



# State of New Jersey

2014-15

39-5000-090

## OVERVIEW

UNION  
SPRINGFIELD TWP

GRADE SPAN 03-05

THELMA L. SANDMEIER ELEMENTARY SCHOOL  
666 SOUTH SPRINGFIELD AVE.  
SPRINGFIELD, NJ 07081-3011

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

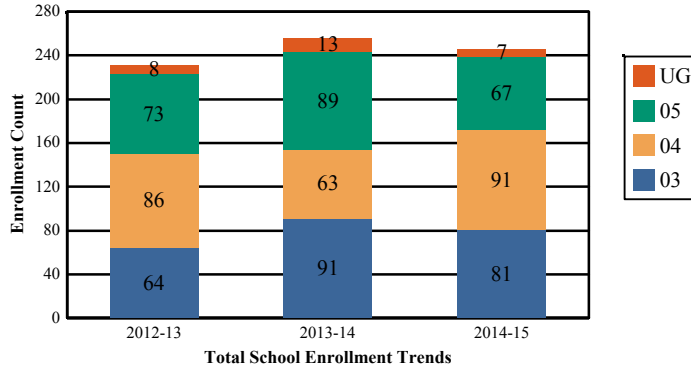
**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

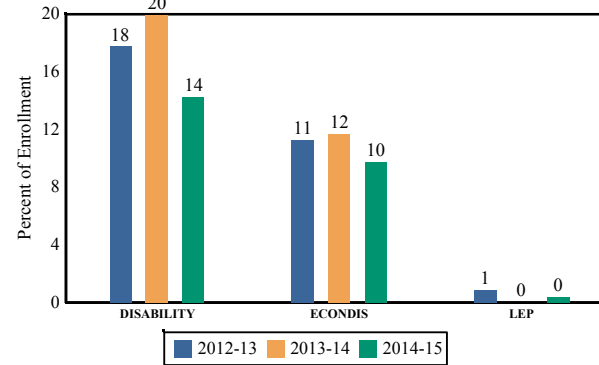
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

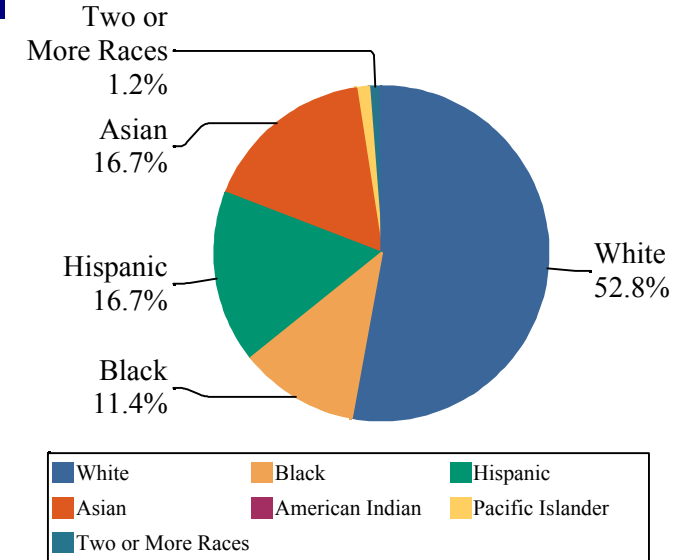
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

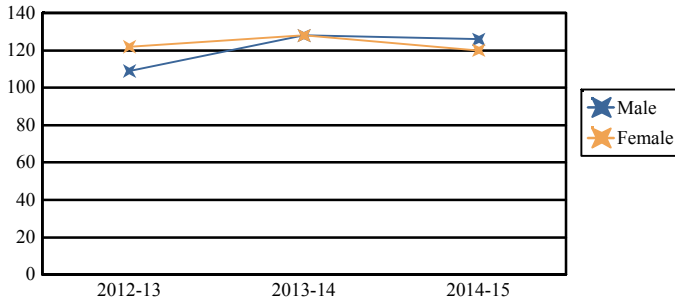
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	231
2013-14	256
2014-15	246

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	109	122
2013-14	128	128
2014-15	126	120

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	35	14%
Economically Disadvantaged Students	24	9.8%
English Language Learners	1	0.4%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	87.3%
Spanish	3.3%
Russian	2.9%
Chinese	2.1%
Malayalam	0.8%
Hindi	0.8%
Other	2.9%

**ACADEMIC ACHIEVEMENT**

**UNION**  
**SPRINGFIELD TWP**

**GRADE SPAN 03-05**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>74%</b>	<b>81</b>	<b>88</b>
Math Met or Exceeded Expectation	<b>63%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	227	74%	95%	99.2%	YES
White	121	82.6%	95%	98.4%	YES
African American	-	-	--	--	--
Hispanic	39	56.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	43	74.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	25.8%	95%	97%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	227	62.6%	95%	99.2%	YES
White	121	67.8%	95%	98.4%	YES
African American	-	-	--	--	--
Hispanic	39	48.8%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	43	81.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	22.6%	95%	97%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students’ fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students’ overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students’ overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	771	744	8%	3%	13%	64%	12%	76%	44%
White	39	775	753	5%	3%	8%	77%	8%	85%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	17	745	727	24%	6%	18%	41%	12%	53%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	787	769	0%	0%	24%	53%	24%	76%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	766	751	5%	6%	11%	58%	20%	78%	52%
White	42	770	758	0%	5%	10%	64%	21%	86%	63%
African American	11	753	733	9%	9%	9%	73%	0%	73%	30%
Hispanic	15	746	737	13%	7%	20%	53%	7%	60%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	19	784	773	5%	5%	11%	37%	42%	79%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	724	725	27%	20%	20%	33%	0%	33%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	760	751	6%	8%	21%	57%	8%	65%	53%
White	40	770	757	0%	5%	18%	65%	13%	78%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	762	746	4%	7%	14%	55%	20%	75%	46%
White	39	766	752	0%	5%	13%	62%	21%	82%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	17	740	733	18%	18%	18%	29%	18%	47%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	778	772	0%	0%	6%	71%	24%	94%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	762	744	1%	9%	31%	47%	13%	59%	42%
White	42	768	749	0%	7%	29%	45%	19%	64%	50%
African American	11	740	727	0%	18%	45%	36%	0%	36%	20%
Hispanic	15	745	732	7%	13%	40%	33%	7%	40%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	19	778	769	0%	5%	16%	68%	11%	79%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	15	729	724	7%	33%	40%	13%	7%	20%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	747	744	5%	21%	22%	43%	10%	52%	42%
White	40	755	749	0%	15%	28%	45%	13%	58%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

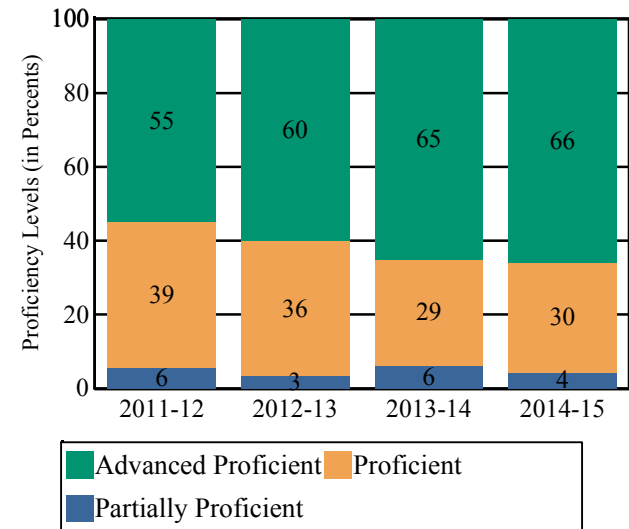
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	66%	30%	4%
White	80%	20%	0%
African American	50%	33%	17%
Hispanic	27%	60%	13%
American Indian	-	-	-
Asian	79%	21%	0%
Two or More Races	-	-	-
Students with Disability	22%	56%	22%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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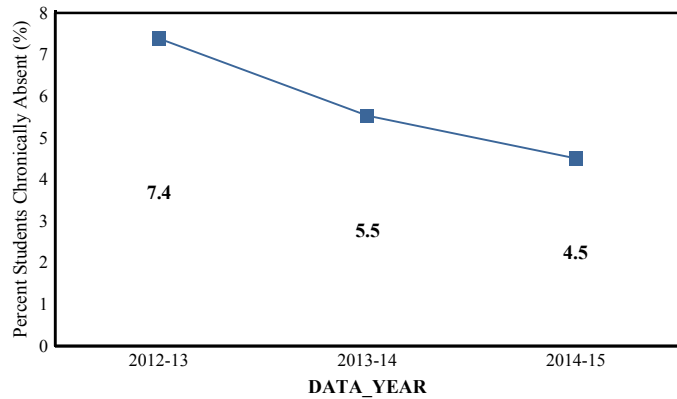
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

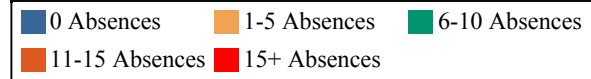
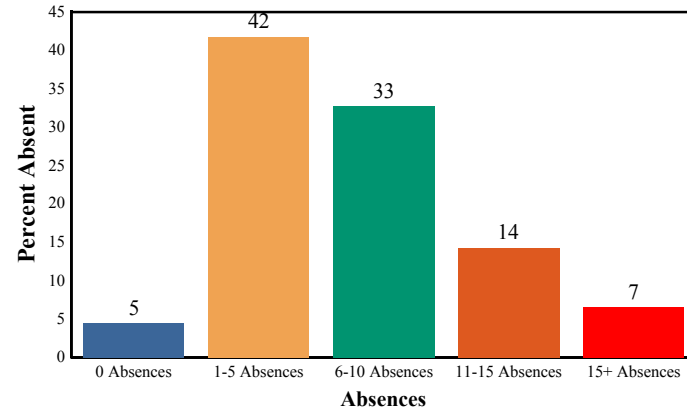


**Chronic Absenteeism for 2014-15**

**4.51%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	78	70	35	YES
Student Growth on Math	55	60	60	35	YES
		69	65		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	4%	2%	0%
Approached	5%	7%	3%
Met	15%	21%	22%
Exceeded	0%	3%	12%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	10%	5%	0%
Approached	12%	8%	8%
Met	11%	15%	19%
Exceeded	0%	1%	10%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	793	770
50th	778	743
25th	759	715
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	778	767
50th	765	745
25th	749	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45



**WITHIN SCHOOL ACHIEVEMENT GAP**

UNION

SPRINGFIELD TWP

THELMA L. SANDMEIER ELEMENTARY SCHOOL

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GRADE SPAN 03-05

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	782	773
50th	767	750
25th	752	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	779	773
50th	766	751
25th	740	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	781	764
50th	761	742
25th	742	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	765	763
50th	748	743
25th	718	723
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	40

**SCHOOL CLIMATE**

UNION  
SPRINGFIELD TWP

GRADE SPAN 03-05

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 20 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	246

**SCHOOL PEER GROUP**

UNION

SPRINGFIELD TWP

GRADE SPAN 03-05

THELMA L. SANDMEIER ELEMENTARY SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	LINWOOD CITY	SEAVIEW ELEMENTARY SCHOOL	01-2680-050	PK-04	9.2%	0%	18.3%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	MILTON H. ALLEN ELEMENTARY SCHOOL	05-3080-060	KG-05	8.9%	0%	16.4%
BURLINGTON	MOORESTOWN TWP	GEORGE C. BAKER ELEMENTARY SCHOOL	05-3360-060	PK-03	8.6%	0%	12.4%
BURLINGTON	MOORESTOWN TWP	SOUTH VALLEY ELEMENTARY SCHOOL	05-3360-120	PK-03	8.6%	0%	9.1%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
CAMDEN	CHERRY HILL TWP	WOODCREST ELEMENTARY SCHOOL	07-0800-130	KG-05	8.5%	0.3%	16.5%
CAMDEN	HADDON TWP	STOY ELEMENTARY SCHOOL	07-1890-080	PK-05	9.4%	0.6%	10.6%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	MONTCLAIR TOWN	BRADFORD ELEMENTARY SCHOOL	13-3310-100	KG-05	9.4%	0%	14.6%
ESSEX	MONTCLAIR TOWN	WATCHUNG ELEMENTARY SCHOOL	13-3310-170	KG-05	8.4%	0%	10.9%
GLOUCESTER	EAST GREENWICH TWP	SAMUEL MICKLE SCHOOL	15-1180-045	03-06	9.7%	0%	17.4%
GLOUCESTER	HARRISON TWP	PLEASANT VALLEY SCHOOL	15-2070-080	04-06	9.7%	0.5%	8.5%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	OLD BRIDGE TWP	WALTER M. SCHIRRA ELEMENTARY SCHOOL	23-3845-165	KG-05	8.4%	0%	13.8%
MONMOUTH	FREEHOLD TWP	WEST FREEHOLD SCHOOL	25-1660-030	KG-05	9.2%	0.2%	12.6%
MONMOUTH	WALL TWP	CENTRAL ELEMENTARY SCHOOL	25-5420-070	KG-05	8.5%	0%	15.4%
MORRIS	JEFFERSON TWP	WHITE ROCK ELEMENTARY SCHOOL	27-2380-070	03-05	9.2%	0%	19.2%
MORRIS	ROCKAWAY TWP	KATHARINE D MALONE ELEMENTARY SCHOOL	27-4490-030	KG-05	9.9%	0%	19.1%
PASSAIC	RINGWOOD BORO	ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%

**SCHOOL PEER GROUP**

UNION  
SPRINGFIELD TWP

GRADE SPAN 03-05

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PASSAIC	WAYNE TWP	RANDALL CARTER ELEMENTARY SCHOOL	31-5570-135	KG-05	9.1%	0%	15.1%
PASSAIC	WEST MILFORD TWP	MAPLE ROAD ELEMENTARY SCHOOL	31-5650-060	PK-06	9.5%	0%	22.3%
SOMERSET	BRIDGEWATER-RARITAN REG	EISENHOWER INTERMEDIATE SCHOOL	35-0555-048	05-06	9.7%	0%	16.8%
SUSSEX	ANDOVER REG	FLORENCE M. BURD	37-0090-010	PK-04	9.3%	0.4%	21.7%
SUSSEX	FREDON TWP	FREDON TOWNSHIP SCHOOL DISTRICT	37-1630-050	KG-06	9.6%	0%	13.2%
SUSSEX	HARDYSTON TWP	HARDYSTON TOWNSHIP ELEMENTARY SCHOOL	37-2030-050	PK-04	9.6%	0%	15.5%
UNION	SCOTCH PLAINS-FANWOOD REG	HOWARD B. BRUNNER	39-4670-080	PK-04	9%	0%	12.8%
UNION	SPRINGFIELD TWP	THELMA L. SANDMEIER ELEMENTARY SCHOOL	39-5000-090	03-05	9.8%	0.4%	14.2%
WARREN	GREENWICH TWP	GREENWICH SCHOOL	41-1840-040	PK-05	8.2%	0.2%	11.6%