

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

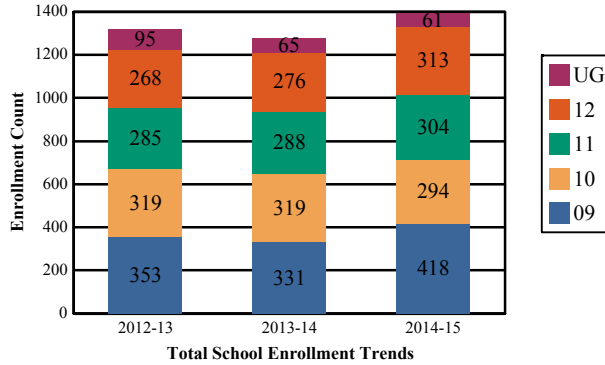
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

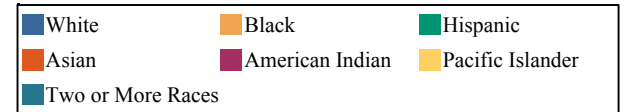
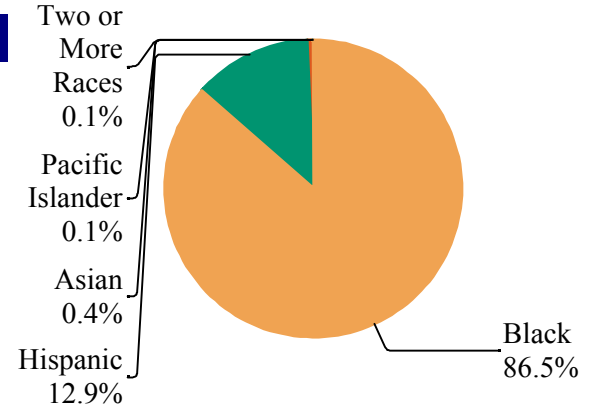
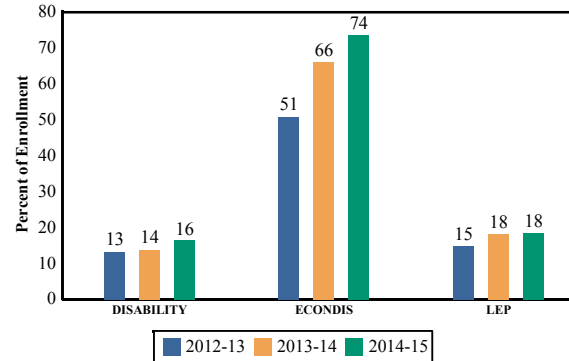
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

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.

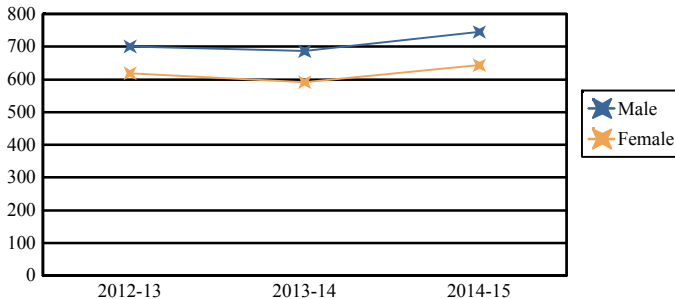


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,320
2013-14	1,278
2014-15	1,389

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	701	619
2013-14	687	592
2014-15	746	644

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	227	16%
Economically Disadvantaged Students	1,023	73.6%
English Language Learners	254	18.3%

Language Diversity

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

2014-15	Percent
English	72.7%
Haitian Creole	10.7%
Spanish	7.5%
Creoles and pidgins, Frenc	4.1%
Creoles and pidgins	2.8%
French	0.7%
Other	1.6%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	19%	61	16
Math Met or Exceeded Expectation	5%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	371	18.9%	95%	73.7%	NO
White	-	-	--	--	--
African American	310	17.7%	95%	71.4%	NO
Hispanic	55	20%	95%	87.3%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	250	19.2%	95%	72.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

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	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Proficiency Outcomes - Biology

This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	-	-	-
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.

Data is suppressed to protect the confidentiality of the students.

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 09

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	211	722	739	28%	25%	29%	16%	2%	18%	41%
White	-	-	746	-	-	-	-	-	-	47%
African American	178	722	723	28%	25%	30%	15%	2%	17%	23%
Hispanic	31	721	725	26%	29%	23%	23%	0%	23%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	145	720	724	28%	27%	29%	13%	3%	16%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 10

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	159	715	735	36%	21%	24%	19%	1%	19%	38%
White	-	-	741	-	-	-	-	-	-	43%
African American	131	715	717	34%	22%	25%	18%	1%	18%	22%
Hispanic	24	709	720	46%	17%	21%	17%	0%	17%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	104	715	718	38%	18%	20%	22%	1%	23%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 11

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	191	725	741	23%	24%	34%	18%	2%	20%	42%
White	-	-	745	-	-	-	-	-	-	46%
African American	169	725	727	21%	24%	34%	18%	2%	21%	27%
Hispanic	20	721	731	30%	20%	30%	20%	0%	20%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	131	724	730	26%	21%	33%	18%	2%	20%	30%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC ALGEBRA I - Performance Distribution

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	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC GEOMETRY - Performance Distribution

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	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

PARCC ALGEBRA II - Performance Distribution

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	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN 09-12

**IRVINGTON HIGH SCHOOL
1253 CLINTON AVE
IRVINGTON, NJ 07111-2437**

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	65%	29	19	80%	NO
Percent of Students Participating in PSAT or PLAN	35%	10	9	60%	NO
Percent of Students Scoring Above 1550 on SAT	4%	39	10	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	7%	37	11	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	9%	21	15	75%	NO
Summary		27	13		0%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	64.3%	73.0%	79.1%
Participating in ACT	2.2%		25.2%
Participating in PSAT or PLAN	35.0%	70.3%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	7.6%	19.9%	36.3%
One or More Test	7.1%	19.6%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	7.1%	15.6%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

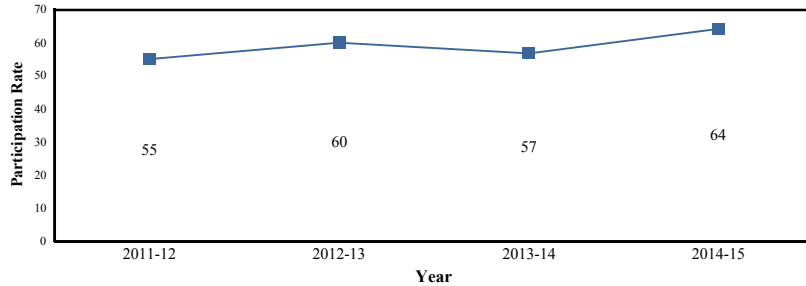
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP \geq 3 and scored IB \geq 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests \geq 3 or IB Test \geq 4	9.1%	28.4%	72.4%
Percent of Scores in AP \geq 3 or IB \geq 4 in English, Math, Social Studies or Science	9.1%	20.4%	69.7%

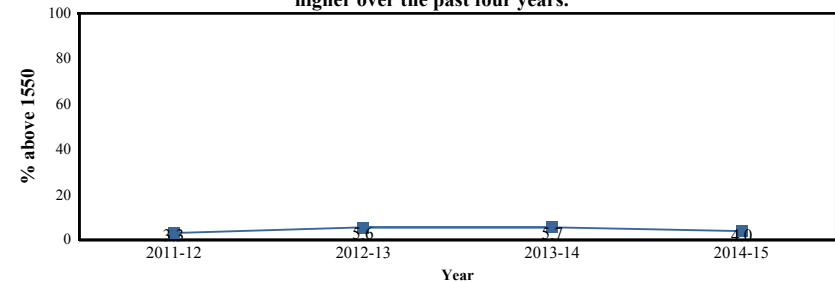
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	4.0%	11.4%	43.8%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,078	1,223	1,508
Critical Reading	358	400	496
Mathematics	360	422	518
Writing	360	401	494

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	410	420	420
50th Percentile	360	350	360
25th Percentile	300	300	290

COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Biology	15	16
AP English Literature and Composition	11	12
AP U.S. History	10	7
AP Physics B	9	
AP Chemistry	6	6
AP Calculus AB	4	4
AP Environmental Science	3	3
AP Statistics	1	1
AP Physics 2		8
AP Art/History of Art		1
AP Physics 1		1

COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	20.5%	2.1%
Drama/Theater	N/R	3.8%
Music	23.0%	17.8%
Visual Arts	34.7%	31.7%
Total: All Visual and Performing Arts	67.3%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	13.0%	18.3%
Structured Learning Experience	0.6%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

IRVINGTON HIGH SCHOOL
1253 CLINTON AVE
IRVINGTON, NJ 07111-2437

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	70%	26	5	78%	NO
Dropout Rate	7.9%	13	2	2%	NO
SUMMARY - Graduation & Post-Secondary		20	4		0%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	70%	78%
White	-	
African American	71%	
Hispanic	61%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	64%	
English Language Learners	72%	
Economically Disadvantaged Students	70%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	7.9%	2%
White	-	
African American	7.6%	
Hispanic	10.6%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	4.8%	
English Language Learners	18.1%	
Economically Disadvantaged Students	7.4%	

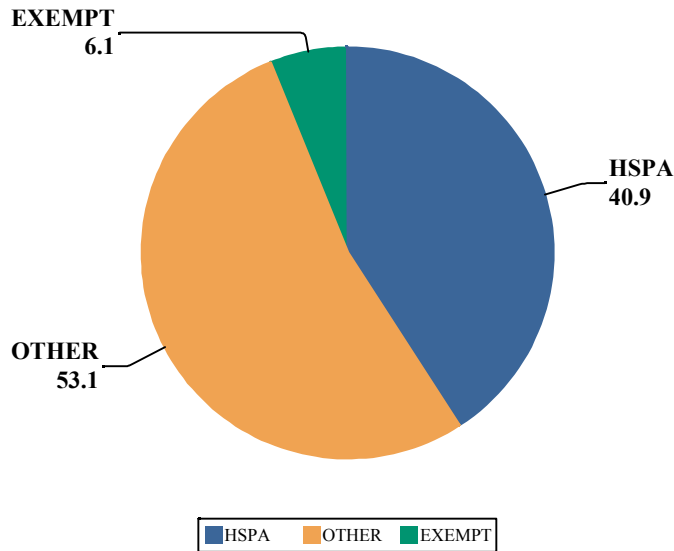
GRADUATION AND POSTSECONDARY

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	62%	70%
2013	60%	65%
2014	62%	74%
2015	70%	

GRADUATION AND POSTSECONDARY

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	60%	60%	40%
White	-	-	-
African American	62.3%	61.2%	38.8%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	100%	0%
English Language Learners	69.2%	77.8%	22.2%
Economically Disadvantaged Students	60.7%	58.1%	41.9%

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

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 broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 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	793	850
75th	739	766
50th	717	739
25th	689	710
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

PARCC ALG-1 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	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 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	791	850
75th	739	766
50th	717	733
25th	682	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	67

Grade Level - 11

PARCC English Language Arts/Literacy 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	802	850
75th	744	768
50th	728	740
25th	703	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	57

PARCC GEO 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	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

PARCC ALG-2 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	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

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. 25 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	28.2%

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. 45 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	2

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	347

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

IRVINGTON HIGH SCHOOL
1253 CLINTON AVE
IRVINGTON, NJ 07111-2437

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 LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	CLIFFSIDE PARK HIGH SCHOOL	03-0890-030	09-12	70.5%	10.9%	15.4%
BERGEN	GARFIELD CITY	GARFIELD HIGH SCHOOL	03-1700-050	09-12	72.9%	3.7%	14.5%
CHARTERS	ACADEMY FOR URBAN LEADERSHIP CS	ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL	80-6032-901	09-12	71.2%	0%	0.5%
CHARTERS	THE BARACK OBAMA GREEN CHARTER HIGH	THE BARACK OBAMA GREEN CHARTER HIGH	80-6033-902	09-12	76.8%	11.6%	6.9%
ESSEX	CITY OF ORANGE TWP	ORANGE HIGH SCHOOL	13-3880-050	09-12	75.3%	11%	20.5%
ESSEX	EAST ORANGE	EAST ORANGE CAMPUS HIGH SCHOOL	13-1210-035	09-12	72%	7.4%	21.9%
ESSEX	IRVINGTON TOWNSHIP	IRVINGTON HIGH SCHOOL	13-2330-050	09-12	73.6%	18.3%	16%
ESSEX	NEWARK CITY	ARTS HIGH SCHOOL	13-3570-010	07-12	73.1%	0%	7.9%
ESSEX	NEWARK CITY	BARD EARLY COLLEGE HIGH SCHOOL	13-3570-304	09-12	74%	0%	8%
ESSEX	NEWARK CITY	BARRINGER ARTS HIGH SCHOOL	13-3570-020	09-12	77.1%	16.4%	27%
ESSEX	NEWARK CITY	EAST SIDE HIGH SCHOOL	13-3570-040	09-12	78.4%	19.7%	15.5%
ESSEX	NEWARK CITY	SCIENCE PARK HIGH SCHOOL	13-3570-055	07-12	74.1%	0.1%	4%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002	06-12	77.4%	2.3%	1.5%
HUDSON	JERSEY CITY	JAMES J FERRIS HIGH SCHOOL	17-2390-060	09-12	73.5%	26.5%	13.8%
HUDSON	JERSEY CITY	WILLIAM L DICKINSON HIGH SCHOOL	17-2390-080	09-12	77.2%	16.8%	15.6%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	72.5%	8.7%	14.4%
HUDSON	WEST NEW YORK TOWN	MEMORIAL HIGH SCHOOL	17-5670-050	09-12	74.2%	12.8%	16.8%
MERCER	TRENTON CITY	TRENTON CENTRAL HIGH SCHOOL - WEST CAMPUS	21-5210-051	09-12	78.6%	28.7%	14.7%
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH SCHOOL	23-4090-050	09-12	84.3%	18.7%	9.9%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH SCHOOL	25-0100-010	09-12	82.2%	18.2%	15.7%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH HIGH SCHOOL	25-2770-050	09-12	74.6%	6.5%	10.6%
MORRIS	DOVER TOWN	DOVER HIGH SCHOOL	27-1110-040	09-12	73.2%	9%	9.3%



State of New Jersey
2014-15

13-2330-050

IRVINGTON HIGH SCHOOL
1253 CLINTON AVE
IRVINGTON, NJ 07111-2437

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 09-12

County	Municipality	School Name	Grade Span	Year	Peer Group 1	Peer Group 2	Peer Group 3
PASSAIC	PATERSON CITY	SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES	31-4010-307	09-12	72.2%	16.1%	21.2%
PASSAIC	PATERSON CITY	SCHOOL OF GOVERNMENT & PUBLIC ADMINISTRATION	31-4010-003	09-12	81%	28.8%	14.3%
PASSAIC	PATERSON CITY	SCHOOL OF INFORMATION TECHNOLOGY	31-4010-001	09-12	80.5%	33.1%	15.5%
UNION	ELIZABETH CITY	ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY	39-1320-402	09-12	83.3%	15.1%	9.3%
UNION	ELIZABETH CITY	ELIZABETH HIGH SCHOOL	39-1320-025	09-12	71.6%	0.4%	0.7%
UNION	ELIZABETH CITY	JOHN E. DWYER TECHNOLOGY ACADEMY	39-1320-401	09-12	83.1%	26.5%	11.7%
UNION	PLAINFIELD CITY	BARACK OBAMA ACADEMY FOR ACADEMIC & CIVIC DEVELOPMENT	39-4160-051	09-12	81.5%	15.6%	1.5%
UNION	PLAINFIELD CITY	PLAINFIELD HIGH SCHOOL	39-4160-050	09-12	78.4%	27.5%	14.8%
UNION	ROSELLE BORO	ABRAHAM CLARK HIGH SCHOOL	39-4540-010	09-12	70.1%	8.4%	13.9%

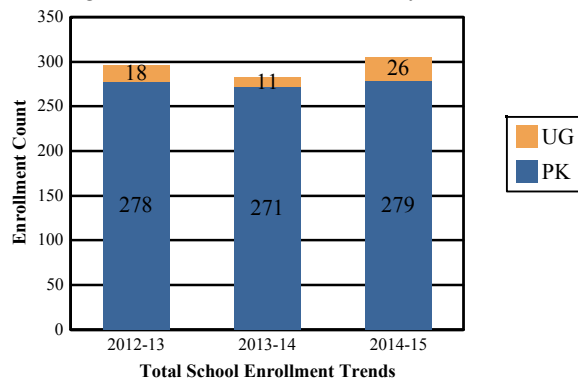
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK

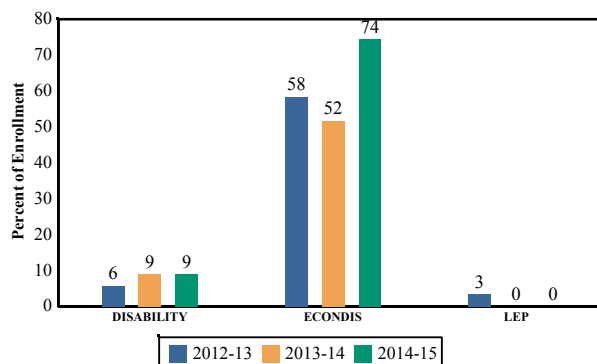
Enrollment by Grade

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



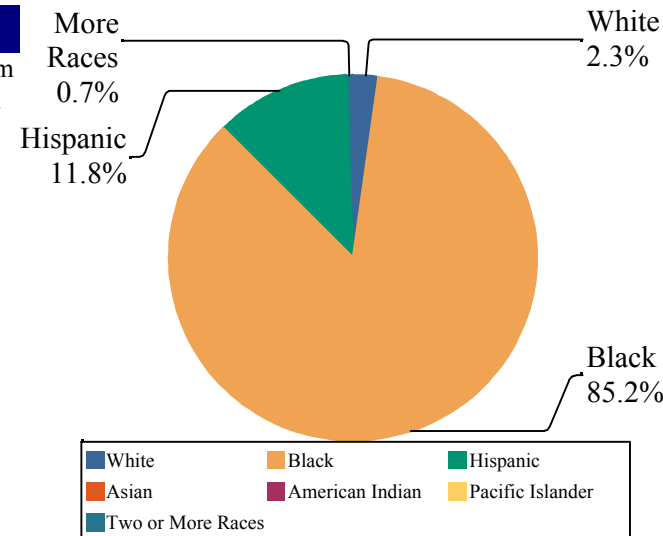
Enrollment Trends by Program Participation

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.



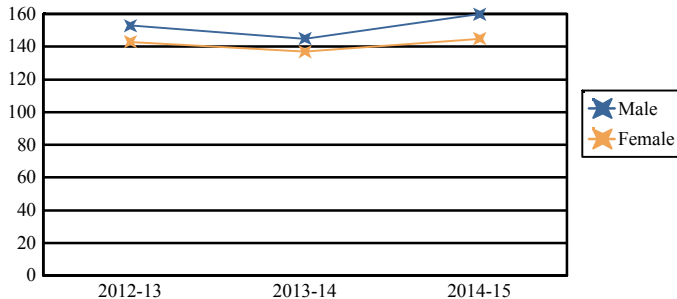
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	296
2013-14	282
2014-15	305

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	27	9%
Economically Disadvantaged Students	227	74.4%
English Language Learners	0	0.0%

Language Diversity

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

2014-15	Percent
English	86.3%
Spanish	10.1%
Cree	1.6%
Igbo	0.7%
Creoles and pidgins, Engli	0.7%
English, Old (ca.450-1100)	0.3%
Other	0.3%

	Male	Female
2012-13	153	143
2013-14	145	137
2014-15	160	145

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK

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	Hrs. 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	

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	Hrs. Mins.
Shared Time	Hrs. 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	

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	13
Administrators	305



State of New Jersey

2014-15

13-2330-080

BERKELEY TERRACE

787 GROVE STREET

IRVINGTON, NJ 07111-3605

OVERVIEW

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

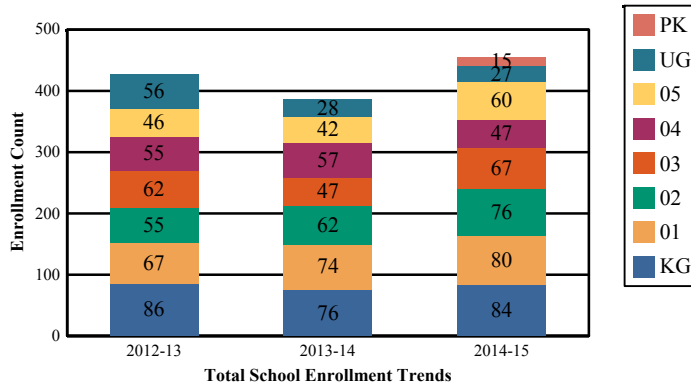
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

13-2330-080
BERKELEY TERRACE
787 GROVE STREET
IRVINGTON, NJ 07111-3605

Enrollment by Grade

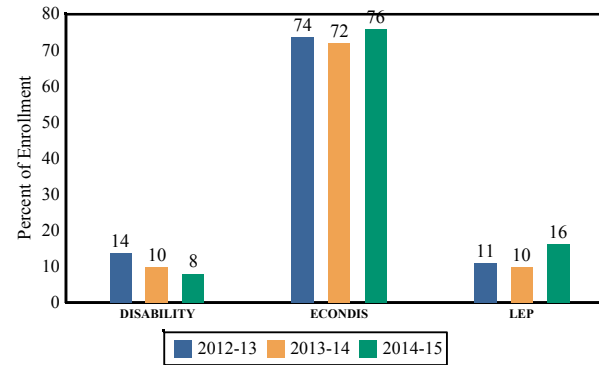
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

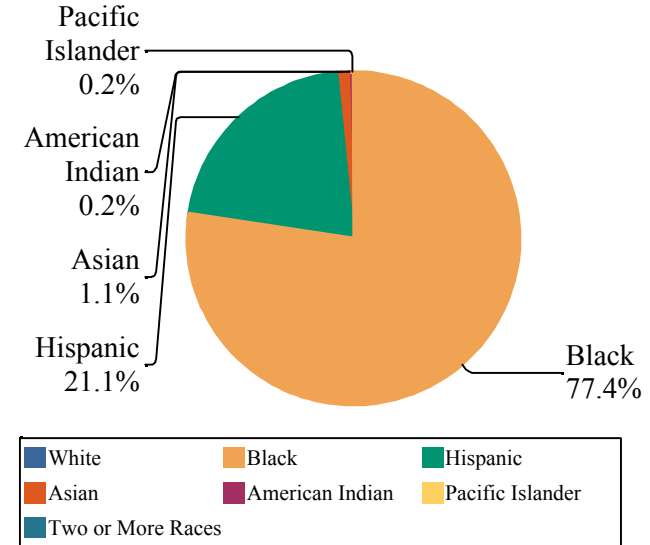
Enrollment Trends by Program Participation

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

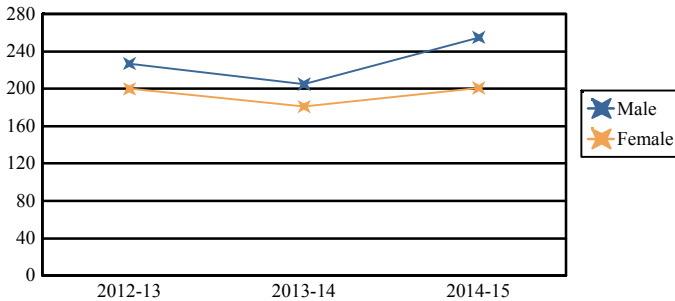
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	427
2013-14	386
2014-15	456

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	227	200
2013-14	205	181
2014-15	255	201

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	37	8%
Economically Disadvantaged Students	346	75.9%
English Language Learners	74	16.2%

Language Diversity

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

2014-15	Percent
English	69.0%
Spanish	16.1%
Creoles and pidgins, French-based	3.5%
Twi	2.8%
Haitian Creole	2.6%
Creoles and pidgins, English based	2.4%
Other	3.7%

ACADEMIC ACHIEVEMENT

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	23%	23	8
Math Met or Exceeded Expectation	22%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	127	22.8%	95%	97%	YES
White	-	-	--	--	--
African American	101	25.7%	95%	96.9%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	31	16.1%	95%	100%	YES
Economically Disadvantaged Students	103	21.4%	95%	96.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	127	22.1%	95%	97%	YES
White	-	-	--	--	--
African American	101	22.8%	95%	96.9%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	103	21.4%	95%	96.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	50	715	744	26%	40%	18%	16%	0%	16%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	38	718	725	21%	45%	13%	21%	0%	21%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	710	724	32%	41%	15%	12%	0%	12%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	34	725	751	26%	15%	35%	24%	0%	24%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	28	728	733	21%	18%	36%	25%	0%	25%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	728	734	25%	14%	32%	29%	0%	29%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	43	734	751	7%	33%	30%	30%	0%	30%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	35	735	734	9%	31%	29%	31%	0%	31%	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	34	734	734	9%	26%	38%	26%	0%	26%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	50	738	746	6%	22%	36%	34%	2%	36%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	38	740	728	5%	21%	37%	34%	3%	37%	25%
Hispanic	11	732	733	9%	27%	27%	36%	0%	36%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	17	720	724	18%	29%	41%	12%	0%	12%	17%
Economically Disadvantaged Students	41	736	730	7%	24%	37%	29%	2%	32%	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	34	731	744	6%	35%	44%	15%	0%	15%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	28	733	727	4%	36%	43%	18%	0%	18%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	732	730	7%	32%	43%	18%	0%	18%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	43	728	744	5%	33%	51%	12%	0%	12%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	35	727	728	3%	40%	46%	11%	0%	11%	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	34	730	731	0%	32%	56%	12%	0%	12%	23%

ACADEMIC ACHIEVEMENT

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

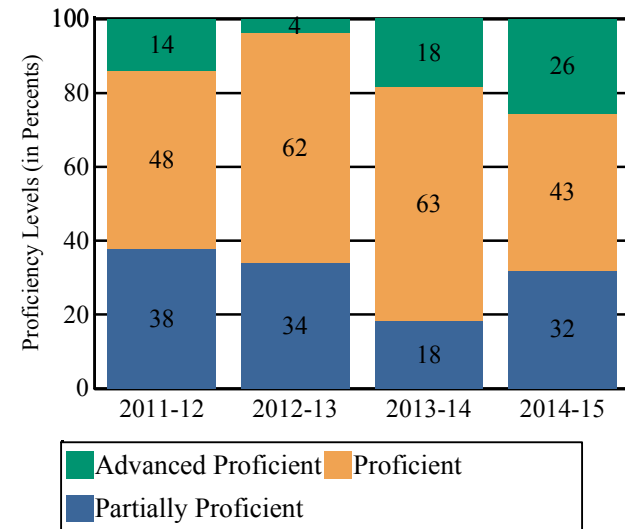
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	43%	32%
White	-	-	-
African American	27%	49%	24%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	20%	20%	60%
Economically Disadvantaged Students	29%	37%	34%

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

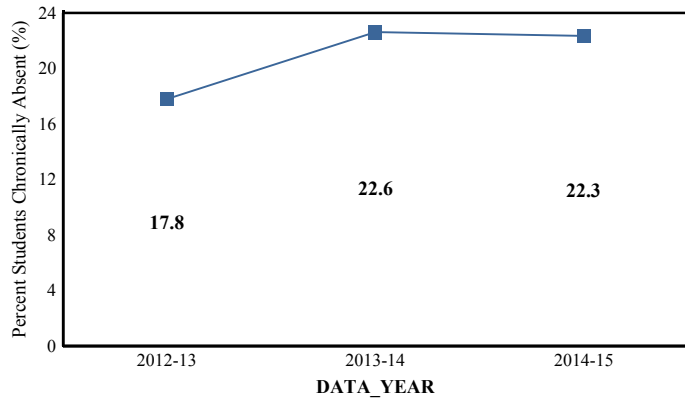
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

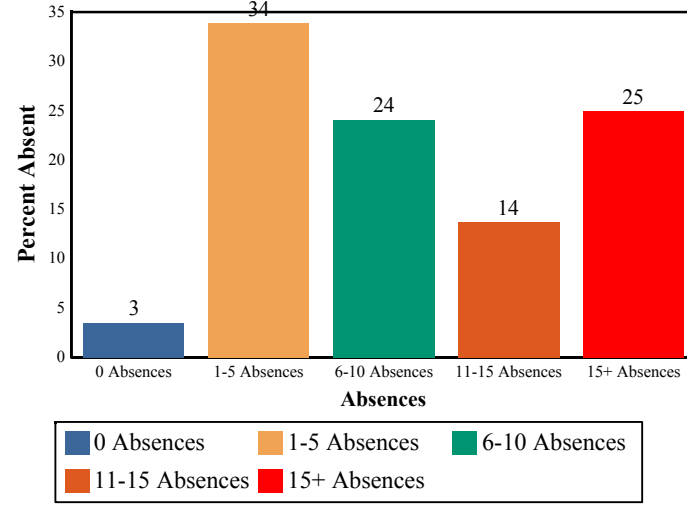
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	22.34%
--	---------------

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

ESSEX

GRADE SPAN PK-05

IRVINGTON TOWNSHIP

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	48	60	40	35	YES
Student Growth on Math	45	37	32	35	YES
		49	36		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	17%	2%	0%
Partially Met	13%	5%	6%
Approached	11%	11%	9%
Met	2%	2%	19%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	16%	15%	7%
Approached	13%	12%	17%
Met	1%	7%	5%
Exceeded	0%	0%	0%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	795	850
75th	728	770
50th	711	743
25th	689	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	789	850
75th	756	767
50th	740	745
25th	720	722
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-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	775	850
75th	748	773
50th	729	750
25th	694	728
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	815	850
75th	753	773
50th	728	751
25th	710	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	777	850
75th	737	764
50th	727	742
25th	715	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	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	761	850
75th	740	763
50th	727	743
25th	713	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	40

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-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	5.0%

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. 40 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	14
Administrators	456

SCHOOL PEER GROUP

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN PK-05

**BERKELEY TERRACE
787 GROVE STREET
IRVINGTON, NJ 07111-3605**

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>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CUMBERLANI	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	JERSEY CITY	REV. DR. ERCHEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIRES ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100	PK-06	80.6%	15%	12.6%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MERCER	HAMILTON TWP	GREENWOOD ELEMENTARY SCHOOL	21-1950-110	PK-05	79.4%	9.9%	11.8%
MIDDLESEX	CARTERET BORO	NATHAN HALE ELEMENTARY SCHOOL	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%
MORRIS	DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	27-1110-060	KG-06	84.7%	3.3%	11.6%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	SCHOOL 27	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	URBAN LEADERSHIP ACADEMY	31-4010-061	KG-04	79.5%	9.6%	9%

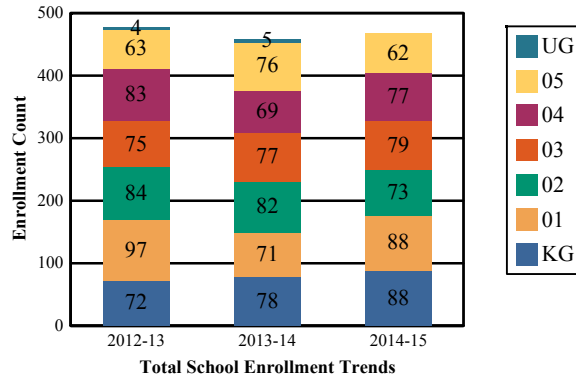
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

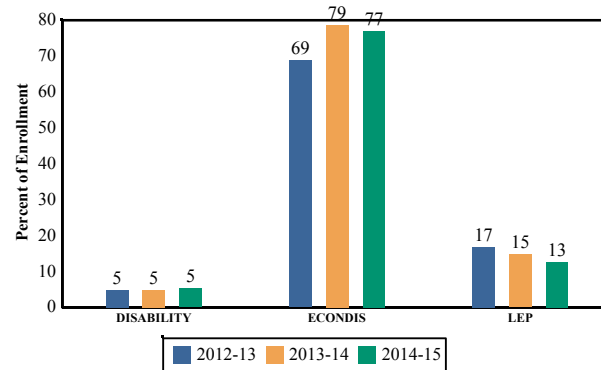
Enrollment by Grade

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



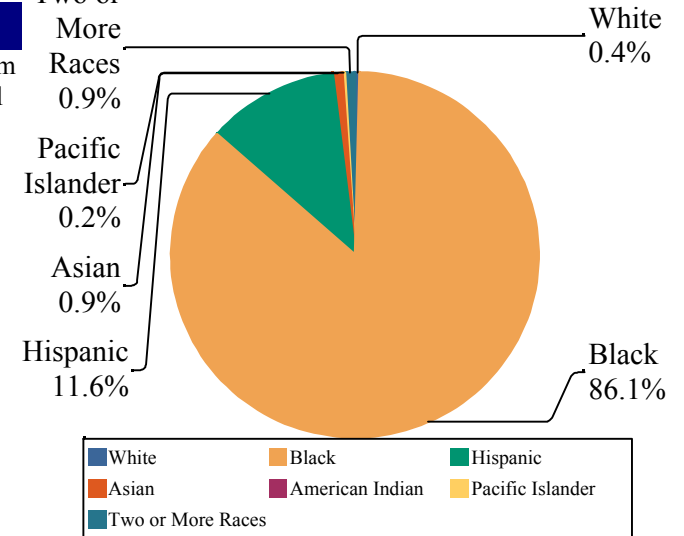
Enrollment Trends by Program Participation

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. Two or More Races



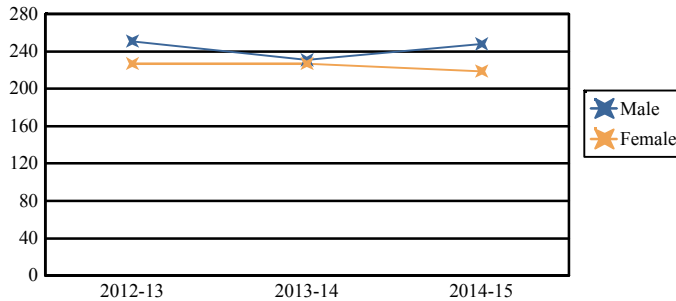
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	478
2013-14	458
2014-15	467

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	24	5%
Economically Disadvantaged Students	360	77.1%
English Language Learners	59	12.6%

Language Diversity

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

2014-15	Percent
English	64.8%
Haitian Creole	15.6%
Spanish	10.7%
Creoles and pidgins, Engli	3.6%
Creoles and pidgins	1.3%
Yoruba	1.3%
Other	2.7%

	Male	Female
2012-13	251	227
2013-14	231	227
2014-15	248	219

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-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. 25 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	5.6%

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. 45 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	14
Administrators	467



State of New Jersey
2014-15

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

13-2330-100
FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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

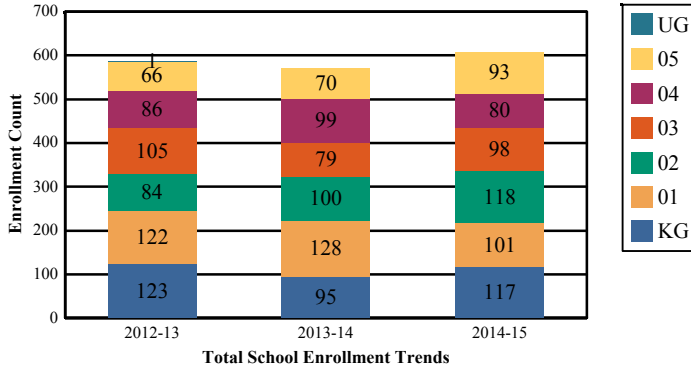
ESSEX
IRVINGTON TOWNSHIP

13-2330-100
FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

GRADE SPAN KG-05

Enrollment by Grade

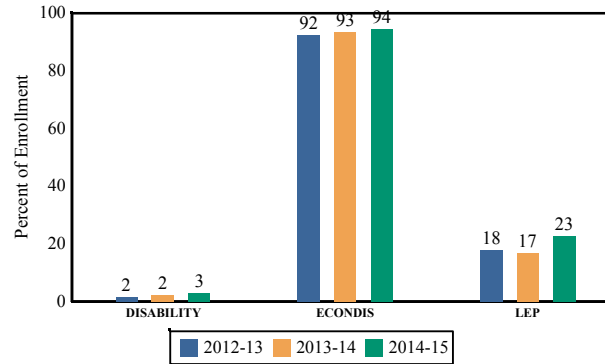
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

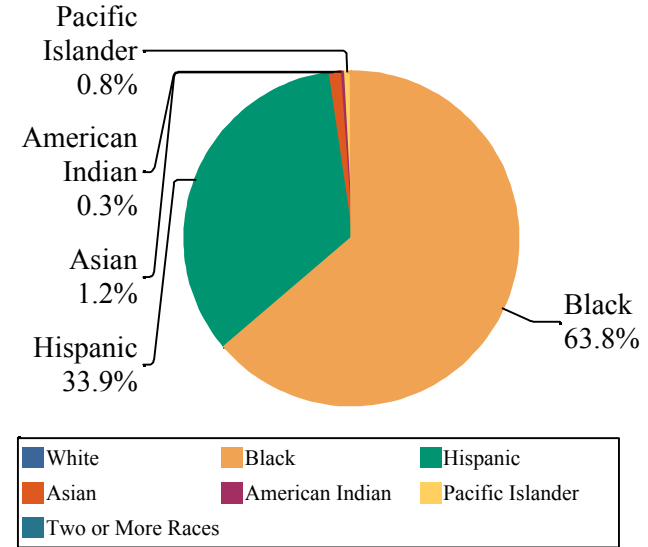
Enrollment Trends by Program Participation

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

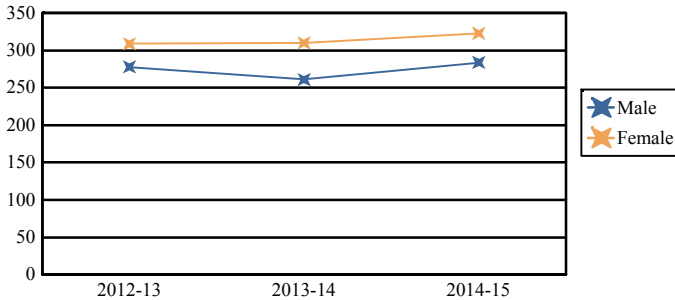
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	587
2013-14	571
2014-15	607

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	278	309
2013-14	261	310
2014-15	284	323

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	18	3%
Economically Disadvantaged Students	572	94.2%
English Language Learners	138	22.7%

Language Diversity

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

2014-15	Percent
English	39.7%
Spanish	34.5%
Haitian Creole	23.5%
Yoruba	0.5%
Chinese	0.5%
Igbo	0.5%
Other	0.8%

ACADEMIC ACHIEVEMENT

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN KG-05

**FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916**

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	21%	52	7
Math Met or Exceeded Expectation	12%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	220	20.9%	95%	96.4%	YES
White	-	-	--	--	--
African American	137	24.1%	95%	95.7%	YES
Hispanic	80	15%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	207	20.3%	95%	95.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	221	11.8%	95%	96.4%	YES
White	-	-	--	--	--
African American	138	14.5%	95%	95.7%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	208	11.6%	95%	96.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	79	708	744	47%	20%	20%	13%	0%	13%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	47	713	725	40%	21%	23%	15%	0%	15%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	77	707	724	48%	21%	19%	12%	0%	12%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	63	732	751	11%	25%	38%	24%	2%	25%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	41	735	733	10%	24%	34%	29%	2%	32%	30%
Hispanic	20	726	737	15%	30%	45%	10%	0%	10%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	55	734	734	7%	27%	40%	24%	2%	25%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	78	730	751	13%	27%	35%	24%	1%	26%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	49	729	734	18%	24%	31%	24%	2%	27%	31%
Hispanic	28	734	737	4%	29%	43%	25%	0%	25%	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	75	731	734	12%	27%	36%	24%	1%	25%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	79	729	746	9%	35%	39%	16%	0%	16%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	47	734	728	6%	30%	40%	23%	0%	23%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	77	729	730	9%	35%	40%	16%	0%	16%	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	64	728	744	6%	42%	36%	14%	2%	16%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	42	726	727	7%	48%	31%	12%	2%	14%	20%
Hispanic	20	729	732	5%	35%	45%	15%	0%	15%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	56	728	730	7%	43%	34%	14%	2%	16%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	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%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

NJASK Results - Science Grade Level - 04

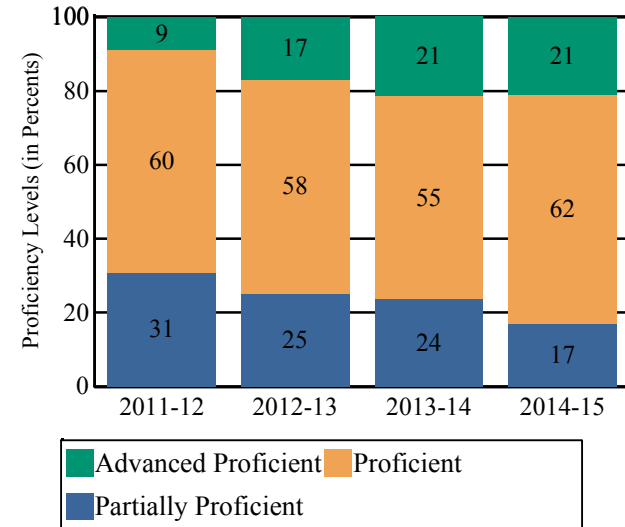
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	62%	17%
White	-	-	-
African American	20%	59%	22%
Hispanic	22%	70%	9%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	0%	73%	27%
Economically Disadvantaged Students	21%	62%	18%

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

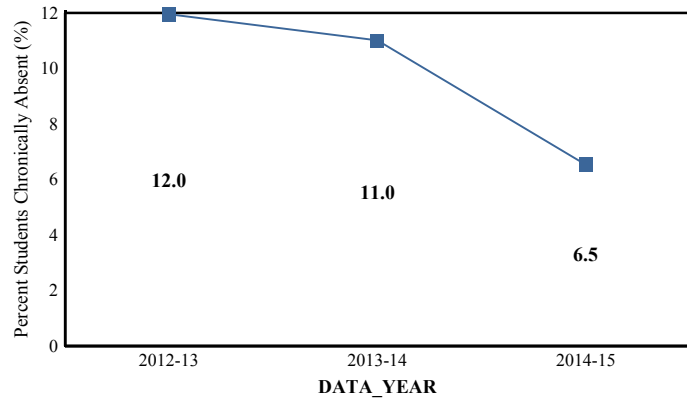
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

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

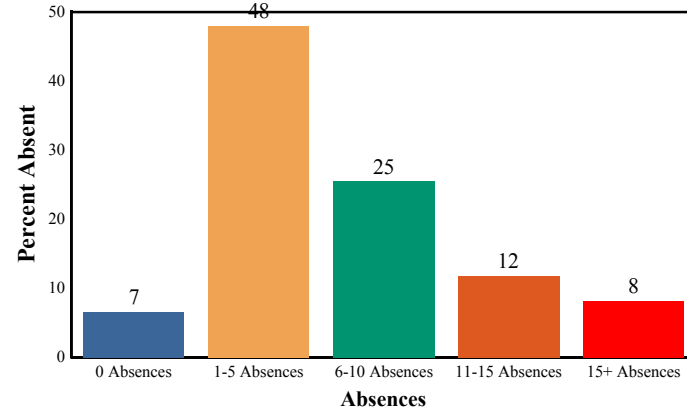
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	6.54%
--	--------------

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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

ESSEX
IRVINGTON TOWNSHIP

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

GRADE SPAN KG-05

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	51	60	49	35	YES
Student Growth on Math	38	27	15	35	YES
		44	32		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	12%	2%	0%
Partially Met	13%	7%	5%
Approached	7%	10%	18%
Met	2%	6%	16%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	4%	0%
Partially Met	20%	13%	7%
Approached	10%	13%	13%
Met	1%	1%	6%
Exceeded	0%	0%	1%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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	784	850
75th	732	770
50th	705	743
25th	681	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	778	850
75th	745	767
50th	726	745
25th	715	722
0th	668	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

GRADE SPAN KG-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	793	850
75th	748	773
50th	731	750
25th	704	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	787	850
75th	748	773
50th	728	751
25th	710	728
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	794	850
75th	737	764
50th	723	742
25th	709	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	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	N/A	850
75th	N/A	763
50th	N/A	743
25th	N/A	723
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	40

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN KG-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. 25 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. 45 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	16
Administrators	0

N/R - Data Not Reported

SCHOOL PEER GROUP

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN KG-05

**FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916**

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	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLANI	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	ELLA G CLARKE ELEMENTARY SCHOOL	29-2520-080	01-05	98.3%	46.8%	11.9%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%



State of New Jersey
2014-15

13-2330-100

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

FLORENCE AVENUE SCHOOL
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

GRADE SPAN KG-05

PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL #31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	6 SCHOOL # 5	31-3970-097	KG-06	100%	20.4%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	16.1%
PASSAIC	PATERSON CITY	ROBERTO CLEMENTE	31-4010-315	KG-04	90.4%	7.3%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	9%
UNION	PLAINFIELD CITY	EVERGREEN ELEMENTARY SCHOOL	39-4160-140	KG-05	90.8%	7.4%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	14.6%



State of New Jersey

2014-15

13-2330-110

GROVE STREET SCHOOL

594 GROVE STREET

IRVINGTON, NJ 07111-4531

OVERVIEW

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

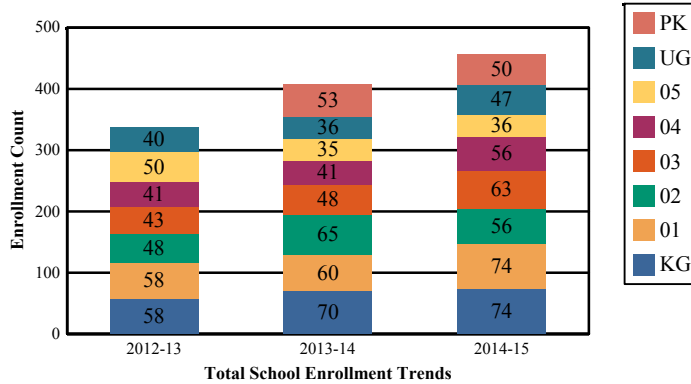
ESSEX
IRVINGTON TOWNSHIP

13-2330-110
GROVE STREET SCHOOL
594 GROVE STREET
IRVINGTON, NJ 07111-4531

GRADE SPAN PK-05

Enrollment by Grade

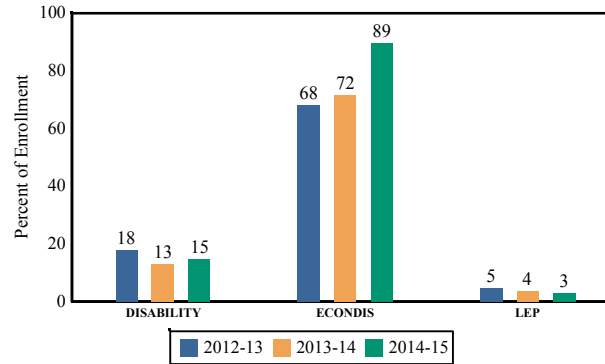
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

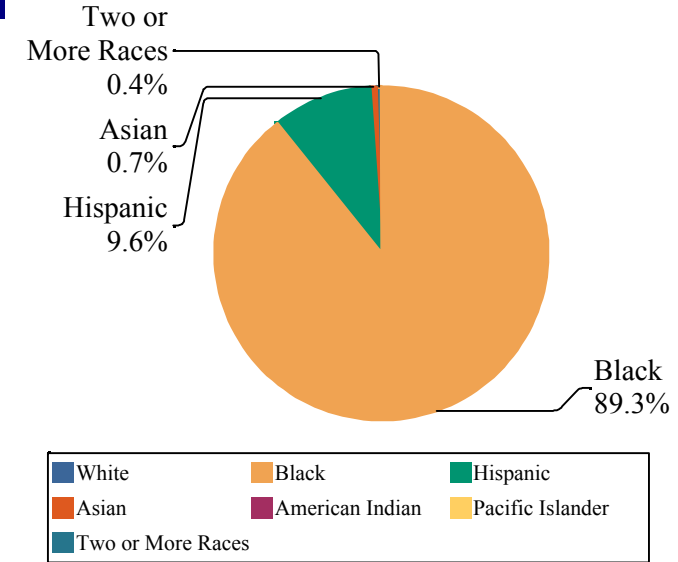
Enrollment Trends by Program Participation

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.

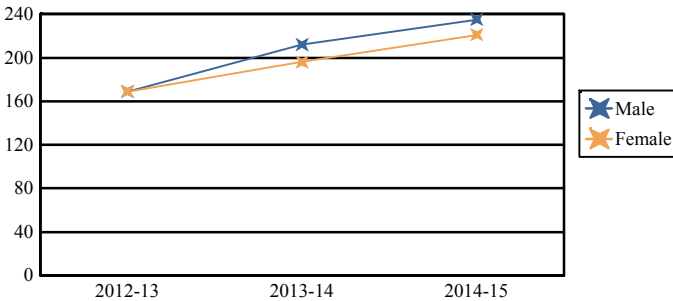


Total School Enrollment	
2012-13	338
2013-14	408
2014-15	456

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	68	15%
Economically Disadvantaged Students	408	89.5%
English Language Learners	14	3.1%

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	169	169
2013-14	212	196
2014-15	235	221

Language Diversity

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

2014-15	Percent
English	93.1%
Spanish	4.8%
Haitian Creole	0.8%
Creoles and pidgins, French-based	0.6%
Creoles and pidgins, English based	0.4%
French	0.2%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	15%	20	3
Math Met or Exceeded Expectation	7%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	119	15.1%	95%	95.7%	YES
White	-	-	--	--	--
African American	102	17.6%	95%	95.5%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	105	14.3%	95%	95.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	45	709	744	44%	24%	18%	13%	0%	13%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	40	713	725	38%	28%	20%	15%	0%	15%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	39	709	724	46%	23%	18%	13%	0%	13%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	37	729	751	27%	11%	32%	22%	8%	30%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	32	733	733	22%	13%	31%	25%	9%	34%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	33	730	734	24%	12%	36%	18%	9%	27%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	-	-	751	-	-	-	-	-	-	53%
White	-	-	757	-	-	-	-	-	-	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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	37	722	744	19%	27%	41%	14%	0%	14%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	32	725	727	16%	28%	41%	16%	0%	16%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	33	724	730	15%	30%	39%	15%	0%	15%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

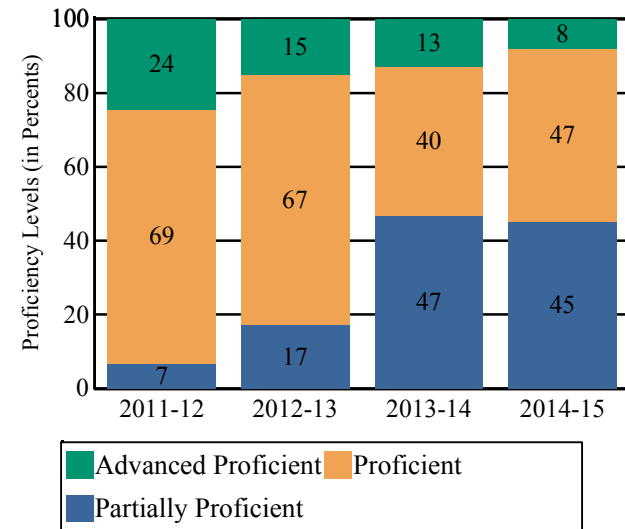
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	47%	45%
White	-	-	-
African American	9%	47%	44%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	10%	24%	67%
English Language Learners	-	-	-
Economically Disadvantaged Students	9%	49%	42%

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

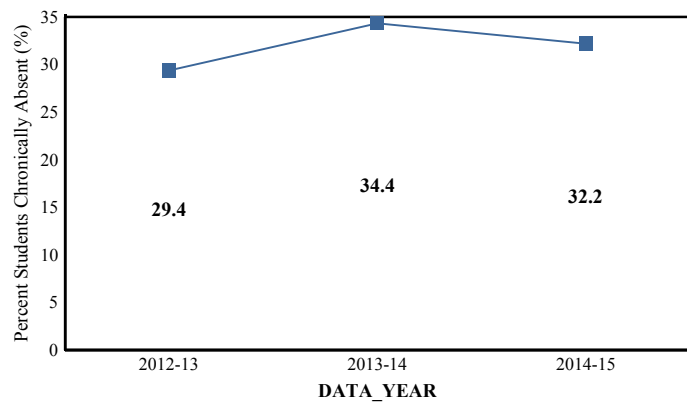
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

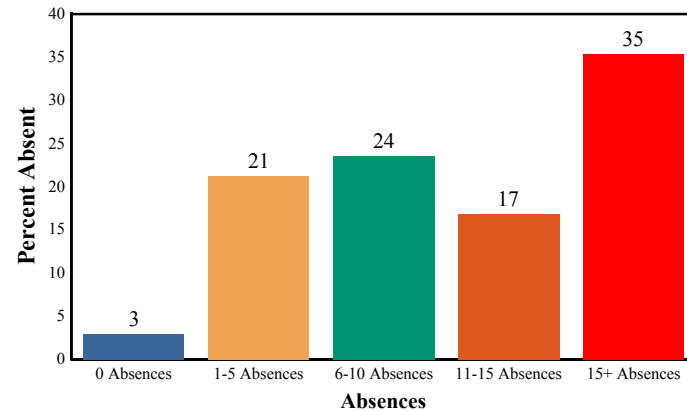
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	32.21%
--	---------------

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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

ESSEX

GRADE SPAN PK-05

IRVINGTON TOWNSHIP

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	26	4	2	35	NO
Student Growth on Math	24	4	2	35	NO
		4	2		0%

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	25%	8%	0%
Partially Met	20%	3%	3%
Approached	13%	6%	6%
Met	2%	2%	10%
Exceeded	0%	1%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	22%	4%	0%
Partially Met	22%	13%	6%
Approached	14%	9%	4%
Met	2%	3%	1%
Exceeded	0%	0%	0%

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

ESSEX

GRADE SPAN PK-05

IRVINGTON TOWNSHIP

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

Grade Level - 03

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

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.

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	781	850
75th	732	770
50th	708	743
25th	684	715
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	767
50th	N/A	745
25th	N/A	722
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	45

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

Grade Level - 04

Grade Level - 04

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

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.

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	798	850
75th	740	773
50th	718	750
25th	682	728
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	762	850
75th	731	764
50th	711	742
25th	694	721
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	45

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-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. 25 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. 45 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	16
Administrators	456

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

GROVE STREET SCHOOL
594 GROVE STREET
IRVINGTON, NJ 07111-4531

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>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	MADISON AT CHANCELLOR SOUTH	13-2330-120	KG-05	77.1%	11.5%	1.3%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%
ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100	PK-06	80.6%	15%	12.6%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	CARTERET BORO	NATHAN HALE ELEMENTARY SCHOOL	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	27-1110-060	KG-06	84.7%	3.3%	11.6%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%



State of New Jersey
2014-15

13-2330-120

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

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/>.

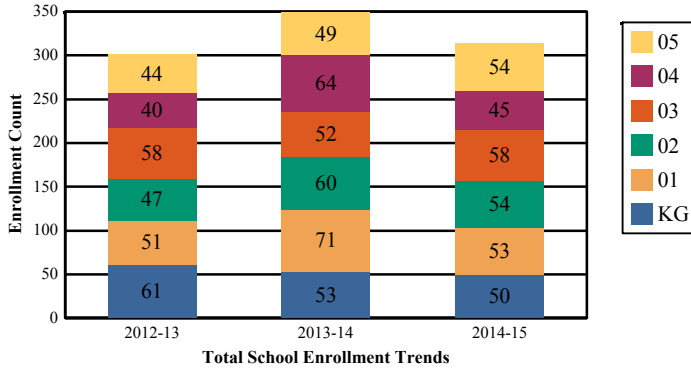
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

13-2330-120
MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

Enrollment by Grade

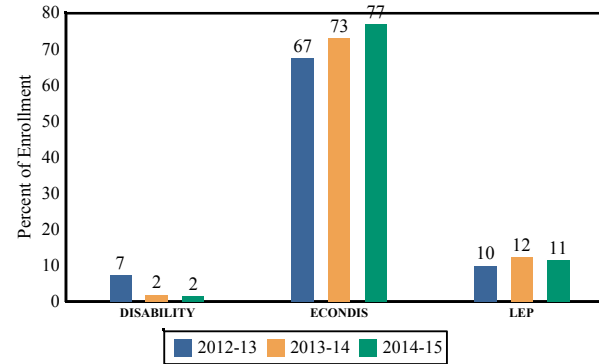
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

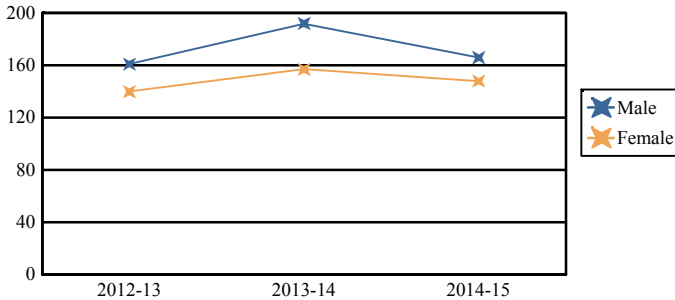
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	301
2013-14	349
2014-15	314

Enrollment by Gender

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



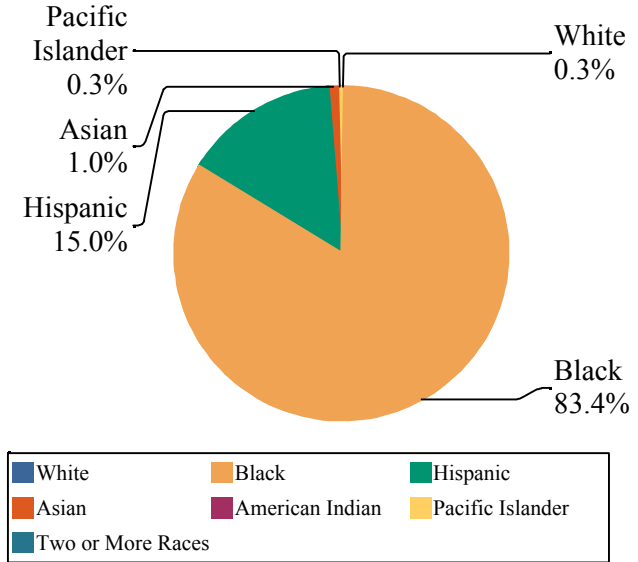
	Male	Female
2012-13	161	140
2013-14	192	157
2014-15	166	148

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	5	2%
Economically Disadvantaged Students	242	77.1%
English Language Learners	36	11.5%

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.



Language Diversity

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

2014-15	Percent
English	71.5%
Haitian Creole	12.3%
Spanish	10.9%
Creoles and pidgins, English based	1.7%
Creoles and pidgins, French-based	1.3%
French	0.7%
Other	1.7%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	35%	68	20
Math Met or Exceeded Expectation	19%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	127	34.7%	95%	98.7%	YES
White	-	-	--	--	--
African American	102	35.3%	95%	98.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	100	36%	95%	97.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	127	18.9%	95%	98.1%	YES
White	-	-	--	--	--
African American	102	19.6%	95%	98.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	100	19%	95%	97.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	41	725	744	20%	39%	20%	22%	0%	22%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	35	727	725	17%	43%	17%	23%	0%	23%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	36	727	724	17%	42%	19%	22%	0%	22%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	41	737	751	12%	17%	41%	24%	5%	29%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	33	739	733	9%	12%	45%	30%	3%	33%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	30	739	734	10%	20%	37%	27%	7%	33%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	45	744	751	9%	13%	27%	51%	0%	51%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	34	744	734	12%	12%	26%	50%	0%	50%	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	34	746	734	12%	6%	29%	53%	0%	53%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	41	717	746	27%	37%	20%	17%	0%	17%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	35	716	728	26%	37%	23%	14%	0%	14%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	36	716	730	25%	39%	19%	17%	0%	17%	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	41	729	744	10%	41%	32%	15%	2%	17%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	33	730	727	6%	42%	33%	18%	0%	18%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	30	729	730	10%	43%	30%	13%	3%	17%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	45	728	744	11%	33%	33%	22%	0%	22%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	34	730	728	12%	26%	35%	26%	0%	26%	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	34	729	731	9%	35%	32%	24%	0%	24%	23%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

13-2330-120
MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

NJASK Results - Science Grade Level - 04

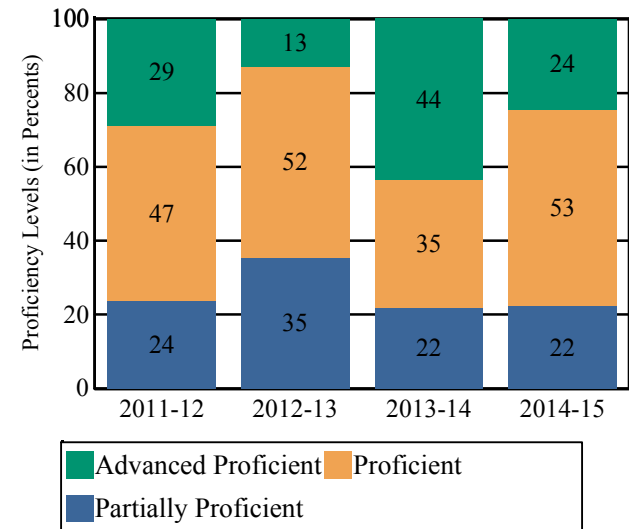
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	53%	22%
White	-	-	-
African American	22%	56%	22%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	27%	52%	21%

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

ESSEX
IRVINGTON TOWNSHIP

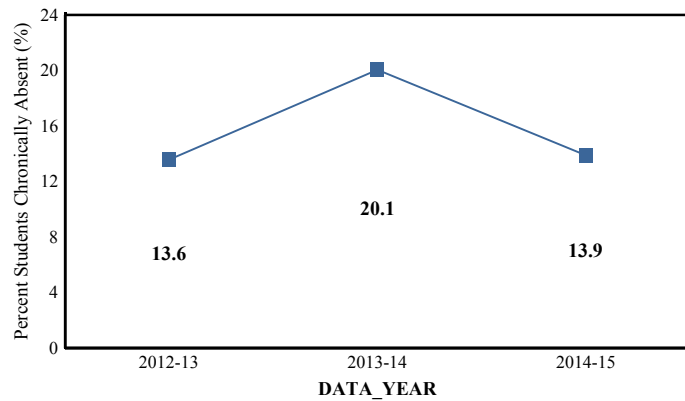
GRADE SPAN KG-05

13-2330-120
MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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.

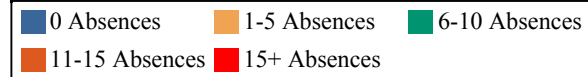
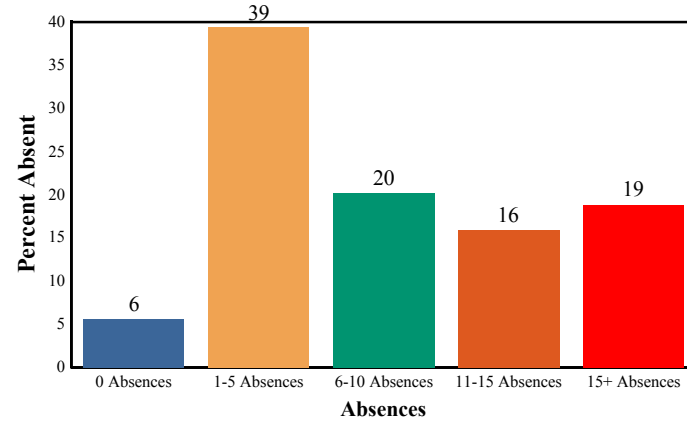


Chronic Absenteeism for 2014-15

13.91%

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

ESSEX
IRVINGTON TOWNSHIP

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

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	61	90	80	35	YES
Student Growth on Math	42	40	26	35	YES
		65	53		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	8%	1%	0%
Partially Met	6%	6%	3%
Approached	6%	13%	16%
Met	5%	11%	24%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	3%	0%
Partially Met	19%	11%	6%
Approached	13%	14%	7%
Met	3%	7%	9%
Exceeded	0%	0%	1%

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

ESSEX
IRVINGTON TOWNSHIP

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

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	801	850
75th	755	770
50th	721	743
25th	706	715
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	769	850
75th	741	767
50th	716	745
25th	704	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX

IRVINGTON TOWNSHIP

MADISON AT CHANCELLOR SOUTH

36 MT. VERNON AVENUE

IRVINGTON, NJ 07111

GRADE SPAN KG-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	798	850
75th	757	773
50th	734	750
25th	720	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	789	850
75th	767	773
50th	750	751
25th	730	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	790	850
75th	745	764
50th	728	742
25th	714	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	770	850
75th	740	763
50th	725	743
25th	712	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	40

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN KG-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. 25 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	8.3%

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. 45 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	14
Administrators	314

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

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	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	MADISON AT CHANCELLOR SOUTH	13-2330-120	KG-05	77.1%	11.5%	1.3%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

MADISON AT CHANCELLOR SOUTH
36 MT. VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%
ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%



State of New Jersey
2014-15

13-2330-125

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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/>.

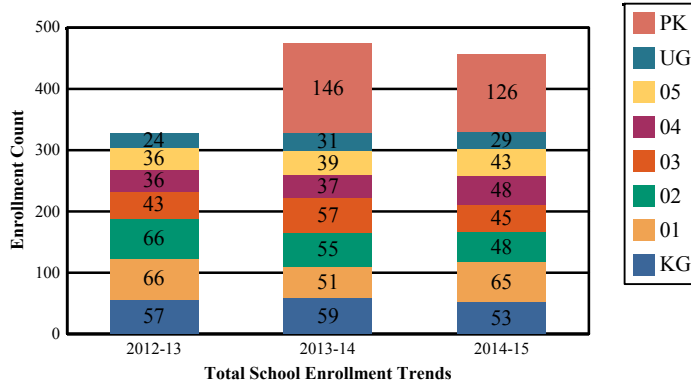
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

13-2330-125
THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

Enrollment by Grade

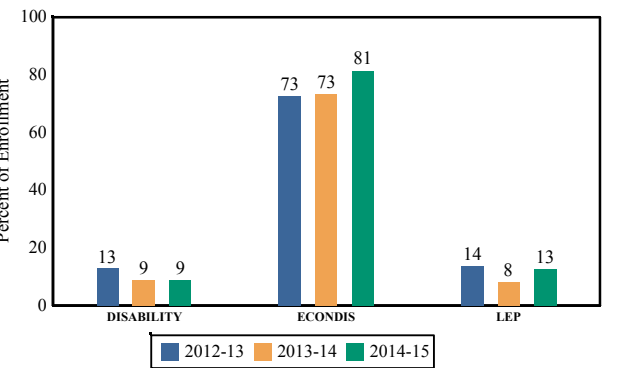
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

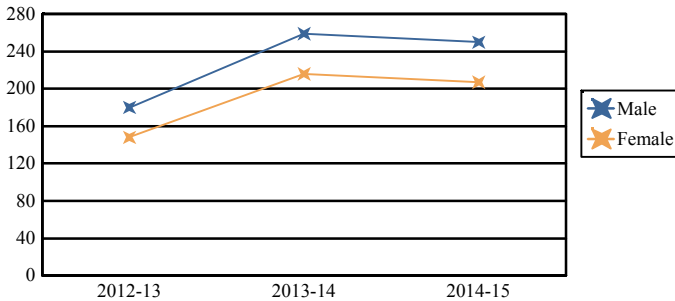
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	328
2013-14	475
2014-15	457

Enrollment by Gender

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



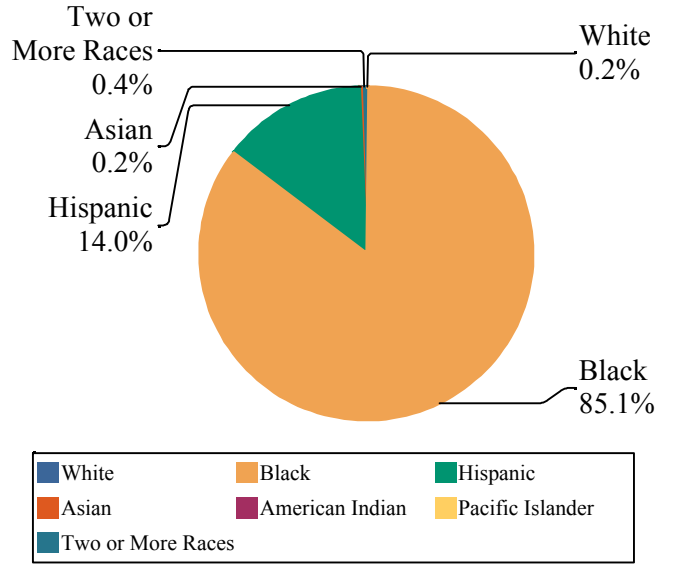
	Male	Female
2012-13	180	148
2013-14	259	216
2014-15	250	207

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	40	9%
Economically Disadvantaged Students	372	81.4%
English Language Learners	58	12.7%

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.



Language Diversity

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

2014-15	Percent
English	81.1%
Spanish	13.2%
Haitian Creole	1.8%
Creoles and pidgins, French-based	1.1%
Creoles and pidgins, English based	1.1%
Igbo	0.7%
Other	1.1%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	12%	13	2
Math Met or Exceeded Expectation	7%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	104	11.5%	95%	96.6%	YES
White	-	-	--	--	--
African American	79	12.7%	95%	96.5%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	90	10%	95%	97.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	33	709	744	48%	18%	18%	15%	0%	15%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	24	710	725	46%	21%	17%	17%	0%	17%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	706	724	52%	19%	19%	11%	0%	11%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	41	722	751	12%	44%	34%	10%	0%	10%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	34	725	733	6%	47%	35%	12%	0%	12%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	723	734	11%	42%	36%	11%	0%	11%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	30	728	751	13%	23%	53%	10%	0%	10%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	21	727	734	19%	14%	57%	10%	0%	10%	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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	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%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

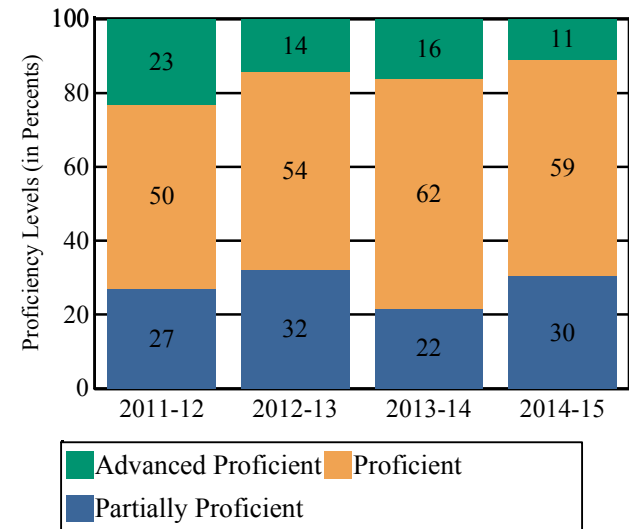
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	59%	30%
White	-	-	-
African American	8%	62%	30%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	10%	61%	29%

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

ESSEX
IRVINGTON TOWNSHIP

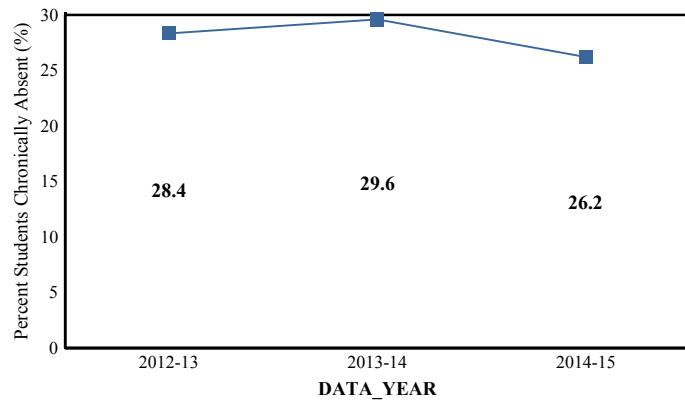
GRADE SPAN PK-05

13-2330-125
THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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.

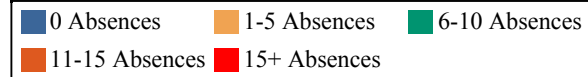
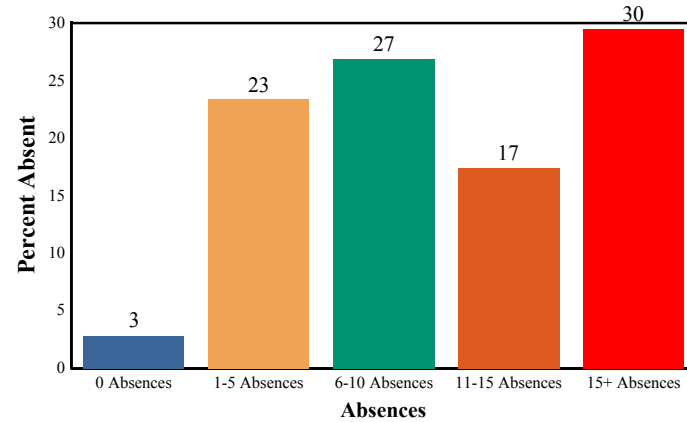


Chronic Absenteeism for 2014-15

26.21%

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

ESSEX
IRVINGTON TOWNSHIP

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

GRADE SPAN PK-05

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	53	77	56	35	YES
Student Growth on Math	52	77	50	35	YES
		77	53		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	11%	3%	0%
Partially Met	14%	9%	8%
Approached	11%	12%	16%
Met	1%	1%	12%
Exceeded	0%	0%	0%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	5%	0%
Partially Met	7%	23%	14%
Approached	3%	8%	13%
Met	1%	2%	8%
Exceeded	0%	0%	0%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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	766	850
75th	738	770
50th	710	743
25th	685	715
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	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	N/A	850
75th	N/A	767
50th	N/A	745
25th	N/A	722
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	45

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-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. 25 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	2.8%

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. 45 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	0

N/R - Data Not Reported

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

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>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	MADISON AT CHANCELLOR SOUTH	13-2330-120	KG-05	77.1%	11.5%	1.3%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

THURGOOD MARSHALL SCHOOL
141 181 MONTGOMERY AVENUE
IRVINGTON, NJ 07111

GRADE SPAN PK-05

ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	27-1110-060	KG-06	84.7%	3.3%	11.6%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%



State of New Jersey
2014-15

13-2330-131

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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

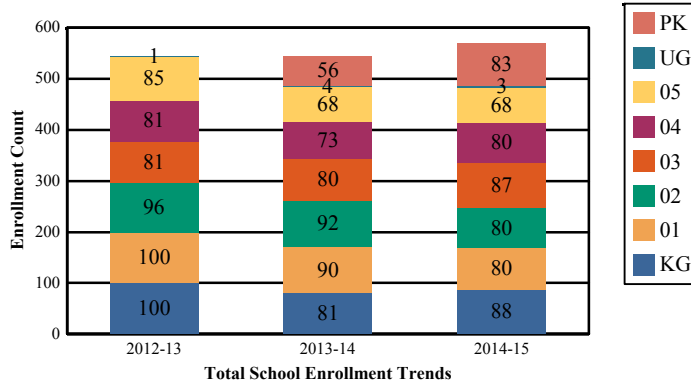
ESSEX
IRVINGTON TOWNSHIP

13-2330-131
MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN PK-05

Enrollment by Grade

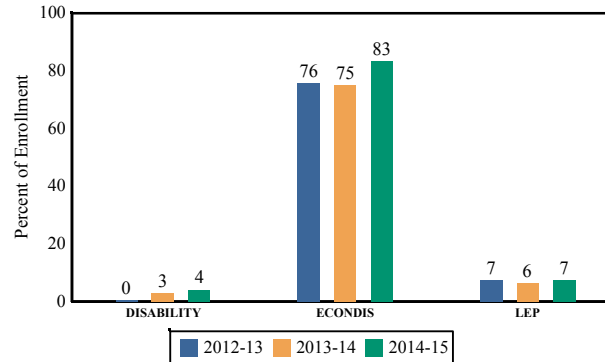
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

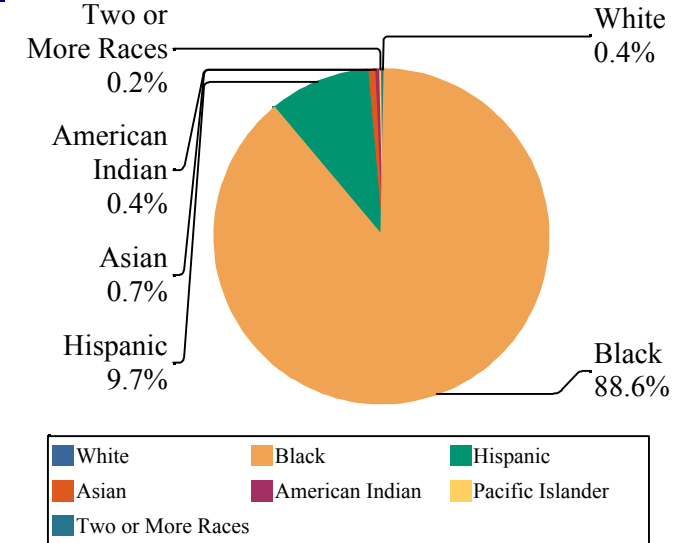
Enrollment Trends by Program Participation

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

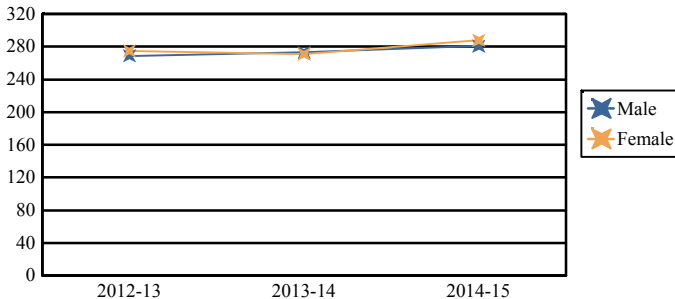
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	544
2013-14	544
2014-15	569

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	269	275
2013-14	273	271
2014-15	281	288

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	24	4%
Economically Disadvantaged Students	474	83.3%
English Language Learners	42	7.4%

Language Diversity

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

2014-15	Percent
English	79.5%
Spanish	10.1%
Haitian Creole	7.0%
Creoles and pidgins, English based	1.3%
Creoles and pidgins	1.1%
Igbo	0.4%
Other	0.7%

ACADEMIC ACHIEVEMENT

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN PK-05

**MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111**

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	12%	20	2
Math Met or Exceeded Expectation	11%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	197	12.2%	95%	98.3%	YES
White	-	-	--	--	--
African American	176	13.7%	95%	98.6%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	162	11.1%	95%	97.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	197	10.7%	95%	98.3%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

13-2330-131
MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	69	725	751	14%	35%	38%	12%	1%	13%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	62	726	733	13%	35%	37%	13%	2%	15%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	55	724	734	18%	33%	38%	9%	2%	11%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	57	725	751	16%	35%	32%	18%	0%	18%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	51	726	734	14%	37%	29%	20%	0%	20%	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	43	725	734	16%	30%	37%	16%	0%	16%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	71	715	746	30%	37%	20%	14%	0%	14%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	63	714	728	30%	38%	21%	11%	0%	11%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	64	715	730	31%	36%	20%	13%	0%	13%	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	57	722	744	25%	30%	35%	11%	0%	11%	42%
White	-	-	749	-	-	-	-	-	-	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%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

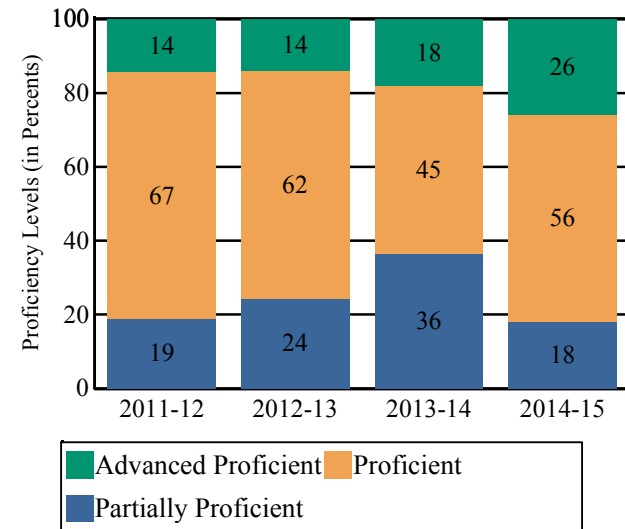
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	56%	18%
White	-	-	-
African American	23%	58%	20%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	53%	19%

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

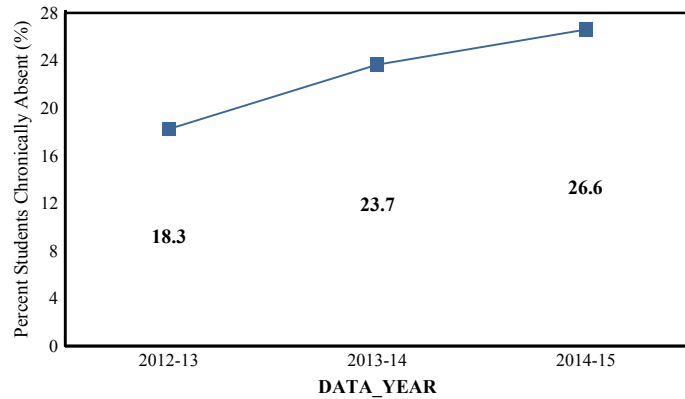
ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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.

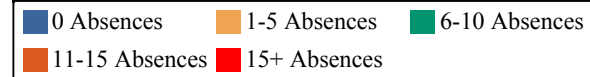
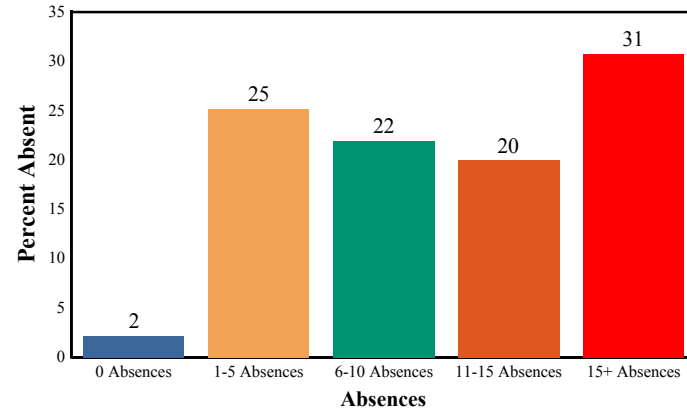


Chronic Absenteeism for 2014-15

26.62%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	37	20	10	35	YES
Student Growth on Math	35	34	10	35	NO
		27	10		50%

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	16%	1%	0%
Partially Met	16%	13%	6%
Approached	12%	11%	10%
Met	4%	3%	6%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	4%	0%
Partially Met	22%	11%	7%
Approached	11%	9%	11%
Met	1%	2%	6%
Exceeded	0%	0%	0%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

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	N/A	850
75th	N/A	770
50th	N/A	743
25th	N/A	715
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	0	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	774	850
75th	732	767
50th	716	745
25th	697	722
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN PK-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	785	850
75th	738	773
50th	723	750
25th	710	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	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	774	850
75th	743	773
50th	724	751
25th	706	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	N/A	850
75th	N/A	764
50th	N/A	742
25th	N/A	721
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	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	773	850
75th	734	763
50th	720	743
25th	700	723
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

GRADE SPAN PK-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. 25 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	6.2%

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. 45 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	15
Administrators	142

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN PK-05

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

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	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FOUR	07-2670-040	KG-04	84.5%	21.6%	11.3%
CAPE MAY	WILDWOOD CITY	GLENWOOD AVE ELEMENTARY SCHOOL	09-5790-060	PK-05	85.7%	24.7%	15.3%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920	KG-05	90.5%	0%	10%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	NEWARK LEGACY CS	NEWARK LEGACY CHARTER SCHOOL	80-6037-922	PK-05	92.5%	0%	10.3%
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	JOHNSTONE ELEMENTARY SCHOOL	11-5390-120	KG-05	79.8%	38.4%	13.3%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	FOREST STREET ELEMENTARY SCHOOL	13-3880-080	PK-07	85.2%	9.8%	7.6%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL	13-1210-140	PK-05	89.4%	1.5%	7%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	IRVINGTON TOWNSHIP	MT. VERNON AVENUE SCHOOL	13-2330-131	PK-05	83.3%	7.4%	4.1%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%
ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

MT. VERNON AVENUE SCHOOL
54 MT VERNON AVENUE
IRVINGTON, NJ 07111

GRADE SPAN PK-05

ESSEX	NEWARK CITY	SOUTH STREET ELEMENTARY SCHOOL	13-3570-640	PK-05	84.1%	20.6%	8.1%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	ALEXANDER D. SULLIVAN SCHOOL	17-2390-320	PK-05	83.7%	20.6%	10.3%
HUDSON	JERSEY CITY	PS # 20	17-2390-190	PK-05	89%	7.4%	11.1%
MERCER	TRENTON CITY	FRANKLIN ELEMENTARY SCHOOL	21-5210-190	KG-05	90.3%	10.5%	11.6%
MERCER	TRENTON CITY	GREGORY ELEMENTARY SCHOOL	21-5210-210	KG-05	90.6%	0.3%	8.2%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MONMOUTH	NEPTUNE TWP	MIDTOWN COMMUNITY ELEMENTARY SCHOOL	25-3510-080	PK-05	86%	19.3%	12.1%
PASSAIC	CLIFTON CITY	SCHOOL #12	31-0900-170	KG-05	85.5%	18%	10.7%
PASSAIC	PATERSON CITY	SCHOOL 15	31-4010-190	PK-05	86.1%	19.7%	12.3%
UNION	PLAINFIELD CITY	EMERSON ELEMENTARY SCHOOL	39-4160-130	KG-05	85.3%	25%	14.3%

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/>.

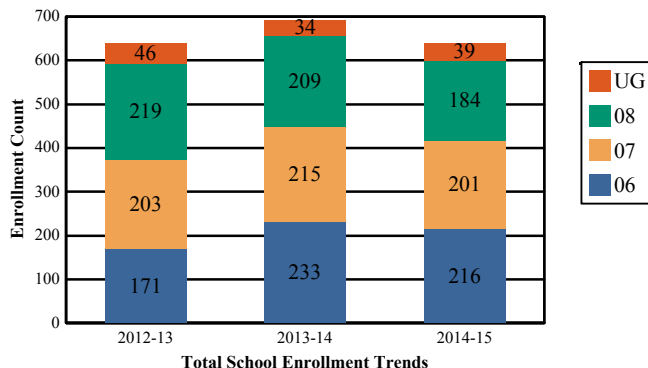
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

13-2330-135
UNIVERSITY MIDDLE SCHOOL
255 MYRTLE AVE
IRVINGTON, NJ 07111-2621

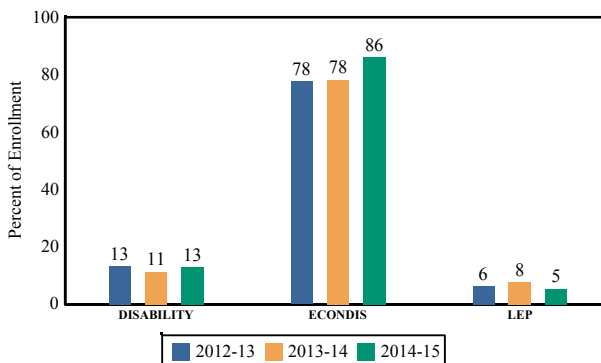
Enrollment by Grade

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



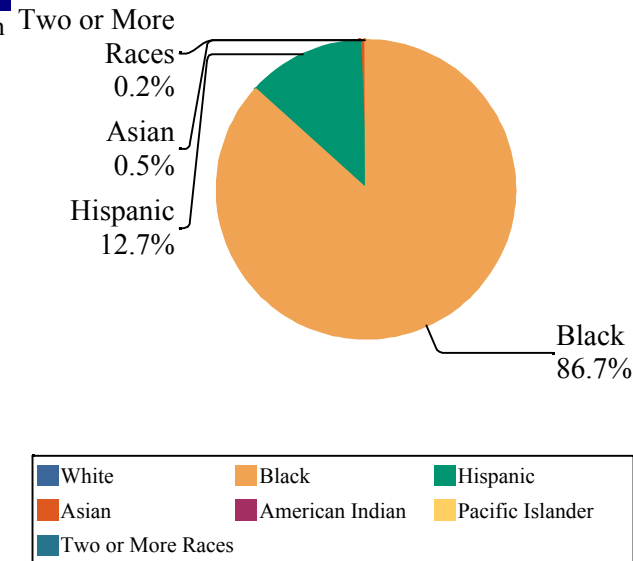
Enrollment Trends by Program Participation

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.



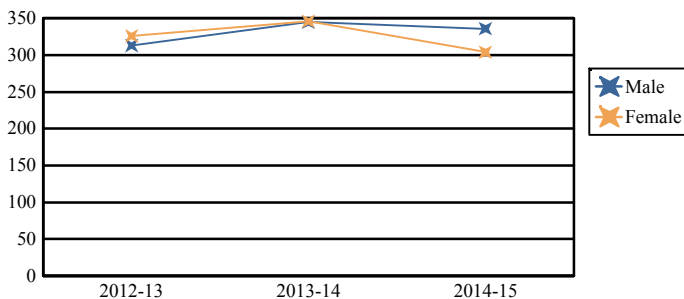
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	639
2013-14	691
2014-15	640

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	83	13%
Economically Disadvantaged Students	552	86.3%
English Language Learners	35	5.5%

Language Diversity

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

2014-15	Percent
English	78.8%
Spanish	9.6%
Haitian Creole	6.2%
French	1.5%
Twi	1.3%
Creoles and pidgins, French-based	1.3%
Other	1.5%

	Male	Female
2012-13	313	326
2013-14	345	346
2014-15	336	304

ACADEMIC ACHIEVEMENT

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN 06-08

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	21%	46	13
Math Met or Exceeded Expectation	14%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	328	21%	95%	93.4%	YES*
White	-	-	--	--	--
African American	288	21.9%	95%	92.7%	YES*
Hispanic	38	13.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	248	19.3%	95%	93%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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	331	14.2%	95%	93.3%	YES*
White	-	-	--	--	--
African American	291	14.1%	95%	92.9%	YES*
Hispanic	38	13.2%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	250	12.4%	95%	93.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 06

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	-	-	749	-	-	-	-	-	-	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 07

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	173	721	750	24%	28%	26%	21%	0%	21%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	150	722	730	24%	29%	25%	23%	0%	23%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	138	720	733	26%	28%	28%	18%	0%	18%	33%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 08

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	152	723	750	21%	30%	29%	18%	3%	20%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	136	723	730	21%	29%	29%	18%	3%	21%	31%
Hispanic	15	721	735	20%	33%	33%	13%	0%	13%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	690	713	48%	33%	10%	0%	10%	10%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	107	722	732	25%	26%	28%	19%	2%	21%	34%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 06

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	-	-	743	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 07

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	173	718	740	20%	42%	27%	12%	0%	12%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	150	718	725	20%	42%	26%	12%	0%	12%	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 08

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	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC ALGEBRA I - Performance Distribution

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	32	752	740	3%	6%	31%	59%	0%	59%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	29	751	722	3%	7%	34%	55%	0%	55%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	24	750	725	4%	4%	38%	54%	0%	54%	21%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

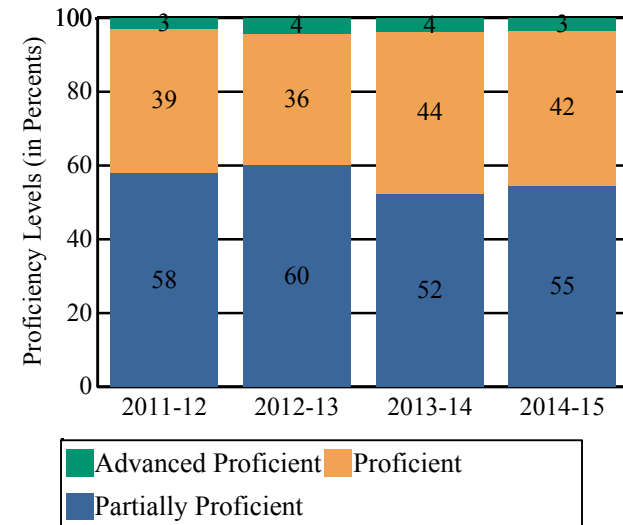
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	42%	55%
White	-	-	-
African American	3%	42%	55%
Hispanic	5%	42%	53%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	28%	69%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	41%	56%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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 and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
28	33

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
82.1%	57.6%

- Data Suppressed to protect the confidentiality of students

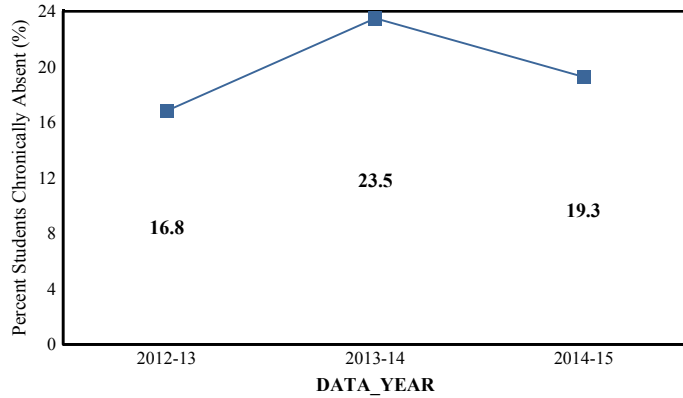
COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

Chronic Absenteeism Trend

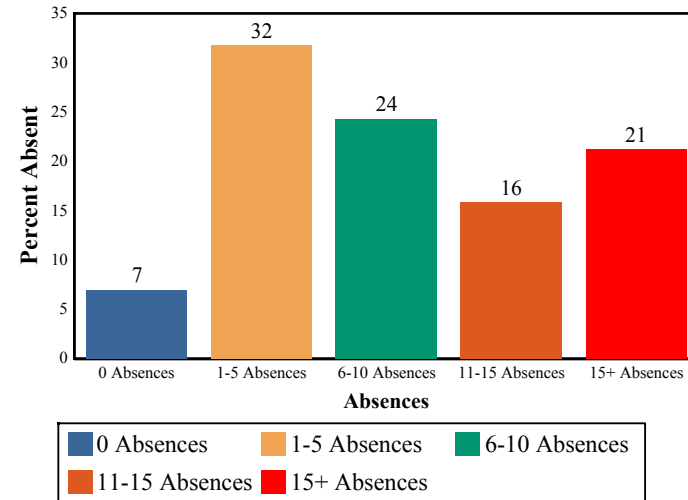
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	19.26%
--	---------------

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.



COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	22.1%	66.0%
Visual Arts	40.9%	71.1%
Total: All Visual and Performing Arts	63.1%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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	48	39	46	35	YES
Student Growth on Math	57	81	77	35	YES
		60	62		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	16%	4%	0%
Partially Met	11%	12%	5%
Approached	8%	10%	12%
Met	3%	6%	10%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	19%	5%	0%
Partially Met	8%	13%	14%
Approached	4%	8%	16%
Met	0%	1%	9%
Exceeded	0%	0%	0%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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 - 07

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	781	850
75th	745	776
50th	721	751
25th	696	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	52

Grade Level - 07

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	780	850
75th	734	759
50th	718	740
25th	705	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	39

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

Grade Level - 08

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	783	850
75th	743	777
50th	720	751
25th	700	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

Grade Level - 08

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	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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. 25 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	28.3%

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. 45 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	11
Administrators	640

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNIVERSITY MIDDLE SCHOOL
255 MYRTLE AVE
IRVINGTON, NJ 07111-2621

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	ATLANTIC CITY	NEW YORK AVENUE SCHOOL	01-0110-070	PK-08	84.8%	6.5%	12.4%
CAMDEN	CAMDEN CITY	CHARLES SUMNER ELEMENTARY SCHOOL	07-0680-310	PK-08	89.6%	23.9%	17.6%
CHARTERS	JERSEY CITY COMM. CS	JERSEY CITY COMMUNITY CHARTER SCHOOL	80-6910-940	KG-08	86%	0%	9.5%
CHARTERS	LADY LIBERTY ACADEMY CS	LADY LIBERTY ACADEMY CHARTER SCHOOL	80-7100-936	KG-08	82.2%	0.4%	13.7%
CHARTERS	MARIA L. VARISCO-ROGERS CS	MARIA VARISCO ROGERS CHARTER SCHOOL	80-7735-975	KG-08	87.7%	11.5%	8.8%
CHARTERS	PASSAIC ARTS AND SCIENCE CS	PASSAIC ARTS AND SCIENCE CHARTER SCHOOL	80-6080-966	KG-08	85.1%	3%	4.3%
CHARTERS	PRIDE ACADEMY CHARTER SCHOOL	PRIDE ACADEMY CHARTER SCHOOL	80-6020-985	05-08	82.6%	0%	12.1%
CHARTERS	UNIVERSITY HEIGHTS CS	UNIVERSITY HEIGHTS CHARTER SCHOOL	80-8065-980	PK-08	86.8%	1.6%	8.8%
CHARTERS	VILLAGE CS	THE VILLAGE CHARTER SCHOOL	80-8140-990	KG-08	83.8%	0%	8.1%
CUMBERLANI	BRIDGETON CITY	BUCKSHUTEM ROAD SCHOOL	11-0540-050	KG-08	92.1%	22.6%	7.4%
CUMBERLANI	COMMERCIAL TWP	PORT NORRIS MIDDLE SCHOOL	11-0950-050	06-08	82.4%	0%	26.1%
ESSEX	EAST ORANGE	PATRICK F. HEALY MIDDLE SCHOOL	13-1210-095	06-08	83.7%	4%	21.6%
ESSEX	EAST ORANGE	SOJOURNER TRUTH MIDDLE SCHOOL	13-1210-135	06-08	84.8%	3.4%	20.6%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY MIDDLE SCHOOL	13-2330-135	06-08	86.2%	5.5%	12.8%
ESSEX	NEWARK CITY	ABINGTON AVENUE SCHOOL	13-3570-170	PK-08	91%	17%	12.8%
ESSEX	NEWARK CITY	LUIS MUNOZ MARIN ELEMENTARY SCHOOL	13-3570-301	PK-08	86.1%	14.4%	23.2%
ESSEX	NEWARK CITY	MCKINLEY	13-3570-520	PK-08	85%	6.4%	24.8%
ESSEX	NEWARK CITY	RAFAEL HERNANDEZ SCHOOL	13-3570-575	PK-08	88.2%	10.6%	15.4%
HUDSON	JERSEY CITY	CHRISTA MCAULIFFE SCHOOL	17-2390-250	PK-08	87.7%	11.2%	11.9%
HUDSON	NORTH BERGEN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	17-3610-080	01-08	83.1%	9.1%	23.8%
MONMOUTH	RED BANK BORO	RED BANK MIDDLE SCHOOL	25-4360-060	04-08	88.2%	9%	10.9%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PASSAIC	PATERSON CITY	NORMAN S WEIR	31-4010-325	KG-08	77.9%	2.2%	38.8%	
PASSAIC	PATERSON CITY	REV DR FRANK NAPIER JR SCHOOL	31-4010-080	01-08	86.9%	7.8%	18.3%	
PASSAIC	PATERSON CITY	SCHOOL 13	31-4010-170	KG-08	90.8%	10.2%	4.1%	
PASSAIC	PATERSON CITY	SCHOOL 18	31-4010-220	PK-08	91.8%	16.7%	7.9%	
PASSAIC	PATERSON CITY	SCHOOL 3	31-4010-070	KG-08	90.3%	24.4%	10.1%	
PASSAIC	PATERSON CITY	SCHOOL 8	31-4010-120	KG-08	93.7%	23%	7.3%	
UNION	ELIZABETH CITY	GEORGE WASHINGTON ACADEMY SCHOOL NO. 1	39-1320-090	PK-08	87.5%	1.1%	6%	
UNION	ELIZABETH CITY	LOUVERTURE-LAFAYETTE SCHOOL NO. 6	39-1320-120	PK-08	89.8%	17.4%	13.1%	
UNION	ELIZABETH CITY	NICHOLAS S. LACORTE- PETERSTOWN SCHOOL NO. 3	39-1320-110	KG-08	89.2%	23.2%	15.5%	
UNION	PLAINFIELD CITY	HUBBARD MIDDLE SCHOOL	39-4160-060	06-08	89.6%	21.2%	18.7%	



State of New Jersey
2014-15

13-2330-136

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

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.

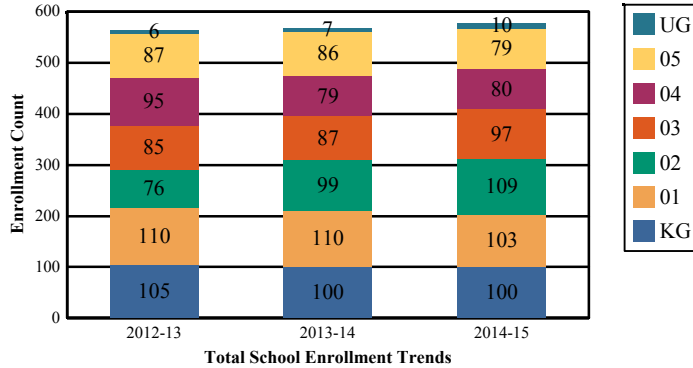
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

Enrollment by Grade

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

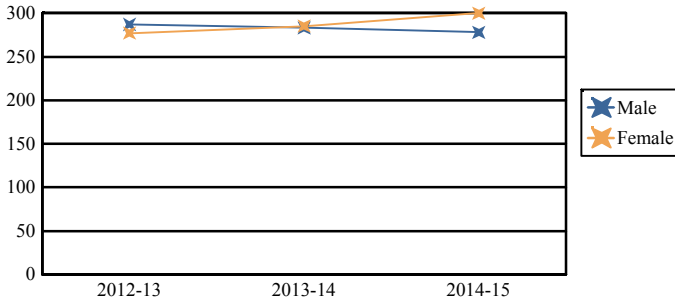


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	564
2013-14	568
2014-15	578

Enrollment by Gender

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

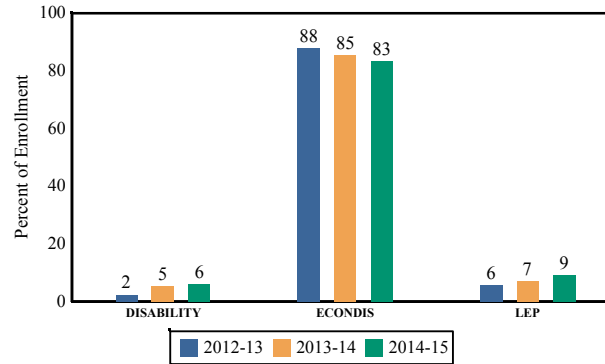


	Male	Female
2012-13	287	277
2013-14	283	285
2014-15	278	300

GRADE SPAN KG-05

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.



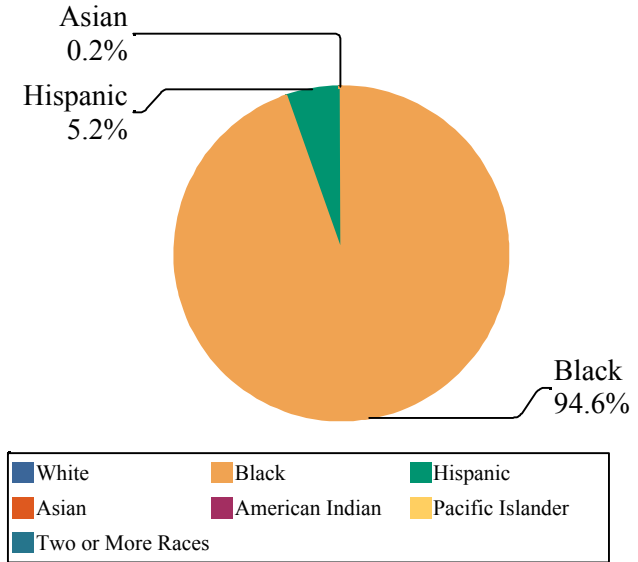
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	36	6%
Economically Disadvantaged Students	481	83.2%
English Language Learners	53	9.2%

13-2330-136
UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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.



Language Diversity

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

2014-15	Percent
English	81.5%
Haitian Creole	6.3%
Spanish	4.4%
Creoles and pidgins, English based	3.3%
Creoles and pidgins, French-based	2.3%
French	0.5%
Other	1.8%

ACADEMIC ACHIEVEMENT

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN KG-05

**UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111**

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	23%	46	8
Math Met or Exceeded Expectation	16%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	162	22.9%	95%	98.9%	YES
White	-	-	--	--	--
African American	150	24%	95%	98.8%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	132	24.3%	95%	99.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	161	16.1%	95%	96.7%	YES
White	-	-	--	--	--
African American	149	17.5%	95%	96.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	131	16.8%	95%	97.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	59	713	744	34%	32%	12%	22%	0%	22%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	54	715	725	33%	30%	13%	24%	0%	24%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	53	714	724	34%	32%	11%	23%	0%	23%	24%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	56	724	751	18%	32%	30%	16%	4%	20%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	51	725	733	16%	31%	33%	16%	4%	20%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	721	734	22%	36%	22%	16%	4%	20%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	47	737	751	9%	30%	34%	26%	2%	28%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	45	737	734	9%	29%	33%	27%	2%	29%	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	34	740	734	9%	29%	29%	29%	3%	32%	31%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	59	713	746	32%	37%	17%	14%	0%	14%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	54	714	728	31%	35%	19%	15%	0%	15%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	53	714	730	32%	36%	17%	15%	0%	15%	26%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	56	720	744	14%	54%	20%	11%	2%	13%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	51	721	727	14%	53%	20%	12%	2%	14%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	720	730	18%	49%	20%	11%	2%	13%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	46	730	744	13%	26%	37%	24%	0%	24%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	44	730	728	14%	25%	36%	25%	0%	25%	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	33	732	731	9%	24%	42%	24%	0%	24%	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

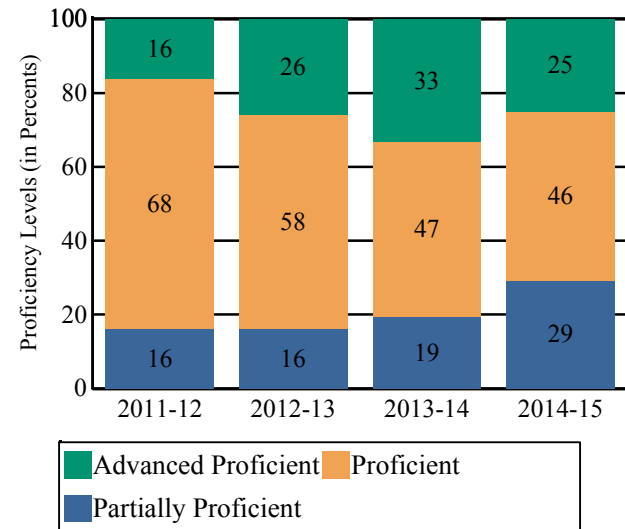
NJASK Results - Science Grade Level - 04

NJASK Proficiency Trends - 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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	46%	29%
White	-	-	-
African American	26%	45%	29%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	25%	42%	32%



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

COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

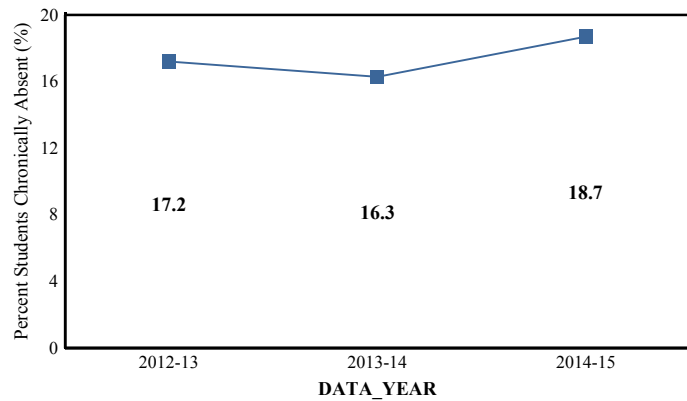
UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

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

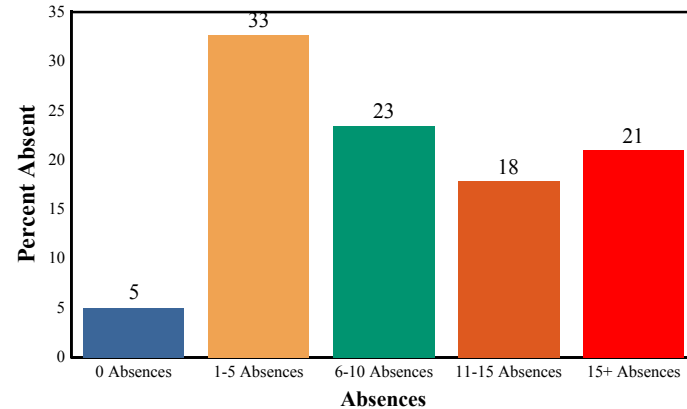
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	18.71%
--	---------------

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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

ESSEX
IRVINGTON TOWNSHIP

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

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	40	27	15	35	YES
Student Growth on Math	44	60	28	35	YES
		44	22		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	12%	1%	0%
Partially Met	16%	10%	4%
Approached	14%	10%	8%
Met	5%	7%	10%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	1%	0%
Partially Met	20%	18%	7%
Approached	5%	13%	10%
Met	1%	5%	8%
Exceeded	0%	0%	1%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	782	850
75th	729	770
50th	706	743
25th	683	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	777	850
75th	724	767
50th	710	745
25th	693	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

GRADE SPAN KG-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	802	850
75th	735	773
50th	720	750
25th	704	728
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	800	850
75th	752	773
50th	736	751
25th	713	728
0th	675	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	786	850
75th	733	764
50th	715	742
25th	704	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	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	768	850
75th	746	763
50th	728	743
25th	709	723
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40

SCHOOL CLIMATE

ESSEX

IRVINGTON TOWNSHIP

UNIVERSITY ELEMENTARY SCHOOL

1 UNIVERSITY PLACE

IRVINGTON, NJ 07111

GRADE SPAN KG-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. 25 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	18.9%

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. 45 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	17
Administrators	289

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN KG-05

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

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	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	HARRY C. SHARP ELEMENTARY SCHOOL	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FOUR	07-2670-040	KG-04	84.5%	21.6%	11.3%
CAPE MAY	WILDWOOD CITY	GLENWOOD AVE ELEMENTARY SCHOOL	09-5790-060	PK-05	85.7%	24.7%	15.3%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	CAMDEN'S PRIDE CHARTER SCHOOL	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920	KG-05	90.5%	0%	10%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	JOHNSTONE ELEMENTARY SCHOOL	11-5390-120	KG-05	79.8%	38.4%	13.3%
CUMBERLANI	VINELAND CITY	MAX LEUCHTER	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	FOREST STREET ELEMENTARY SCHOOL	13-3880-080	PK-07	85.2%	9.8%	7.6%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	IRVINGTON TOWNSHIP	MADISON AT CHANCELLOR SOUTH	13-2330-120	KG-05	77.1%	11.5%	1.3%
ESSEX	IRVINGTON TOWNSHIP	MT. VERNON AVENUE SCHOOL	13-2330-131	PK-05	83.3%	7.4%	4.1%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

UNIVERSITY ELEMENTARY SCHOOL
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

GRADE SPAN KG-05

ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	ALEXANDER D. SULLIVAN SCHOOL	17-2390-320	PK-05	83.7%	20.6%	10.3%
HUDSON	JERSEY CITY	PS # 20	17-2390-190	PK-05	89%	7.4%	11.1%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MONMOUTH	NEPTUNE TWP	MIDTOWN COMMUNITY ELEMENTARY SCHOOL	25-3510-080	PK-05	86%	19.3%	12.1%
PASSAIC	CLIFTON CITY	SCHOOL #12	31-0900-170	KG-05	85.5%	18%	10.7%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%
PASSAIC	PATERSON CITY	SCHOOL 15	31-4010-190	PK-05	86.1%	19.7%	12.3%
UNION	PLAINFIELD CITY	EMERSON ELEMENTARY SCHOOL	39-4160-130	KG-05	85.3%	25%	14.3%

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/>.

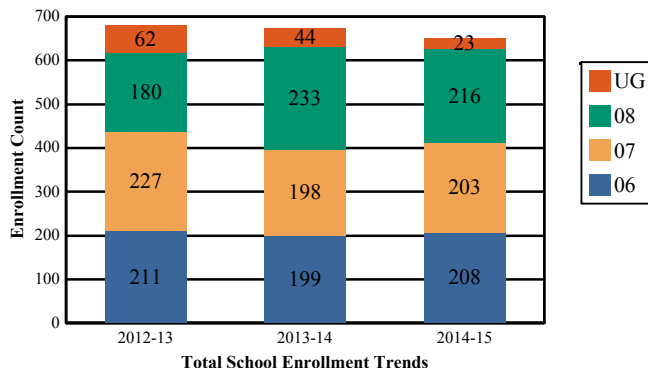
DEMOGRAPHIC INFORMATION

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

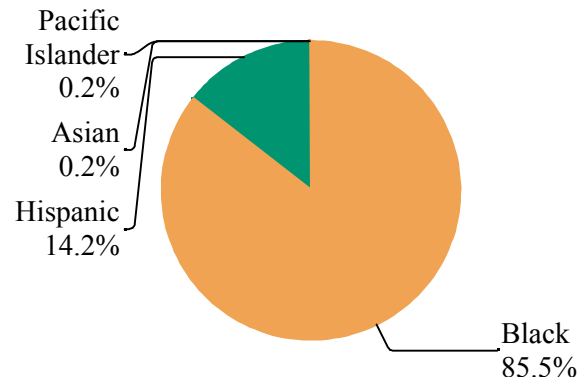
Enrollment by Grade

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



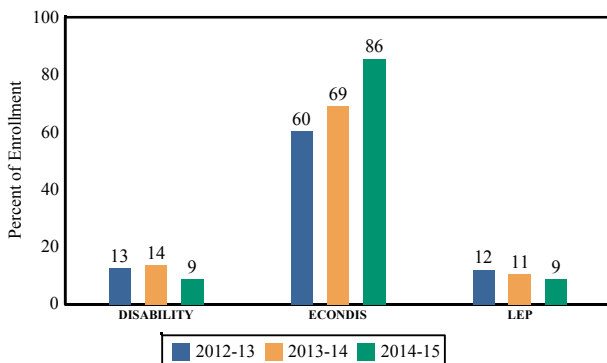
Enrollment by Ethnic/Racial Subgroup

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



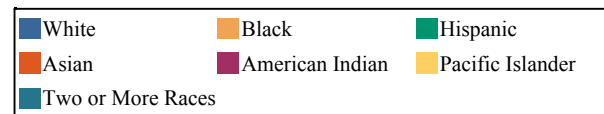
Enrollment Trends by Program Participation

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	56	9%
Economically Disadvantaged Students	556	85.5%
English Language Learners	56	8.6%



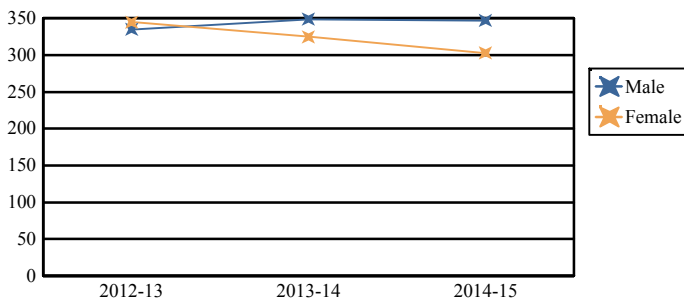
Language Diversity

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

2014-15	Percent
English	73.5%
Spanish	10.9%
Haitian Creole	8.4%
Creoles and pidgins, French-based	4.8%
Creoles and pidgins	0.7%
Yoruba	0.3%
Other	1.5%

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	335	345
2013-14	349	325
2014-15	347	303

ACADEMIC ACHIEVEMENT

**ESSEX
IRVINGTON TOWNSHIP**

GRADE SPAN 06-08

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.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	62	19
Math Met or Exceeded Expectation	16%		

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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	492	25.9%	95%	96.1%	YES
White	-	-	--	--	--
African American	418	26.7%	95%	96%	YES
Hispanic	71	16.9%	95%	96.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	395	26%	95%	96.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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	496	15.5%	95%	96.5%	YES
White	-	-	--	--	--
African American	420	15%	95%	96.4%	YES
Hispanic	73	16.4%	95%	96.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	394	16%	95%	98.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

PARCC ELA Performance Distribution - Grade - 06

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	158	727	749	9%	38%	35%	17%	0%	17%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	132	728	732	8%	37%	36%	19%	0%	19%	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	124	728	733	6%	39%	35%	19%	0%	19%	30%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

PARCC ELA Performance Distribution - Grade - 07

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	149	727	750	18%	33%	23%	19%	6%	26%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	124	725	730	20%	31%	24%	19%	5%	24%	31%
Hispanic	23	731	736	9%	43%	22%	22%	4%	26%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	19	700	713	47%	26%	11%	11%	5%	16%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	127	728	733	17%	32%	24%	22%	6%	28%	33%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

PARCC ELA Performance Distribution - Grade - 08

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	185	733	750	16%	23%	27%	29%	4%	34%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	162	735	730	16%	23%	26%	30%	5%	35%	31%
Hispanic	22	724	735	18%	27%	36%	18%	0%	18%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	144	731	732	16%	27%	26%	26%	5%	31%	34%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 06

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	-	-	743	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

PARCC MATH - Performance Distribution - Grade - 07

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	150	723	740	17%	34%	31%	17%	1%	17%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	125	722	725	18%	34%	34%	14%	1%	14%	17%
Hispanic	23	725	730	17%	39%	17%	26%	0%	26%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	127	725	728	14%	35%	32%	17%	1%	18%	21%

ACADEMIC ACHIEVEMENT

UNION AVENUE MIDDLE SCHOOL

ESSEX

427 UNION AVE

IRVINGTON TOWNSHIP

GRADE SPAN 06-08

IRVINGTON, NJ 07111-2811

PARCC MATH - Performance Distribution - Grade - 08

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	141	715	726	30%	28%	28%	14%	0%	14%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	121	716	715	29%	30%	26%	15%	0%	15%	14%
Hispanic	19	712	721	37%	21%	32%	11%	0%	11%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	109	715	719	28%	32%	26%	14%	0%	14%	17%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

PARCC ALGEBRA I - Performance Distribution

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	46	748	740	2%	13%	37%	46%	2%	48%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	41	750	722	0%	12%	39%	46%	2%	49%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	35	747	725	3%	9%	40%	49%	0%	49%	21%

ACADEMIC ACHIEVEMENT

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

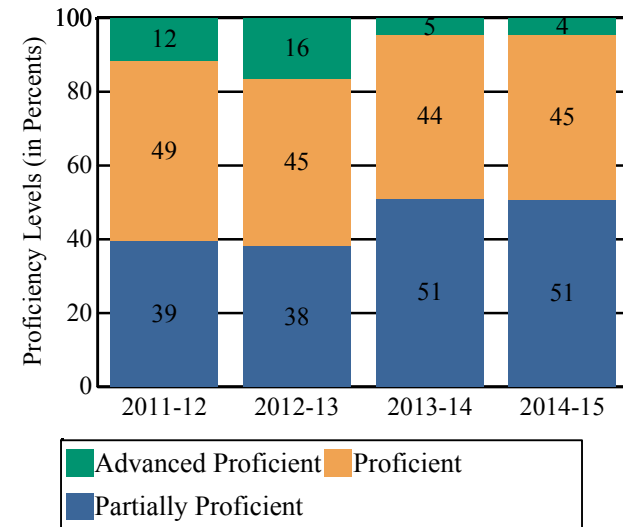
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	45%	51%
White	-	-	-
African American	5%	45%	50%
Hispanic	3%	45%	52%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	29%	71%
English Language Learners	-	-	-
Economically Disadvantaged Students	4%	43%	52%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

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 and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
43	53

Algebra I Test Taking

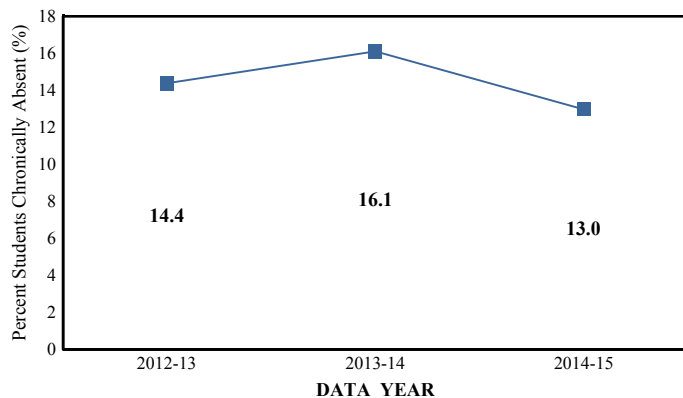
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
74.4%	47.2%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

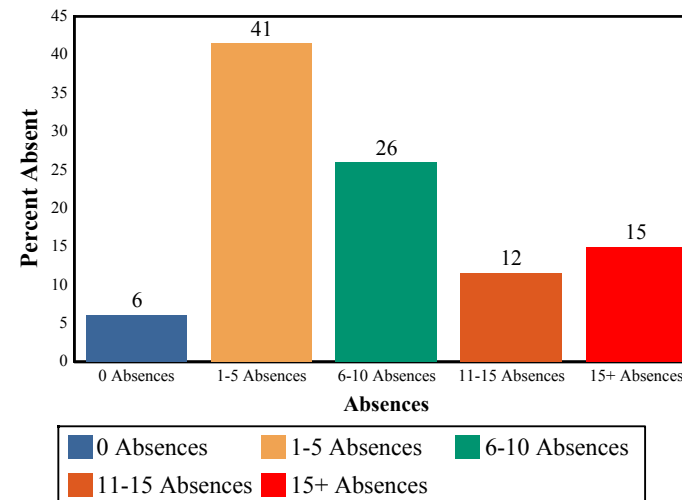


Chronic Absenteeism for 2014-15

12.99%

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.



COLLEGE AND CAREER READINESS

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	29.2%	66.0%
Visual Arts	41.5%	71.1%
Total: All Visual and Performing Arts	68.9%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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	54	78	65	35	YES
Student Growth on Math	43	49	32	35	YES
		64	49		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	10%	5%	0%
Partially Met	14%	10%	7%
Approached	5%	11%	12%
Met	2%	7%	13%
Exceeded	0%	0%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	19%	4%	0%
Partially Met	16%	13%	8%
Approached	4%	8%	16%
Met	1%	2%	7%
Exceeded	0%	0%	0%

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

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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 - 06

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	783	850
75th	741	770
50th	722	749
25th	705	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

Grade Level - 06

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	N/A	850
75th	N/A	763
50th	N/A	742
25th	N/A	721
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	42

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

Grade Level - 07

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	799	850
75th	747	776
50th	720	751
25th	700	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	52

Grade Level - 08

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	803	850
75th	758	777
50th	734	751
25th	710	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

Grade Level - 07

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	781	850
75th	736	759
50th	721	740
25th	704	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	39

Grade Level - 08

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	771	850
75th	739	748
50th	710	726
25th	690	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	44

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

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. 25 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	13.1%

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. 45 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	11
Administrators	163

SCHOOL PEER GROUP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	NEW YORK AVENUE SCHOOL	01-0110-070	PK-08	84.8%	6.5%	12.4%
BERGEN	FAIRVIEW BORO	LINCOLN SCHOOL	03-1470-060	04-08	82.3%	9.1%	19.7%
CAMDEN	CAMDEN CITY	CHARLES SUMNER ELEMENTARY SCHOOL	07-0680-310	PK-08	89.6%	23.9%	17.6%
CAMDEN	CAMDEN CITY	OCTAVIO V. CATTO FAMILY SCHOOL	07-0680-145	PK-08	88%	26.3%	16.2%
CHARTERS	LADY LIBERTY ACADEMY CS	LADY LIBERTY ACADEMY CHARTER SCHOOL	80-7100-936	KG-08	82.2%	0.4%	13.7%
CHARTERS	MARIA L. VARISCO-ROGERS CS	MARIA VARISCO ROGERS CHARTER SCHOOL	80-7735-975	KG-08	87.7%	11.5%	8.8%
CHARTERS	PASSAIC ARTS AND SCIENCE CS	PASSAIC ARTS AND SCIENCE CHARTER SCHOOL	80-6080-966	KG-08	85.1%	3%	4.3%
CHARTERS	PRIDE ACADEMY CHARTER SCHOOL	PRIDE ACADEMY CHARTER SCHOOL	80-6020-985	05-08	82.6%	0%	12.1%
CHARTERS	VILLAGE CS	THE VILLAGE CHARTER SCHOOL	80-8140-990	KG-08	83.8%	0%	8.1%
ESSEX	IRVINGTON TOWNSHIP	UNION AVENUE MIDDLE SCHOOL	13-2330-140	06-08	85.5%	8.6%	8.6%
ESSEX	NEWARK CITY	BELMONT RUNYON ELEMENTARY SCHOOL	13-3570-225	PK-08	83.1%	0%	8.9%
ESSEX	NEWARK CITY	CAMDEN STREET ELEMENTARY SCHOOL	13-3570-310	PK-08	78.4%	10%	39.8%
ESSEX	NEWARK CITY	DR WILLIAM H HORTON ELEMENTARY SCHOOL	13-3570-440	KG-08	87.1%	19.6%	10.9%
ESSEX	NEWARK CITY	HAWTHORNE AVENUE SCHOOL	13-3570-470	KG-08	81.2%	0.9%	12.8%
ESSEX	NEWARK CITY	LAFAYETTE STREET SCHOOL	13-3570-480	PK-08	84.8%	8.6%	8%
ESSEX	NEWARK CITY	LUIS MUNOZ MARIN ELEMENTARY SCHOOL	13-3570-301	PK-08	86.1%	14.4%	23.2%
ESSEX	NEWARK CITY	PESHINE AVENUE SCHOOL	13-3570-370	PK-08	82.4%	7.1%	18.2%
ESSEX	NEWARK CITY	QUITMAN COMMUNITY SCHOOL	13-3570-605	PK-08	80.9%	0.7%	17.6%
ESSEX	NEWARK CITY	SPEEDWAY AVENUE SCHOOL	13-3570-690	KG-08	82.8%	0.4%	10.8%
HUDSON	JERSEY CITY	CHRISTA MCAULIFFE SCHOOL	17-2390-250	PK-08	87.7%	11.2%	11.9%
HUDSON	JERSEY CITY	OLLIE CULBRETH JR. SCHOOL	17-2390-160	PK-08	88.3%	23.9%	11.5%

SCHOOL PEER GROUP

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NJ 07111-2811

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

County	Municipality	School Name	Grade Span	Level	Math %	Reading %	Writing %
HUDSON	NORTH BERGEN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	17-3610-080	01-08	83.1%	9.1%	23.8%
PASSAIC	PATERSON CITY	ALEXANDER HAMILTON ACADEMY	31-4010-043	KG-08	83.9%	9.3%	10.4%
PASSAIC	PATERSON CITY	DR. MARTIN LUTHER KING JR EDUCATIONAL COMPLEX	31-4010-312	KG-08	84.6%	11.7%	13.7%
PASSAIC	PATERSON CITY	NORMAN S WEIR SCHOOL 24	31-4010-325	KG-08	77.9%	2.2%	38.8%
PASSAIC	PATERSON CITY	SCHOOL 24	31-4010-270	PK-08	89%	19.9%	6.9%
PASSAIC	PATERSON CITY	SCHOOL 26	31-4010-290	KG-08	83.8%	7.7%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 3	31-4010-070	KG-08	90.3%	24.4%	10.1%
PASSAIC	PATERSON CITY	SCHOOL 6/ACADEMY OF PERFORMING ARTS	31-4010-100	PK-08	87.3%	14.6%	7.6%
UNION	ELIZABETH CITY	JEROME DUNN ACADEMY NO 9	39-1320-302	KG-08	91.6%	35.1%	10.8%
UNION	ELIZABETH CITY	NICHOLAS S. LACORTE-PETERSTOWN SCHOOL NO. 3	39-1320-110	KG-08	89.2%	23.2%	15.5%