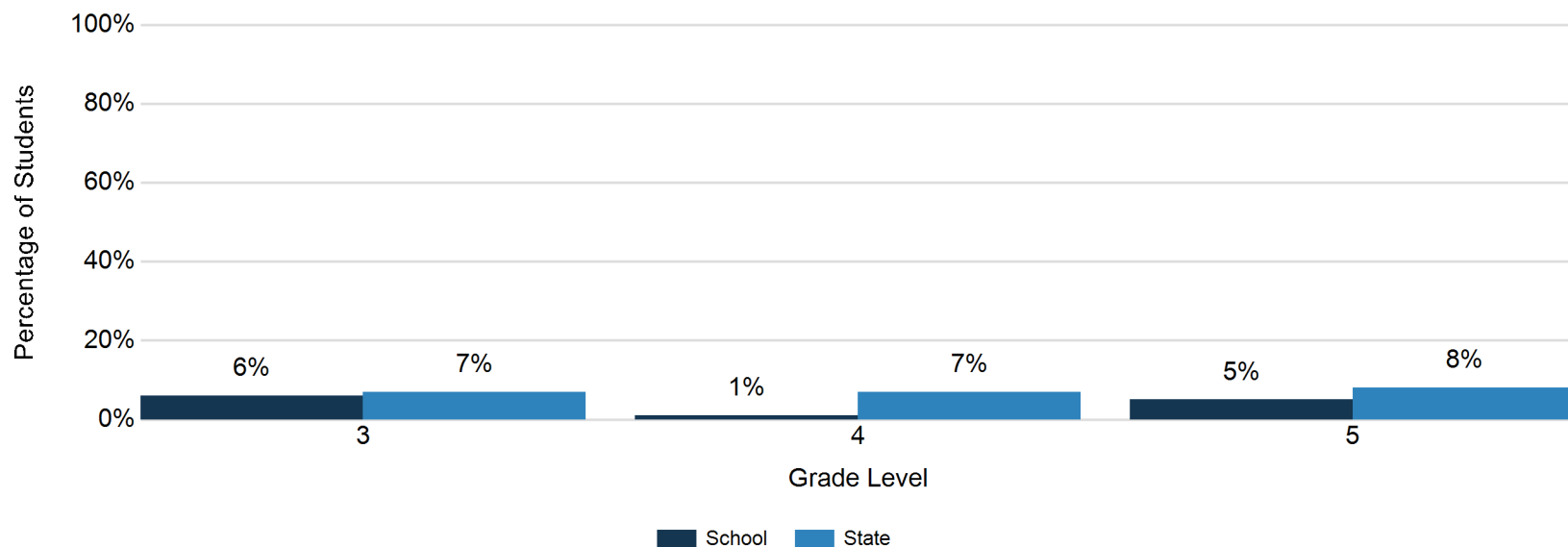
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Chronic Absenteeism by Grade

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





James Caldwell Elementary School

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	86.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	257:1	149:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		2229:1
Students to Nurses		446:1
Students to Counselors		279:1
Students to Child Study Team Members		446:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	73.7%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	26.3%	100.0%	51.6%	22.9%	45.1%
White	63.0%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.0%	10.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%



James Caldwell Elementary School
(39-5000-070)
Grades Offered: 03-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 26%

Admin N/A

Master's Degree

Teacher 74%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



James Caldwell Elementary School

(39-5000-070)

Grades Offered: 03-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



James Caldwell Elementary School
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



James Caldwell Elementary School
(39-5000-070)
Grades Offered: 03-05
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.2%	72.6%	71.9%
Math Proficiency	62.9%	70.4%	64.4%
ELA Growth	48	48	53
Math Growth	48	50	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.1%	5.5%	4.3%

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



James Caldwell Elementary School

(39-5000-070)

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2018-2019

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

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

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

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

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



James Caldwell Elementary School

(39-5000-070)

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2018-2019

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School Narrative

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



Highlights:

- 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' un



Mission, Vision, Theme:

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.



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Clubs and Activities:

Chorus, Musical Theatre, Winter Choral and Instrumental Concert, Spring Choral and Instrumental Concert, Pride Club, Environmental Club, Homework Club, Food Drives, Clothes Drives, Book Drives.



James Caldwell Elementary School

(39-5000-070)

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School Narrative

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 <p>Before and After School Programs:</p>	<p>PTA-sponsored before and after school activities such as STEM classes, robotics, art, golf, yoga, fencing, volleyball, Legos, basketball, creative writing, acting, rocketry.</p>
 <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>Postsecondary Information:</p>	<p>Two Year College - %: 20%</p>



James Caldwell Elementary School

(39-5000-070)

Grades Offered: 03-05




2018-2019

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 <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

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School Narrative

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Technology and STEM:

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.



James Caldwell Elementary School
(39-5000-070)
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2018-2019

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School Narrative

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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.



Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Jonathan Dayton High School

(39-5000-010)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Springfield Public School District
Principal Name	Dr. Norman Francis
Address	139 Mountain Ave. Springfield, NJ 07081
Phone Number	973-376-1025
Email Address	nfrancis@springfieldschools.com
Website	http://www.springfieldschools.com



Jonathan Dayton High School
(39-5000-010)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	139	183	128
10	130	145	186
11	137	121	138
12	161	135	121
Total	567	584	573

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.7%	52.4%	50.8%
Male	48.3%	47.6%	49.2%
Economically Disadvantaged Students	11.7%	13.4%	13.7%
Students with Disabilities	13.7%	14.6%	15.4%
English Learners	1.2%	0.9%	2.8%
Homeless Students	0.5%	0.2%	0.2%
Students in Foster Care	0.5%	0.5%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.7%	60.6%	57.0%
Hispanic	15.6%	18.8%	17.7%
Black or African American	13.5%	12.4%	13.8%
Asian	5.7%	5.7%	4.4%
Native Hawaiian or Pacific Islander	0.7%	1.0%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	1.5%	5.9%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	559	578	567
Shared Time Students	15	11	11
Full Time Equivalent	567	584	573

Enrollment by Home Language

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

Home Language	% of Students
English	98.4%
Other Languages	1.6%



Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

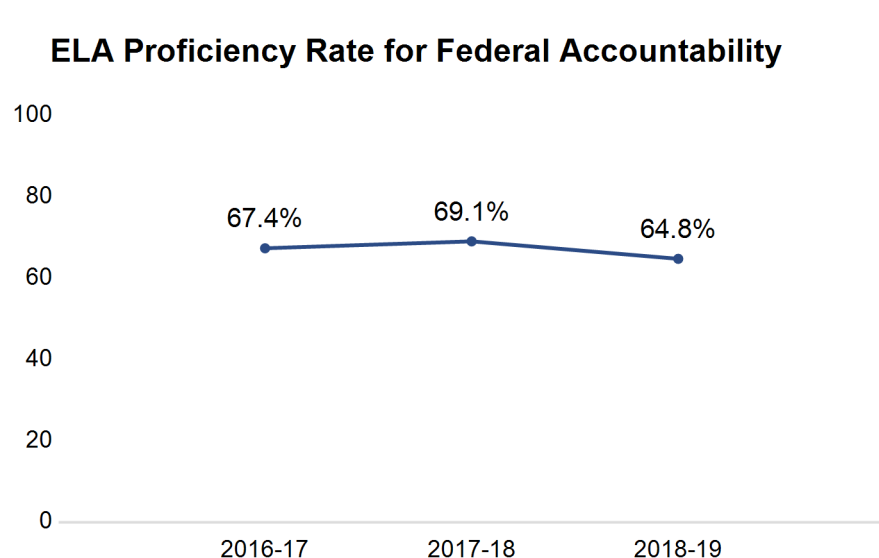
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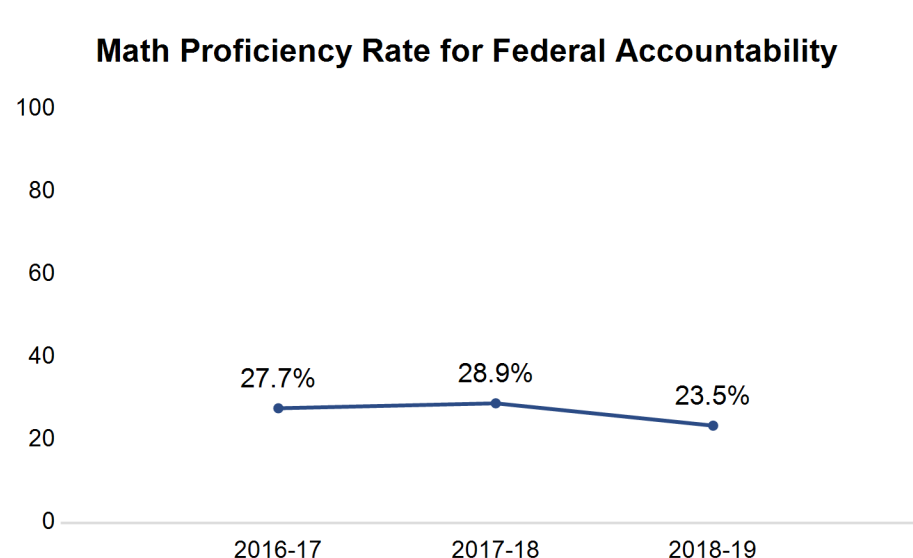
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.0%	99.3%	97.8%	97.8%	99.2%	97.5%
Proficiency Rate for Federal Accountability	67.4%	69.1%	64.8%	27.7%	28.9%	23.5%
Annual Target	65.9%	66.7%	67.4%	25.5%	28.3%	31.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	304	97.8	64.8	68.3	57.9	64.8	67.4	Met Target†
White	163	98.8	69.9	69.9	66.9	69.9	73.2	Met Target†
Hispanic	56	96.7	57.1	57.8	43.9	57.1	56.6	Met Target
Black or African American	46	95.8	47.8	59.3	38.5	47.8	47	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	66.7	85.2	82.9	66.7	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	95.5	81.0	*	64.4	81.0	N	N
Female	149	96.8	75.2	76.7	64.8	75.2		
Male	155	98.7	54.8	60.2	51.3	54.8		
Economically Disadvantaged Students	35	97.2	31.4	47.9	40.0	31.4	34	Met Target†
Non-Economically Disadvantaged Students	269	97.9	69.1	71.3	67.9	69.1		
Students with Disabilities	55	94.9	21.8	20.1	22.7	21.8	39.2	Not Met
Students without Disabilities	249	98.5	74.3	78.3	65.1	74.3		
English Learners	*	*	*	27.3	29.3	*	**	**
Non-English Learners	*	*	*	68.6	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



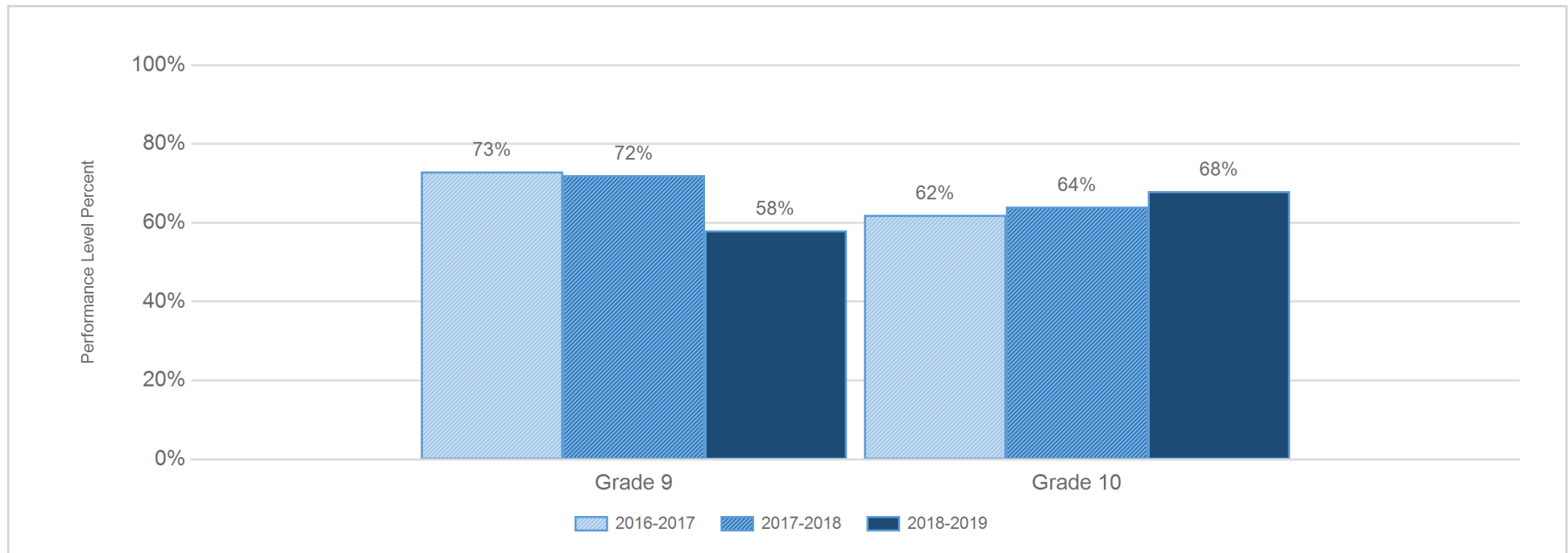
Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	754	754	753	*	*	24%	44%	14%	58%	56%
White	66	754	754	762	*	*	26%	*	*	59%	65%
Hispanic	22	753	753	737	*	*	*	*	*	59%	40%
Black or African American	22	749	749	732	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	53	764	764	760	*	*	*	*	*	70%	63%
Male	72	746	746	746	*	*	*	*	*	50%	49%
Economically Disadvantaged Students	14	727	727	734	*	*	*	*	*	21%	36%
Non-Economically Disadvantaged Students	111	757	757	762	*	*	*	*	*	63%	65%
Students with Disabilities	27	717	717	717	*	*	*	*	*	15%	17%
Students without Disabilities	98	763	763	760	*	*	*	*	*	70%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	125	754	754	755	*	*	24%	44%	14%	58%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Jonathan Dayton High School
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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	768	768	757	7%	10%	15%	39%	29%	68%	58%
White	100	776	776	767	*	*	12%	42%	33%	75%	67%
Hispanic	36	758	758	738	*	*	31%	*	*	56%	43%
Black or African American	24	745	745	733	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	99	778	778	766	*	*	14%	42%	34%	77%	66%
Male	85	757	757	749	*	*	16%	35%	22%	58%	51%
Economically Disadvantaged Students	21	742	742	735	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	163	772	772	767	*	*	*	*	*	72%	67%
Students with Disabilities	27	723	723	711	*	*	*	*	*	26%	19%
Students without Disabilities	157	776	776	765	*	*	*	*	*	75%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	230	97.5	23.5	52.6	44.5	23.5	31.2	Not Met
White	119	98.4	26.9	55.8	54.1	26.9	35.6	Not Met
Hispanic	41	97.7	14.6	37.5	28.8	14.6	18.5	Met Target†
Black or African American	41	95.3	19.5	40.1	23.0	19.5	24.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	40.0	79.2	76.5	40.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	93.3	14.3	*	53.3	14.3	**	**
Female	106	97.3	22.6	55.4	44.9	22.6		
Male	124	97.7	24.2	49.9	44.2	24.2		
Economically Disadvantaged Students	30	96.8	*	*	26.3	*	18.8	Not Met
Non-Economically Disadvantaged Students	200	97.6	*	*	54.9	*		
Students with Disabilities	49	92.6	*	*	17.4	*	21.4	Not Met
Students without Disabilities	181	98.9	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



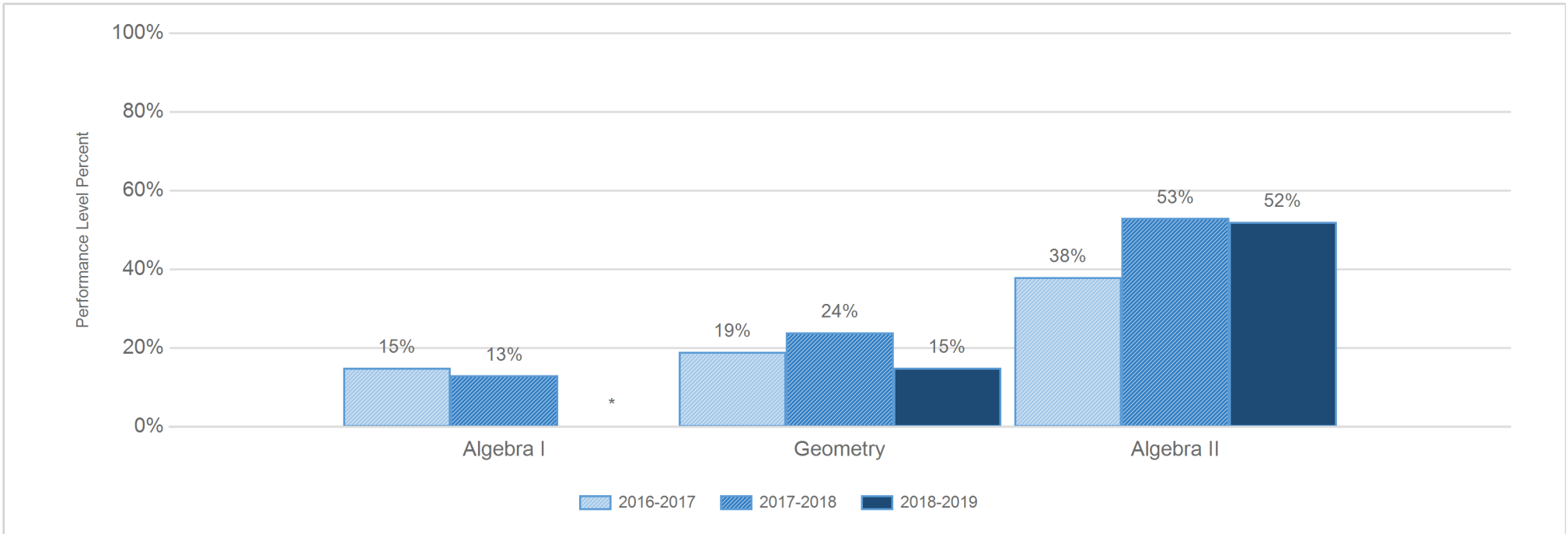
Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	714	745	744	*	*	*	*	*	*	42%
White	22	722	748	752	*	*	*	*	*	14%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	13	706	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	15	701	746	745	*	*	*	*	*	*	44%
Male	32	720	744	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	21	708	719	717	*	*	*	*	*	*	12%
Students without Disabilities	26	718	751	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	47	714	745	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	727	739	737	11%	34%	40%	15%	0%	15%	35%
White	59	727	739	743	*	39%	37%	*	*	15%	43%
Hispanic	28	725	*	724	*	36%	39%	*	*	11%	17%
Black or African American	21	727	*	720	*	*	57%	*	*	19%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	722	745	*	*	*	*	*	*	46%
Female	54	726	740	738	*	28%	46%	*	*	11%	36%
Male	68	728	738	736	*	38%	35%	*	*	18%	34%
Economically Disadvantaged Students	18	713	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	104	729	*	743	*	*	*	*	*	*	43%
Students with Disabilities	25	710	710	712	*	*	*	*	*	*	*
Students without Disabilities	97	731	745	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	750	750	755	*	*	31%	52%	0%	52%	58%
White	39	752	752	758	*	*	36%	54%	0%	54%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	39	748	748	752	*	*	*	46%	0%	46%	55%
Male	25	754	754	758	*	*	*	60%	0%	60%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	64	750	750	755	*	*	31%	52%	0%	52%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



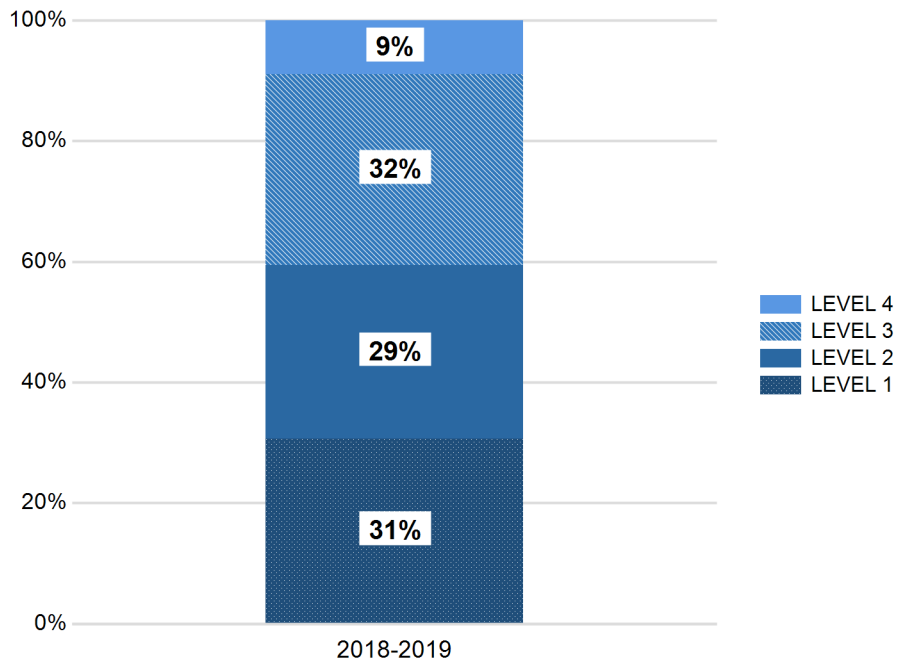
Jonathan Dayton High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	29	32	9
White	22	33	30	14
Hispanic	52	22	22	4
Black or African American	47	24	29	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	31	27	14
Male	34	25	37	3
Economically Disadvantaged Students	46	8	46	0
Non-Economically Disadvantaged Students	29	31	30	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	31	29	32	9
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	86.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	52.1%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	478	476	Grade 10: 430 Grade 11: 460	74%	61%
PSAT 10/NMSQT - Math	468	477	Grade 10: 480 Grade 11: 510	46%	43%
SAT - Reading and Writing	559	539	480	84%	70%
SAT - Math	553	541	530	61%	53%
ACT - Reading	23	25	22	54%	66%
ACT - English	23	24	18	79%	81%
ACT - Math	23	24	22	52%	65%
ACT - Science	23	24	23	51%	57%



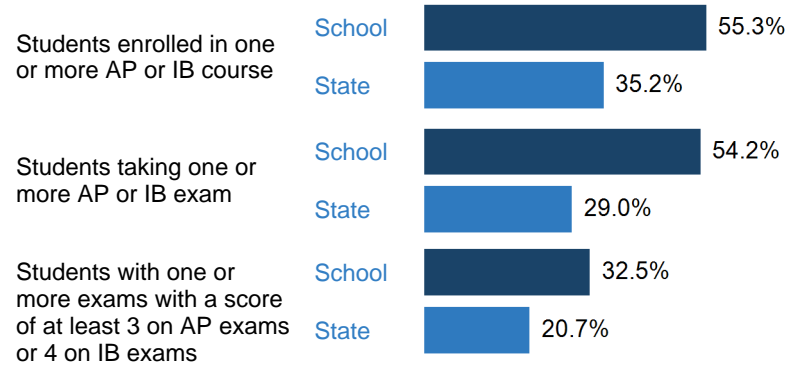
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



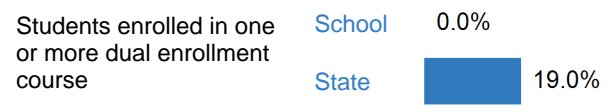
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	11	11
AP Biology	24	24
AP Calculus BC	33	33
AP Chemistry	17	17
AP Computer Science A	14	14
AP Computer Science Principles	1	1
AP English Language and Composition	56	54
AP English Literature and Composition	28	28
AP European History	8	8
AP Italian Language and Culture	0	1
AP Macroeconomics	1	1
AP Music Theory	6	6
AP Physics 1	0	25
AP Physics B	28	0
AP Psychology	19	19
AP Spanish Language	9	9

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





Jonathan Dayton High School

(39-5000-010)

Grades Offered: 09-12

2018-2019

Report Key:

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	58	57
AP Studio Art—Drawing Portfolio	2	0
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	33	33
AP U.S. History	31	30
Total Exams taken		373
Exams with scores of at least 3 on AP exams or 4 on IB exams		207



Jonathan Dayton High School
 (39-5000-010)
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 2018-2019

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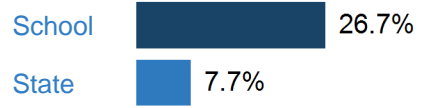
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

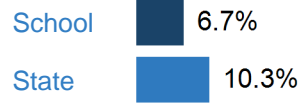
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

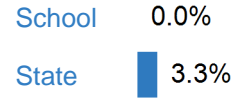
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Jonathan Dayton High School
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2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	26.7%	6.7%	7.7%	10.3%
White	27.4%	6.1%	6.1%	9.6%
Hispanic	24.1%	*	10.3%	11.3%
Black or African American	25.3%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	34.5%	5.3%	7.3%	10.6%
Male	18.7%	8.2%	8.0%	10.1%
Economically Disadvantaged Students	35.7%	*	10.4%	11.8%
Students with Disabilities	32.4%	16.5%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Jonathan Dayton High School
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2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School *

State | 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Hospitality & Tourism	188	*	*
Human Services	*		
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	197	*	*



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	46	75	10	0	0	0	2
10	4	52	53	20	0	0	62
11	0	4	51	37	15	13	40
12	0	0	12	3	45	45	49
Total	50	131	126	60	60	58	153
Enrolled in AP/IB Course					33	58	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	131	0	0	0	0	0
10	3	130	0	0	50	5
11	9	31	0	0	98	4
12	16	17	0	0	11	47
Total	159	178	0	0	159	56
Enrolled in AP/IB Course	24	17		0	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	1	0	0	1	132
10	0	187	15	1	1	22
11	0	141	4	17	11	7
12	0	9	11	43	25	23
Total	0	338	30	61	38	184
Enrolled in AP/IB Course	0	31	1	19		41
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	84	19	20	0	0	0	0
10	117	23	38	0	0	0	0
11	38	3	9	0	0	0	0
12	11	2	3	0	0	0	0
Total	250	47	70	0	0	0	0
Enrolled in AP/IB Course	9	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	92	21	30	0	0	0	0



Jonathan Dayton High School
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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	4	0	0	0	0	0
12	10	0	1	0	0	0
Total	14	0	1	0	0	0
Enrolled in AP/IB Course	14		1			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Jonathan Dayton High School

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Italian	*
Spanish	*
Total	10



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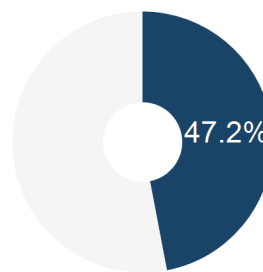
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Visual and Performing Arts – Course Participation

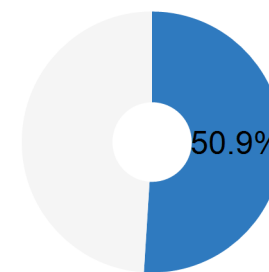
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

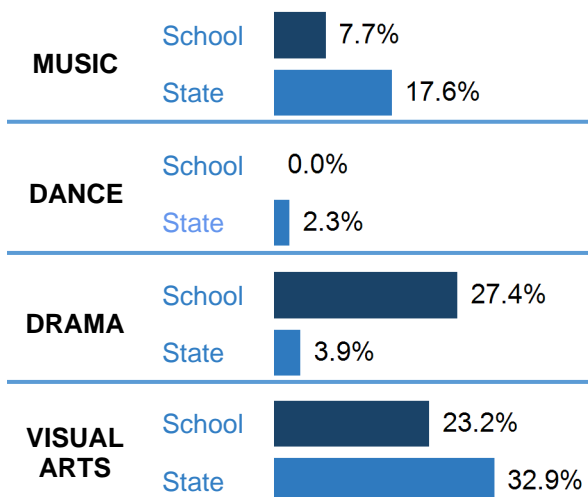


School



State

Students enrolled in one or more classes by discipline:





Jonathan Dayton High School
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2018-2019

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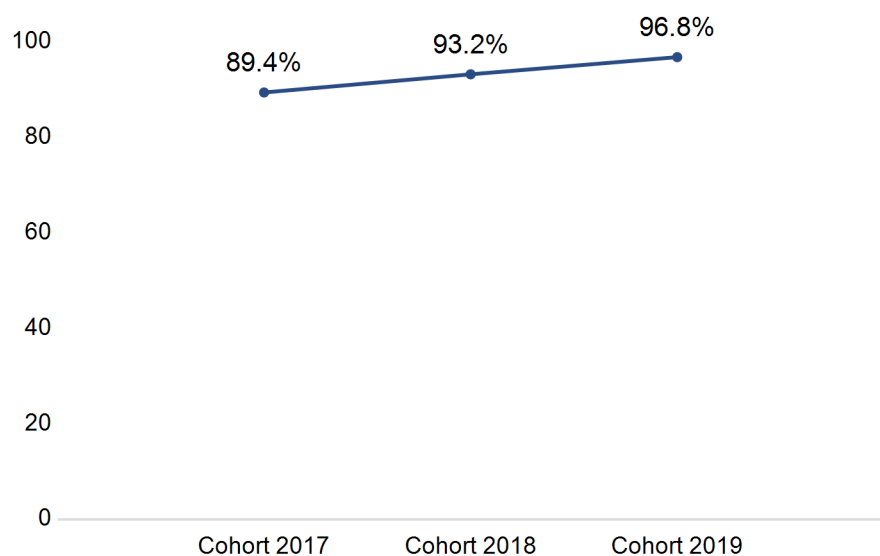
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

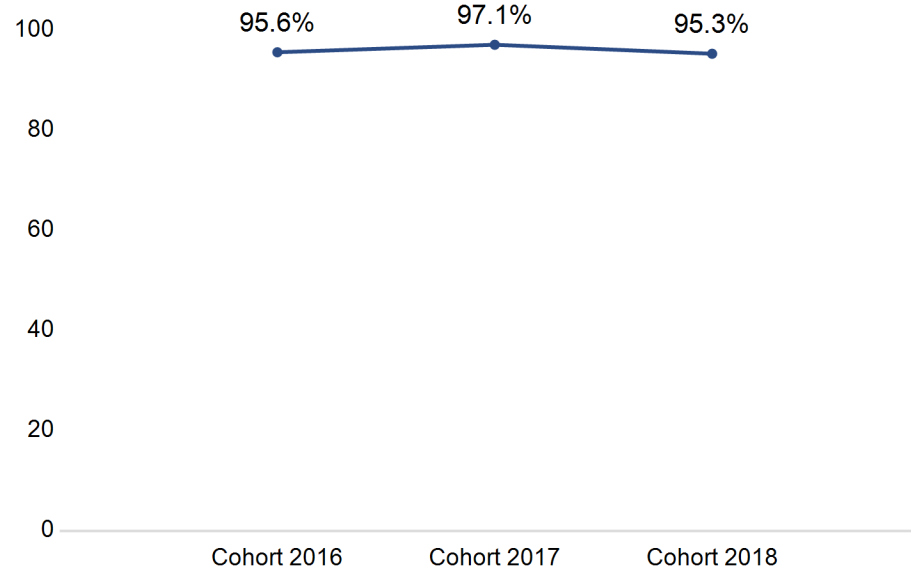
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.4%	93.2%	96.8%	95.6%	97.1%	95.3%
Annual Target	95.0%	95.0%		N	N	
Met Annual Target?	Not Met	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.8%	90.6%	95.3%	92.5%	93.2%	95.0%	Not Met	97.1%	N	Met Goal
White	98.8%	94.9%	94.9%	95.9%	93.9%	95.0%	Not Met	97.2%	N	Met Goal
Hispanic	94.1%	84.5%	100.0%	87.3%	95.8%	N	Met Goal	95.5%	N	Met Goal
Black or African American	88.2%	83.3%	88.2%	87.1%	82.4%	**	**	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.4%	92.8%	95.8%	94.4%	94.4%			97.7%		
Male	95.4%	88.5%	94.7%	90.8%	92.1%			96.3%		
Economically Disadvantaged Students	94.7%	84.0%	92.9%	87.3%	92.9%	**	**	96.3%	N	Met Goal
Students with Disabilities	100.0%	79.2%	81.5%	83.8%	74.1%	82.2%	Not Met	88.9%	94.1%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	70.5%	59.0%
Substitute Competency Test	22.1%	32.8%
Portfolio Appeals Process	0.8%	1.6%
Alternate Requirements specified in IEP	6.6%	6.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%



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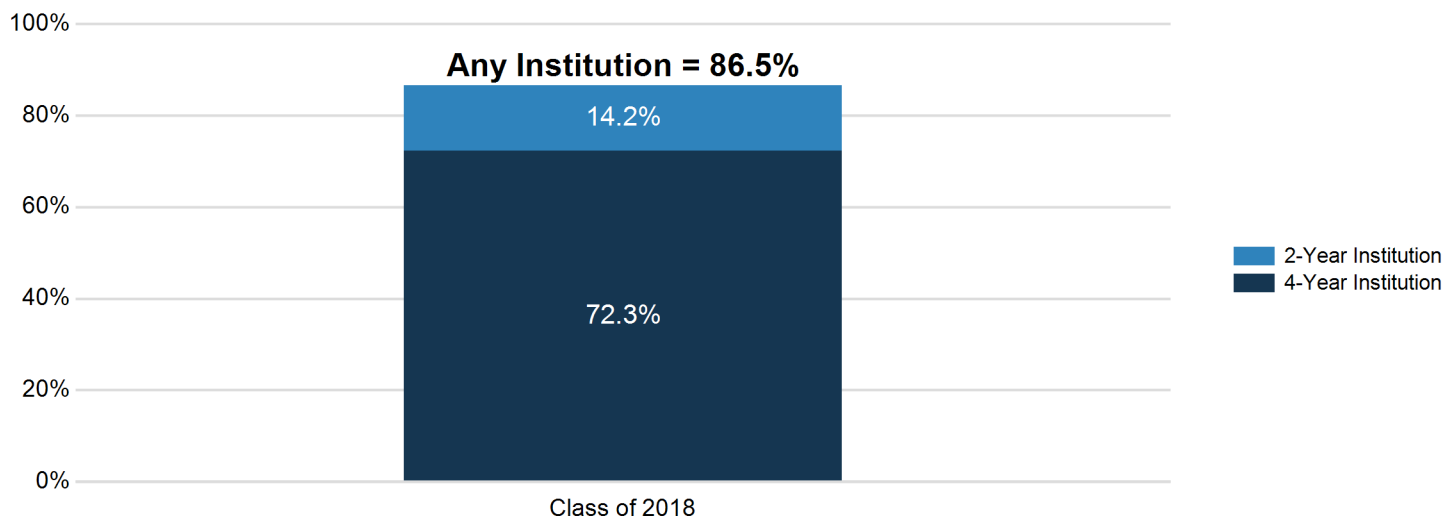
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	14.2%
% Enrolled in 4-Year Institution	72.3%
% Enrolled in Any Postsecondary Institution	86.5%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.8%	21.7%	78.3%
White	90.2%	16.2%	83.8%
Hispanic	75%	41.7%	58.3%
Black or African American	60%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	80%	43.8%	56.3%
Students with Disabilities	60%	38.9%	61.1%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.5%	16.4%	83.6%	69.7%	30.3%	57.4%	42.6%
White	89.1%	8.5%	91.5%	67.1%	32.9%	48.8%	51.2%
Hispanic	91.3%	52.4%	47.6%	81%	19%	85.7%	14.3%
Black or African American	62.5%	10%	90%	70%	30%	60%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.3%	20%	80%	70%	30%	80%	20%
Students with Disabilities	56%	57.1%	42.9%	92.9%	7.1%	92.9%	7.1%
English Learners	N	N	N	N	N	N	N



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

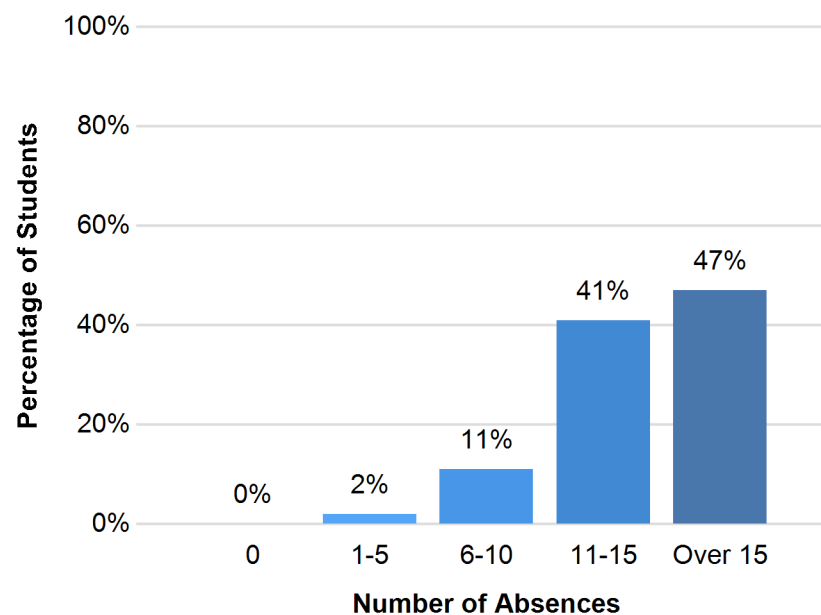
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	192	32.0	14.2	Not Met
White	99	29.1	14.2	Not Met
Hispanic	41	39.0	14.2	Not Met
Black or African American	30	35.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	9	26.5	14.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	13	36.1	14.2	Not Met
Female	96	31.9		
Male	96	32.1		
Economically Disadvantaged Students	35	42.2	14.2	Not Met
Students with Disabilities	39	35.5	14.2	Not Met
English Learners	4	25.0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Jonathan Dayton High School

(39-5000-010)

Grades Offered: 09-12

2018-2019

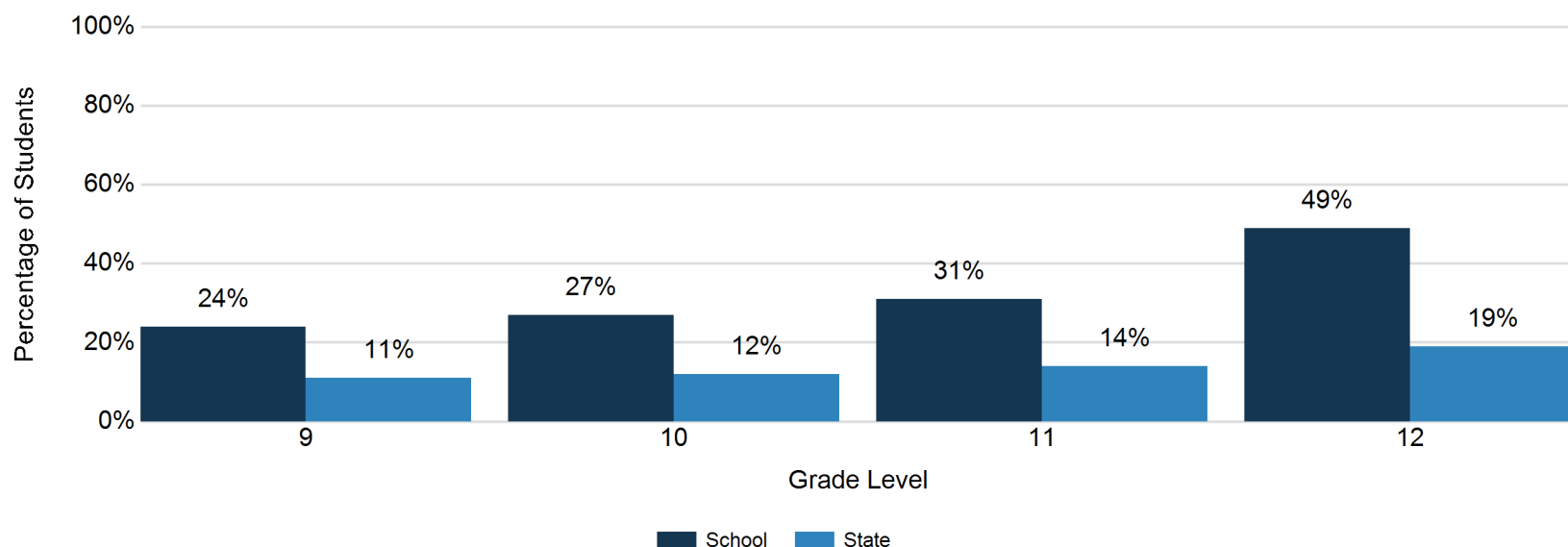
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Chronic Absenteeism by Grade

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





Jonathan Dayton High School
 (39-5000-010)
 Grades Offered: 09-12
 2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.87

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	1	1
Other	2	0	2
No Identified Nature	8		8

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
28



Jonathan Dayton High School

(39-5000-010)

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2018-2019

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	83.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	86.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	115:1	149:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		2229:1
Students to Nurses		446:1
Students to Counselors		279:1
Students to Child Study Team Members		446:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	63.3%	20.0%	48.4%	77.1%	54.9%
Male	49.2%	36.7%	80.0%	51.6%	22.9%	45.1%
White	57.0%	91.8%	80.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	6.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.8%	0.0%	20.0%	15.0%	6.6%	13.9%
Asian	4.4%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

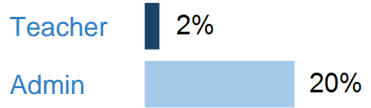
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.4%	69.1%	64.8%
Math Proficiency	27.7%	28.9%	23.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.4%	93.2%	96.8%
5-Year Graduation Rate†	95.6%	97.1%	95.3%
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.2%	8.5%	32.0%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Accredited by Middle States Association of Colleges & Schools
- Apple Distinguished District 2015-2017, 1:1 Mac Book Air Program
- US New Best High School Rankings for 2019: 80th in New Jersey, and 1813th in the Nation



Mission, Vision, Theme:

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.



Awards, Recognition, Accomplishments:

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 2019, 2017 and 2016.



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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 (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys), 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>Cheerleading is also an athletic offering (Co-ed) Boys soccer N2G1 sectional champions Boy's soccer player- 1st team all group 1 Girls basketball player- 2nd team all group 1 Bowling- player 4th in the individual state tournament Spring track- 3 male athletes qualified for states in the shot, discuss, 3200, HJ. 4x800 team qualified for states 2 female athletes qualified for states in javelin, shot, discuss. 4x800 team qualified for states.</p>
 <p>Clubs and Activities:</p>	<p>Alternatives, Art Club, Chess, Chorale/Glee, Concert Band, Bulldog Information Technology Support (B.I.T.S), Drama, Environment Club, French Club, FBLA, Gay/Straight, Alliance, Italian Club, JSA, Literary, Marching Band, Math League, Medical Club, Mock Trial, Model UN, NHS, NJ Future Educators of America, Peer Leadership, Peer Mediation, Quiz Bowl, Restaurant Club, Newspaper, Spanish Club, Student Council, Teen Arts, Tri-M Music Honor Society, Volunteer, World Language Honors Society, Yearbook</p>





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 <p>Before and After School Programs:</p>	<p>After School Academic Assistance - Students are provided with targeted academic support, with a focus on ELA/L and Mathematics. The program provides students assistance with current courses, and prepares them for state standardized testing.</p>
 <p>Staff and Professional Learning:</p>	<p>The entire staff was involved in professional learning communities (PLCs) committed to continued staff development and educational training. Areas of focus included data driven instruction, student centered learning, infusion of technology, and differentiated instruction. The goal PLCs is continuous refinement of teaching practice to meet the needs of all learners.</p>






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2018-2019

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School Narrative

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

 <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 plans for general education students in need. Interventions include peer-tutoring, extra help sessions, homework club, and school based counseling services. Also offered are ESL courses: Basic Level, Advance Level, and English for Native Language Speakers (supported by Rosetta Stone).</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. Grant opportunities are provided to teachers, to purchase instructional materials/equipment, annually. Parents and Community members also participate on the School Safety Committee.</p>



Jonathan Dayton High School

(39-5000-010)

Grades Offered: 09-12

2018-2019

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School Narrative

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Facilities:

JDHS opened in 1937. Additions 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 the culinary arts rooms, renovation of the media center to a state of the art facility that houses a TV production studio, and audio lab.



Jonathan Dayton High School
(39-5000-010)
Grades Offered: 09-12
2018-2019

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School Narrative

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Other Information

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 form teachers, meet with peer-tutors, etc. All periods 42 minutes in length. The Jonathan Dayton Collegiate Academy (DCA) is as 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. More recent renovations include the establishment of new engineering lab, where Project Lead the Way engineering course are taught, and the establishment of a dance studio. The dance studio is used to facilitate introductory and advance level dance, and dance conditioning/yoga. The SEL program at JDHS has been enhanced via a partnership with the Virtual Reality, Social Emotional Learning company Kinful. The Kinful curriculum has been used to help students to explore the importance of empathy. Students have also created original virtual reality videos focused bullying prevention. Athletic highlights include: Boys Basketball team - UCC River Division Champs, Golf team - Mountain Division Champions, Boys & Girls Spring Track team - UCC Valley Division Champions.

**Thelma L. Sandmeier Elementary School**

(39-5000-090)

Grades Offered: 03-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Springfield Public School District
Principal Name	Mr. Michael Plias
Address	666 South Springfield Ave. Springfield, NJ 07081-3011
Phone Number	973-376-1025
Email Address	mplias@springfieldschools.com
Website	http://www.springfieldschools.com



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	104	72	82
4	83	102	76
5	84	86	106
Total	271	260	264

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	50.0%	48.5%
Male	53.1%	50.0%	51.5%
Economically Disadvantaged Students	11.8%	11.5%	11.0%
Students with Disabilities	15.5%	14.6%	14.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.7%	0.8%	0.4%
Military-Connected Students	0.7%	0.4%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.2%	56.5%	58.0%
Hispanic	20.7%	19.6%	12.9%
Black or African American	10.3%	11.9%	12.9%
Asian	12.2%	9.2%	10.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	1.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.6%	2.7%	4.5%

Enrollment by Home Language

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

Home Language	% of Students
English	98.5%
Other Languages	1.5%



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

2018-2019

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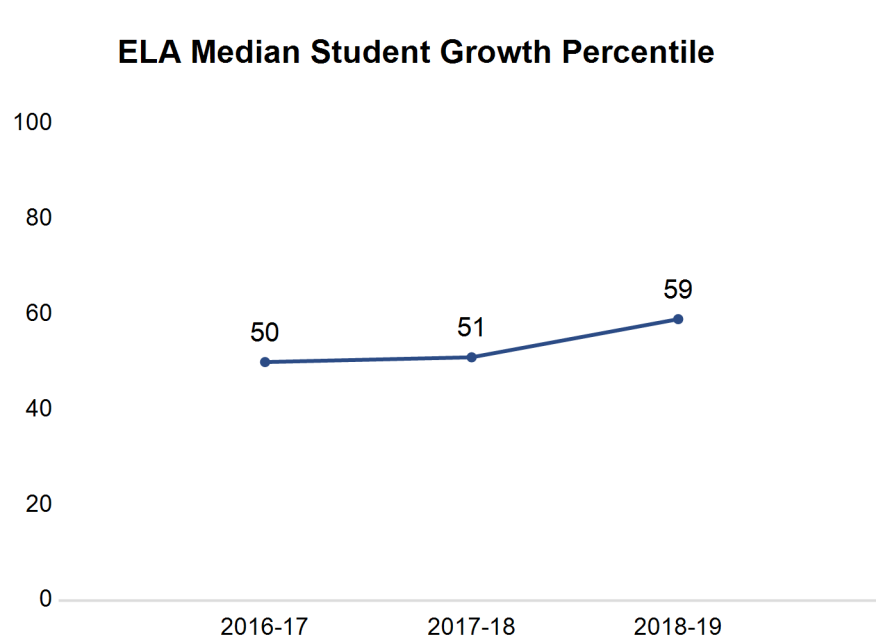
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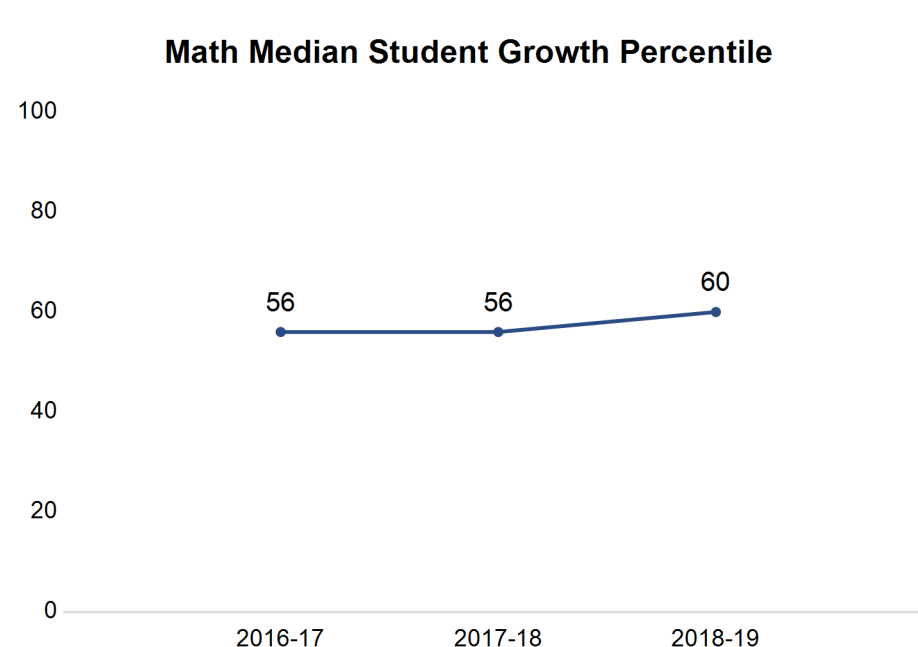
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	51	59	56	56	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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(39-5000-090)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	52	50	Met Standard	60	48	50	Exceeds Standard
White	58	49.5	50	Met Standard	56	48	52	Met Standard
Hispanic	59	49	49	Met Standard	59	48.5	47	Met Standard
Black or African American	60.5	54	45	Exceeds Standard	70	49	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	64.5	65	59	Exceeds Standard	59	48.5	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54	49	**	*	37.5	52	**
Female	61	53	53	N	57	44	50	N
Male	57	50	47	N	60.5	51	51	N
Economically Disadvantaged Students	59.5	52.5	48	**	64.5	51	46	**
Students with Disabilities	59	48	43	Met Standard	72	57	45	Exceeds Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Thelma L. Sandmeier Elementary School

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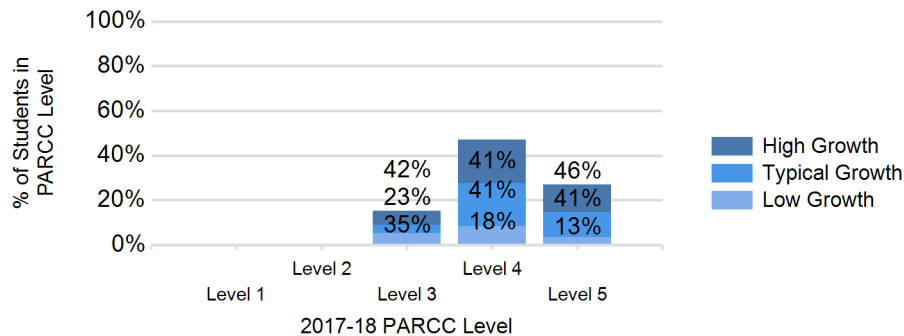
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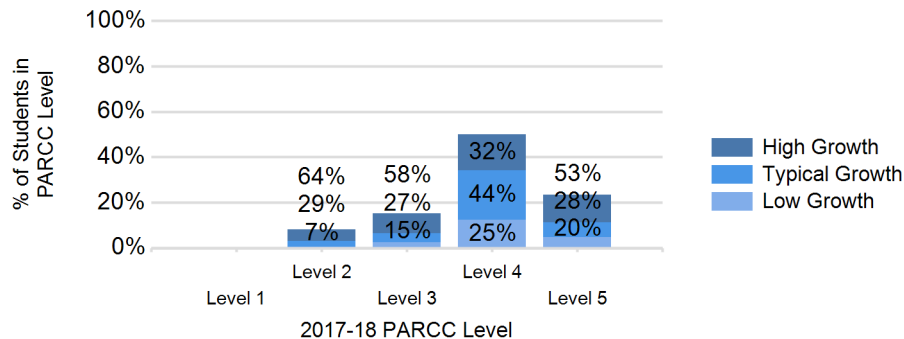
Student Growth by Performance Level

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

ELA



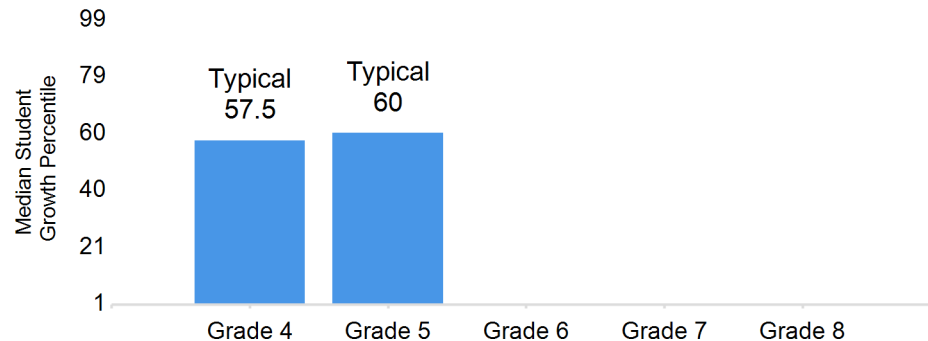
Math



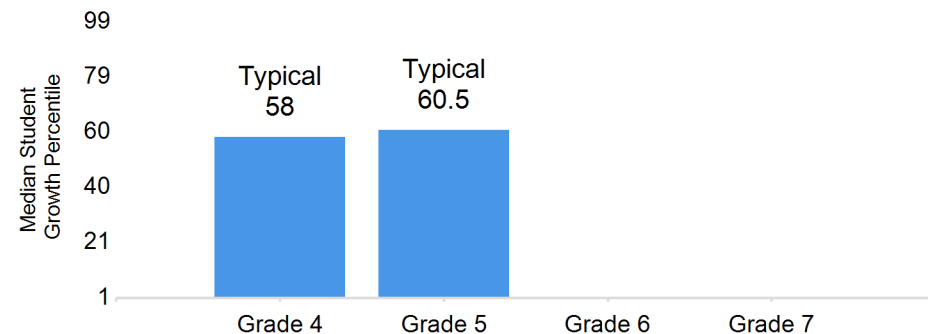
Student Growth by Grade

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

ELA



Math





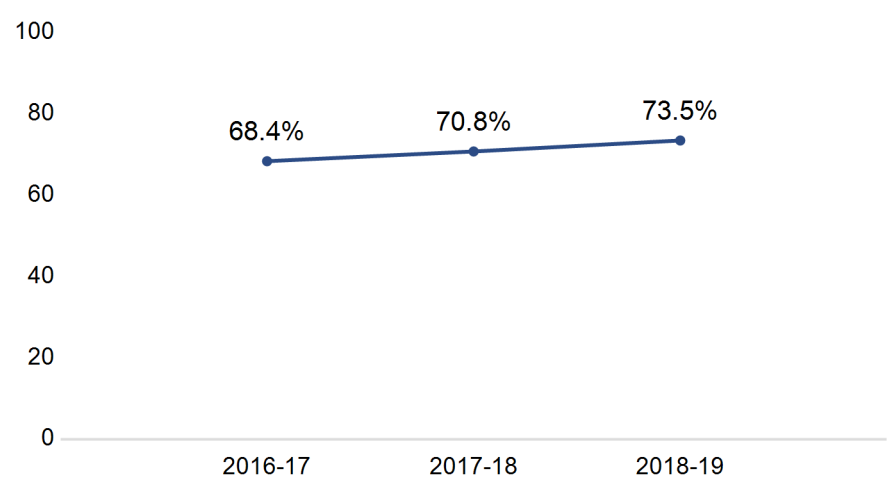
Thelma L. Sandmeier Elementary School
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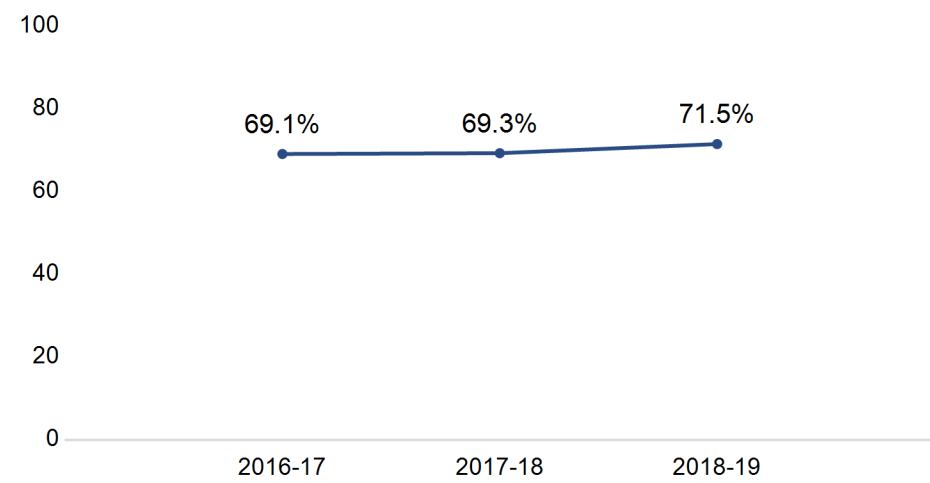
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	97.7%	98.5%	98.9%	97.7%	98.5%
Proficiency Rate for Federal Accountability	68.4%	70.8%	73.5%	69.1%	69.3%	71.5%
Annual Target	72.2%	72.6%	73.0%	69.1%	69.7%	70.2%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	260	98.5	73.5	68.3	57.9	73.5	73	Met Target
White	152	98.7	70.4	69.9	66.9	70.4	74.7	Met Target†
Hispanic	33	94.3	72.7	57.8	43.9	72.1	70.3	Met Target
Black or African American	33	100.0	66.7	59.3	38.5	66.7	52.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	90.3	85.2	82.9	90.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	90.9	*	64.4	90.9	**	**
Female	127	99.2	80.3	76.7	64.8	80.3		
Male	133	97.8	66.9	60.2	51.3	66.9		
Economically Disadvantaged Students	23	92.3	43.5	47.9	40.0	42.0	61.6	Not Met
Non-Economically Disadvantaged Students	237	99.2	76.4	71.3	67.9	76.4		
Students with Disabilities	39	100.0	15.4	20.1	22.7	15.4	33.2	Not Met
Students without Disabilities	221	98.2	83.7	78.3	65.1	83.7		
English Learners	N	N	N	27.3	29.3	N	**	**
Non-English Learners	260	98.5	73.5	68.6	60.6	73.5		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

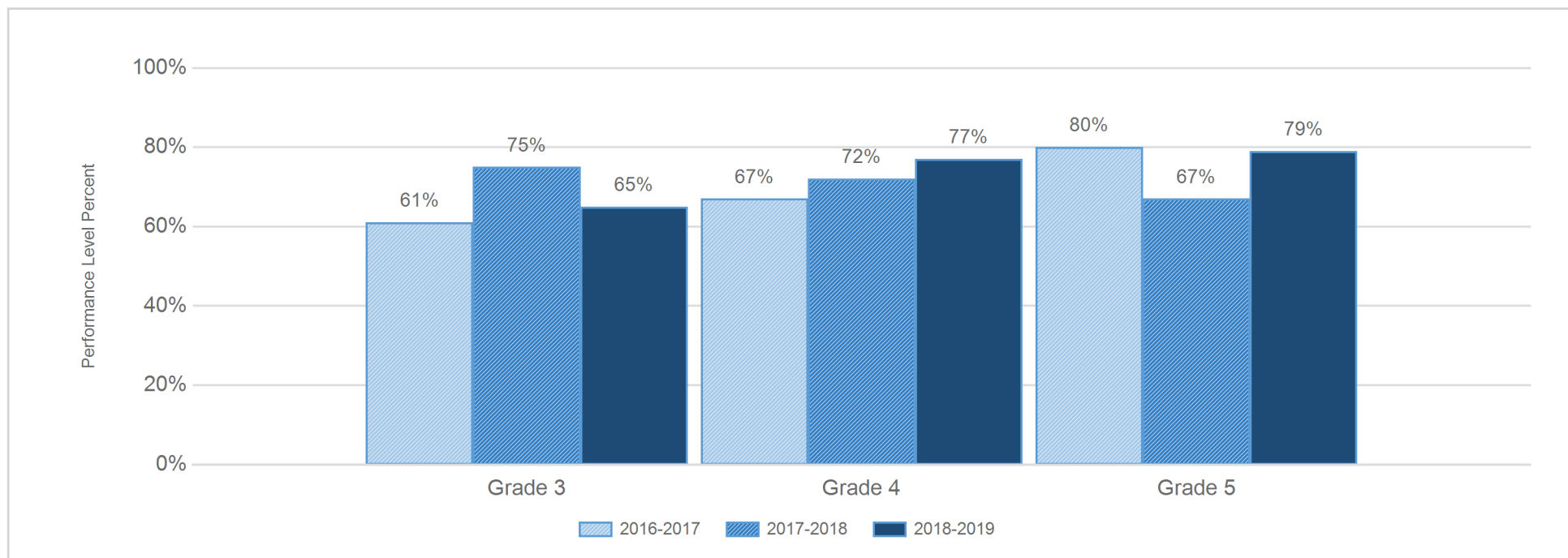
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English Language Arts Assessment - Performance Trends

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





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(39-5000-090)

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	760	766	748	*	*	20%	*	*	65%	50%
White	51	758	764	757	*	*	24%	*	*	61%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	11	761	*	731	0%	*	*	*	*	64%	33%
Asian, Native Hawaiian, or Pacific Islander	10	782	*	773	0%	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	771	776	753	*	*	*	*	*	74%	55%
Male	43	750	756	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	14	708	*	719	*	*	*	*	*	14%	24%
Students without Disabilities	67	771	*	754	*	*	*	*	*	76%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	81	760	*	751	*	*	20%	*	*	65%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Thelma L. Sandmeier Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	774	772	755	*	*	15%	45%	32%	77%	57%
White	44	771	772	763	*	*	*	45%	30%	75%	67%
Hispanic	12	767	*	743	0%	*	*	*	*	75%	44%
Black or African American	*	*	762	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	43	776	776	760	*	*	*	*	*	79%	62%
Male	32	771	767	750	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	762	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	765	*	*	*	*	*	*	69%
Students with Disabilities	11	728	*	725	*	*	*	*	*	18%	25%
Students without Disabilities	64	782	*	761	*	*	*	*	*	88%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	75	774	772	758	*	*	15%	45%	32%	77%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	773	771	756	*	*	13%	60%	19%	79%	58%
White	56	773	771	764	0%	*	*	61%	18%	79%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	15	756	*	739	*	0%	*	67%	0%	67%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	783	779	761	*	*	*	*	*	89%	64%
Male	58	765	765	750	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	14	749	*	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	90	777	*	766	*	*	*	*	*	83%	69%
Students with Disabilities	12	726	726	724	*	*	*	*	*	17%	23%
Students without Disabilities	92	779	779	762	*	*	*	*	*	87%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	104	773	*	758	*	*	13%	60%	19%	79%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	260	98.5	71.5	52.6	44.5	71.5	70.2	Met Target
White	152	98.7	69.1	55.8	54.1	69.1	72.8	Met Target†
Hispanic	33	94.3	66.7	37.5	28.8	66.1	67	Met Target†
Black or African American	33	100.0	66.7	40.1	23.0	66.7	40.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	87.1	79.2	76.5	87.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	90.9	*	53.3	90.9	**	**
Female	127	99.2	75.6	55.4	44.9	75.6		
Male	133	97.8	67.7	49.9	44.2	67.7		
Economically Disadvantaged Students	23	92.3	56.5	*	26.3	54.6	50.9	Met Target
Non-Economically Disadvantaged Students	237	99.2	73.0	*	54.9	73.0		
Students with Disabilities	39	100.0	17.9	*	17.4	17.9	37.5	Not Met
Students without Disabilities	221	98.2	81.0	*	50.0	81.0		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	260	98.5	71.5	*	46.5	71.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Thelma L. Sandmeier Elementary School

(39-5000-090)

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2018-2019

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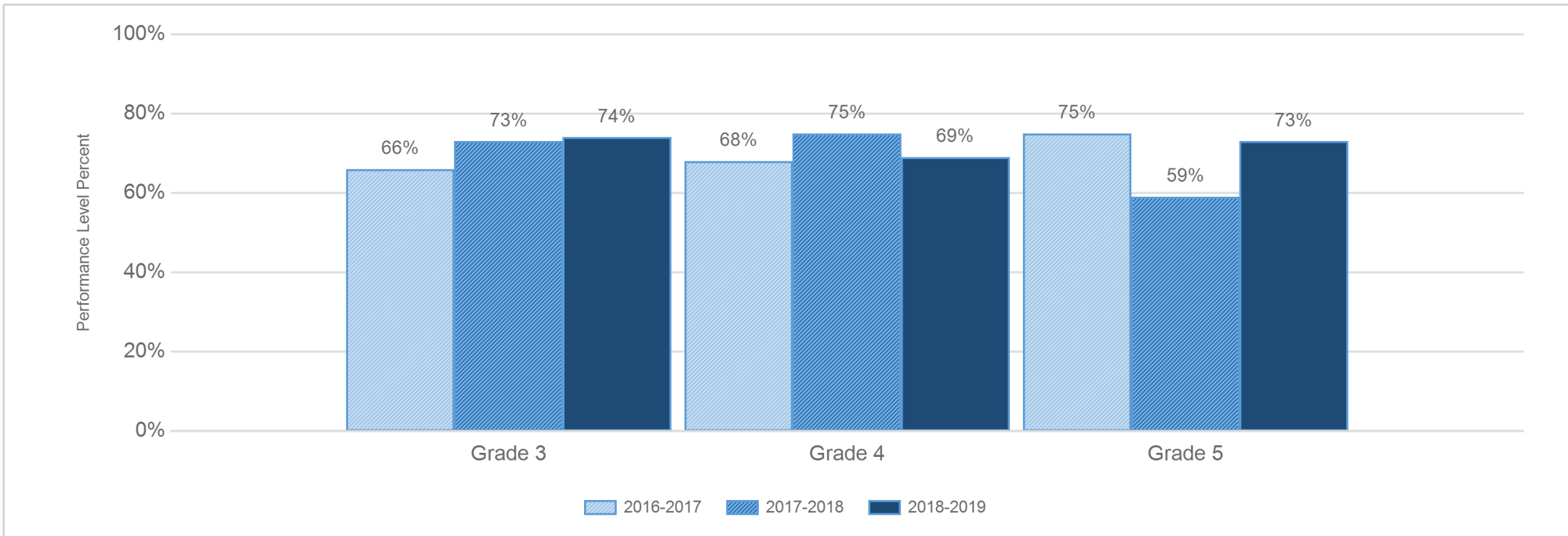
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	766	768	752	*	*	20%	51%	23%	74%	55%
White	51	765	769	760	*	*	22%	51%	22%	73%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	11	764	*	735	0%	0%	*	*	*	82%	35%
Asian, Native Hawaiian, or Pacific Islander	10	783	*	778	0%	0%	*	*	*	70%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	38	771	771	751	*	*	*	*	*	82%	54%
Male	43	761	766	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	14	730	*	731	*	*	*	*	*	29%	31%
Students without Disabilities	67	774	*	756	*	*	*	*	*	84%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	81	766	*	754	*	*	20%	51%	23%	74%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	766	764	749	*	*	23%	52%	17%	69%	51%
White	44	764	764	757	*	*	30%	*	*	64%	62%
Hispanic	12	761	*	737	0%	*	*	*	*	67%	36%
Black or African American	*	*	751	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	764	754	*	*	*	*	*	*	58%
Female	43	765	762	749	*	*	*	*	*	70%	50%
Male	32	767	766	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	756	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	11	736	*	726	*	*	*	*	*	18%	25%
Students without Disabilities	64	771	*	754	*	*	*	*	*	78%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	75	766	764	751	*	*	23%	52%	17%	69%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	767	763	747	*	*	17%	46%	27%	73%	47%
White	56	767	764	755	0%	*	*	50%	23%	73%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	15	753	*	729	*	*	*	*	*	53%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	770	766	747	*	*	*	54%	24%	78%	47%
Male	58	765	761	747	*	*	*	40%	29%	69%	47%
Economically Disadvantaged Students	14	745	*	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	90	771	*	757	*	*	*	*	*	78%	59%
Students with Disabilities	12	724	729	725	*	*	*	*	*	*	19%
Students without Disabilities	92	773	769	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	104	767	*	749	*	*	17%	46%	27%	73%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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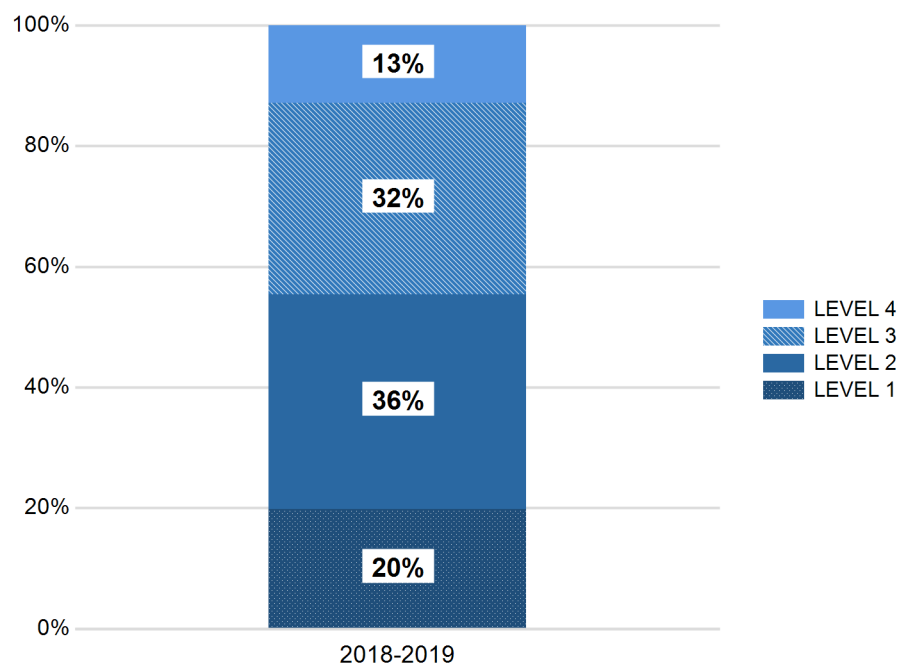
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	36	32	13
White	18	41	32	9
Hispanic	*	*	*	*
Black or African American	40	27	20	13
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	39	30	15
Male	24	33	33	10
Economically Disadvantaged Students	54	15	15	15
Non-Economically Disadvantaged Students	15	38	34	12
Students with Disabilities	75	25	0	0
Students without Disabilities	13	37	36	14
English Learners	N	N	N	N
Non-English Learners	20	36	32	13
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

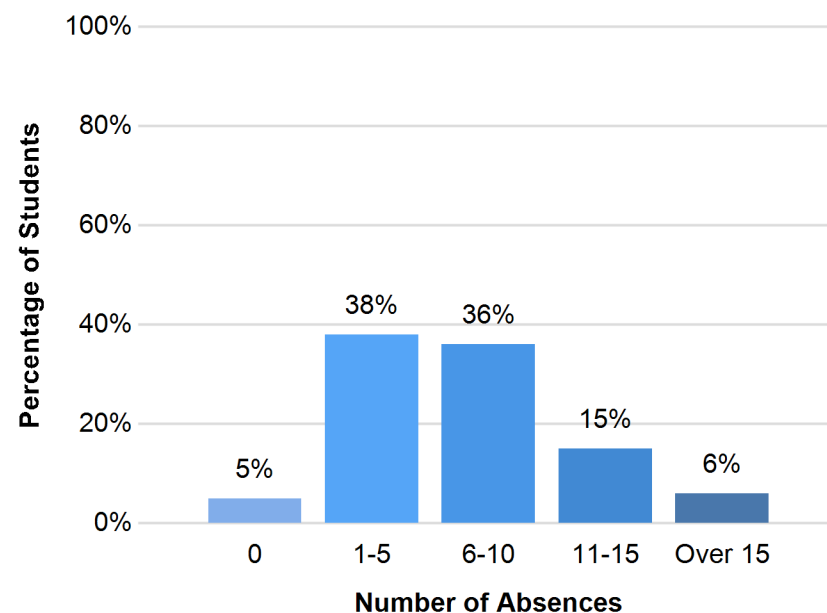
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	9	3.4	7.5	Met
White	3	1.9	7.5	Met
Hispanic	1	2.9	7.5	Met
Black or African American	3	8.8	7.5	Not Met
Asian, Native Hawaiian, or Pacific	2	6.7	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	5	3.9		
Male	4	2.9		
Economically Disadvantaged Students	4	13.8	7.5	Not Met
Students with Disabilities	0	0	7.5	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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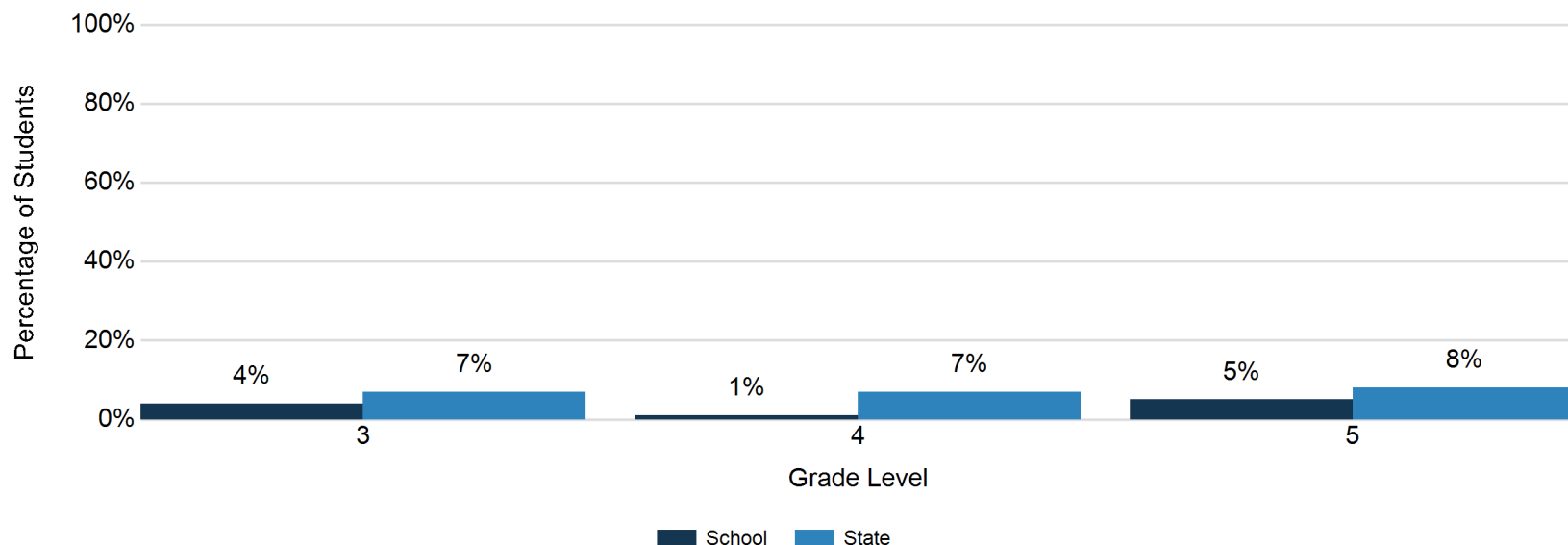
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.3	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	86.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	264:1	149:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		2229:1
Students to Nurses		446:1
Students to Counselors		279:1
Students to Child Study Team Members		446:1



Thelma L. Sandmeier Elementary School

(39-5000-090)

Grades Offered: 03-05

2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	87.0%	0.0%	48.4%	77.1%	54.9%
Male	51.5%	13.0%	100.0%	51.6%	22.9%	45.1%
White	58.0%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.9%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	10.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 35%

Admin N/A

Master's Degree

Teacher 65%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.4%	70.8%	73.5%
Math Proficiency	69.1%	69.3%	71.5%
ELA Growth	50	51	59
Math Growth	56	56	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.8%	5.7%	3.4%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- 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, Governor's Educator of the Year, Student of the Month, Community Food Bank Award, American Heart Association-Jump Rope for Heart Award, Clothing Drive Award.



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Courses, Curriculum, Instruction:

Reading Street, Everyday Math, Science Fusion, and My World Interactive 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 arts into core content subject areas.



Clubs and Activities:

Service Projects, such as Student Council, Environmental Club and Community Service programs.



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 <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.</p>
 <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>Postsecondary Information:</p>	<p>Armed Forces - %: 3%</p>



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 <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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Facilities:

Sandmeier was built in 1960 with major renovations in 2004.



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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 (NJSLA), CogATs, and Online Program Benchmarks (iReady) 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.