



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.

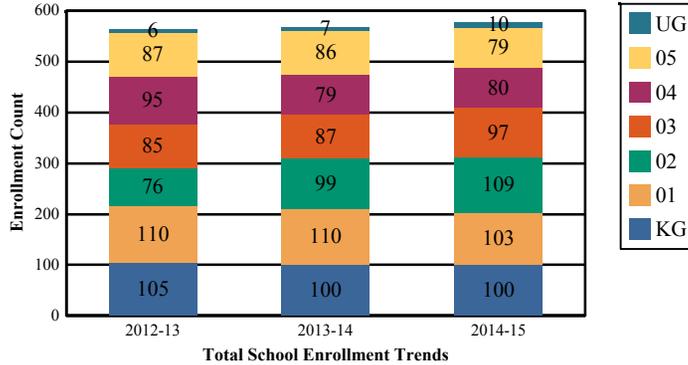
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

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

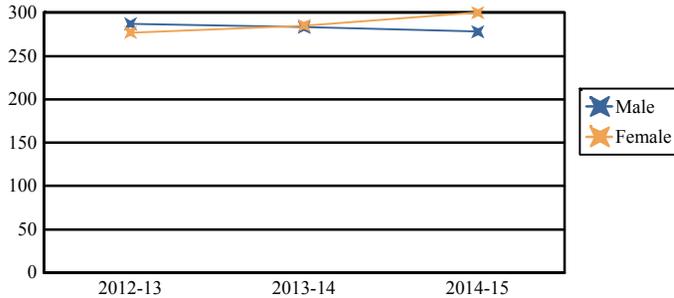


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

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.

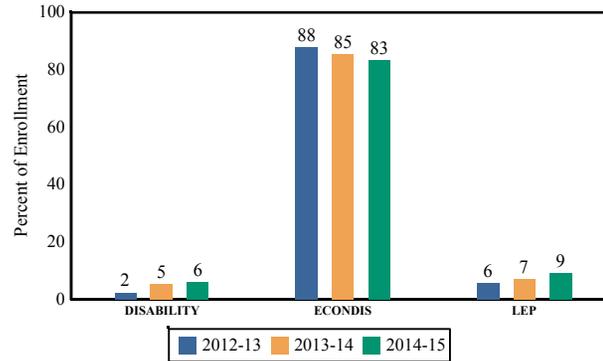


	Male	Female
2012-13	287	277
2013-14	283	285
2014-15	278	300

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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.



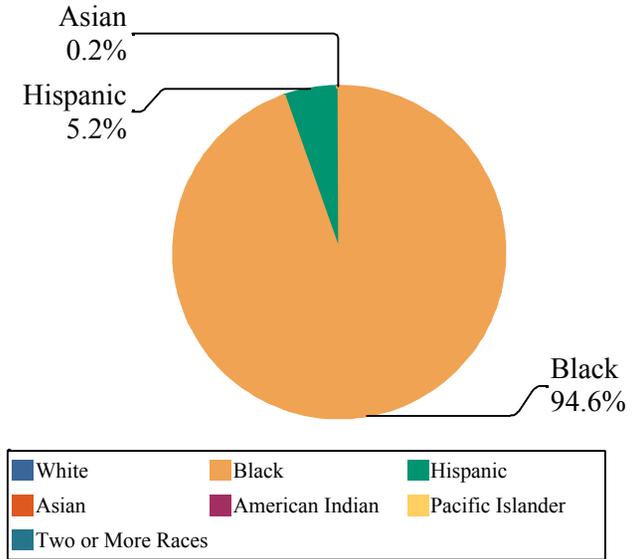
Current Year Enrollment by Program Participation

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

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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

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

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.

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	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.

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PARCC Performance Level

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

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

Five Performance Levels				
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>

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	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%

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 04

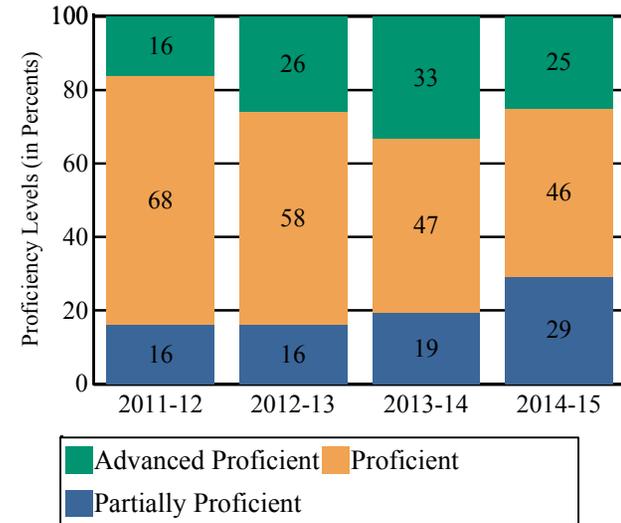
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	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.

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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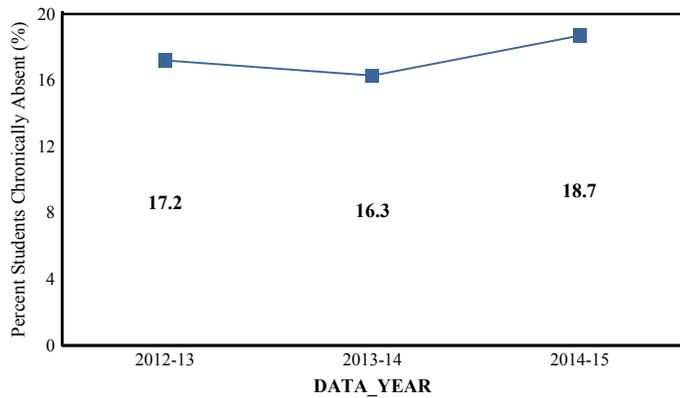
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

Chronic Absenteeism Trend

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

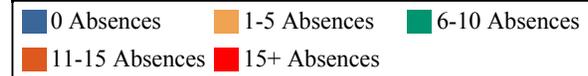
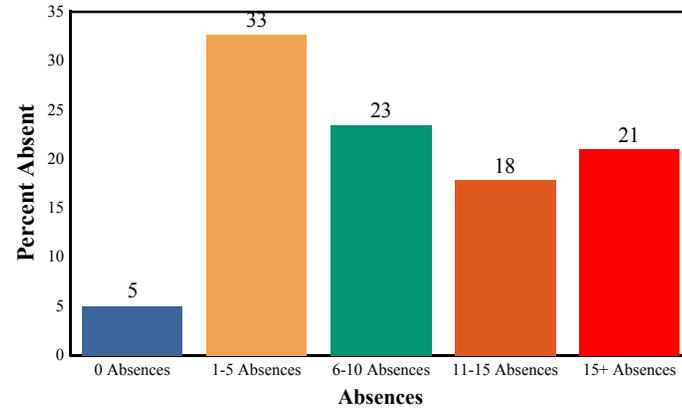


Chronic Absenteeism for 2014-15

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.



STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	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

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	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

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	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
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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%