NJ SCHOOL PERFORMANCE REPORT

UNION COUNTY CAREER & TECHNICAL INSTITUTE
(39-5260-301)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	UNION COUNTY VOCATIONAL
Principal Name	MRS. TAUSCHER
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076
Phone Number	(908)889-8288
Email Address	LTAUSCHER@UCVTS.ORG
Website	http://www.ucvts.org
Facebook	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
Twitter	https://twitter.com/ucvts

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	0	1	0
10	0	32	22
11	0	126	115
12	0	129	127
Total	0	288	264

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	0.0%	42.1%	44.6%
Male	0.0%	57.9%	55.4%
Economically Disadvantaged Students	0.0%	33.9%	33.6%
Students with Disabilities	0.0%	51.4%	51.0%
English Learners	0.0%	0.0%	0.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.0%
Military-Connected Students		0.2%	0.4%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	43.4%	40.2%
Hispanic	0.0%	25.3%	29.4%
Black or African American	0.0%	28.8%	25.8%
Asian	0.0%	1.6%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.9%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	0	13	18
Shared Time Students	0	546	491
Full Time Equivalent	0	286	264

Enrollment by Home Language

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

Home Language	% of Students
English	75.3%
Spanish	18.2%
Portuguese	2.3%
Other Languages	4.2%

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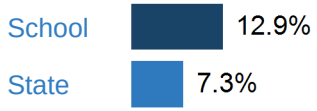
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

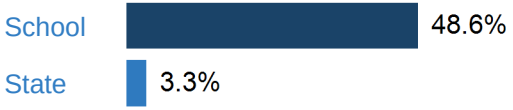


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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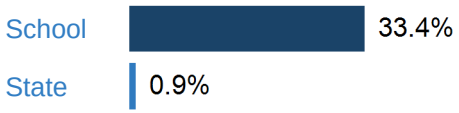
Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	63	43	43
Arts, AV Technology & Communications	88		
Business Management & Administration	11		
Education and Training	26		
Health Science	46	18	18
Hospitality & Tourism	63	10	10
Human Services	87	14	14
Information Technology	0	64	78
Law, Public Safety, Corrections & Security	26		
Manufacturing	13		
Marketing	12		
Transportation, Distribution & Logistics	72	24	24
Total (All Clusters)	507	173	187

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

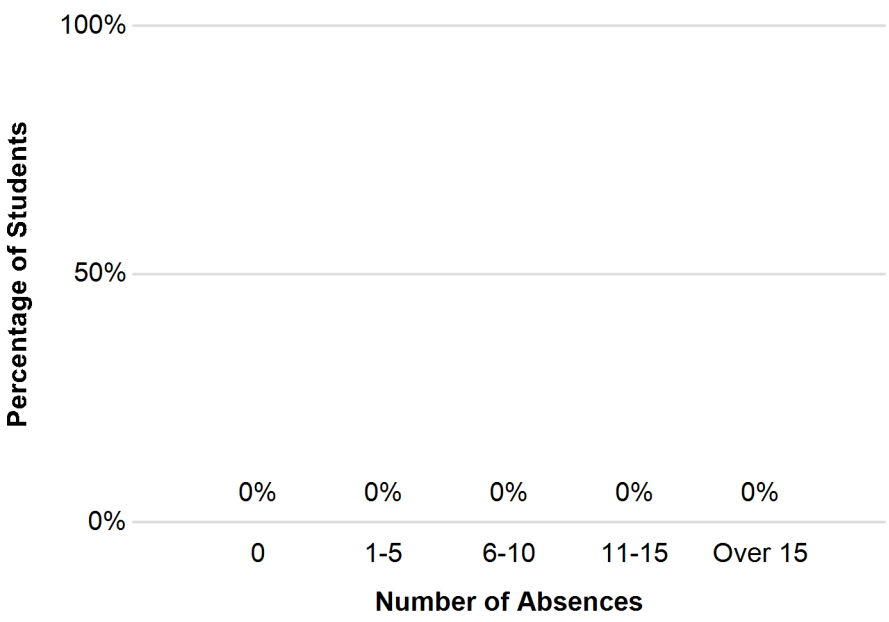
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

Days Absent

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



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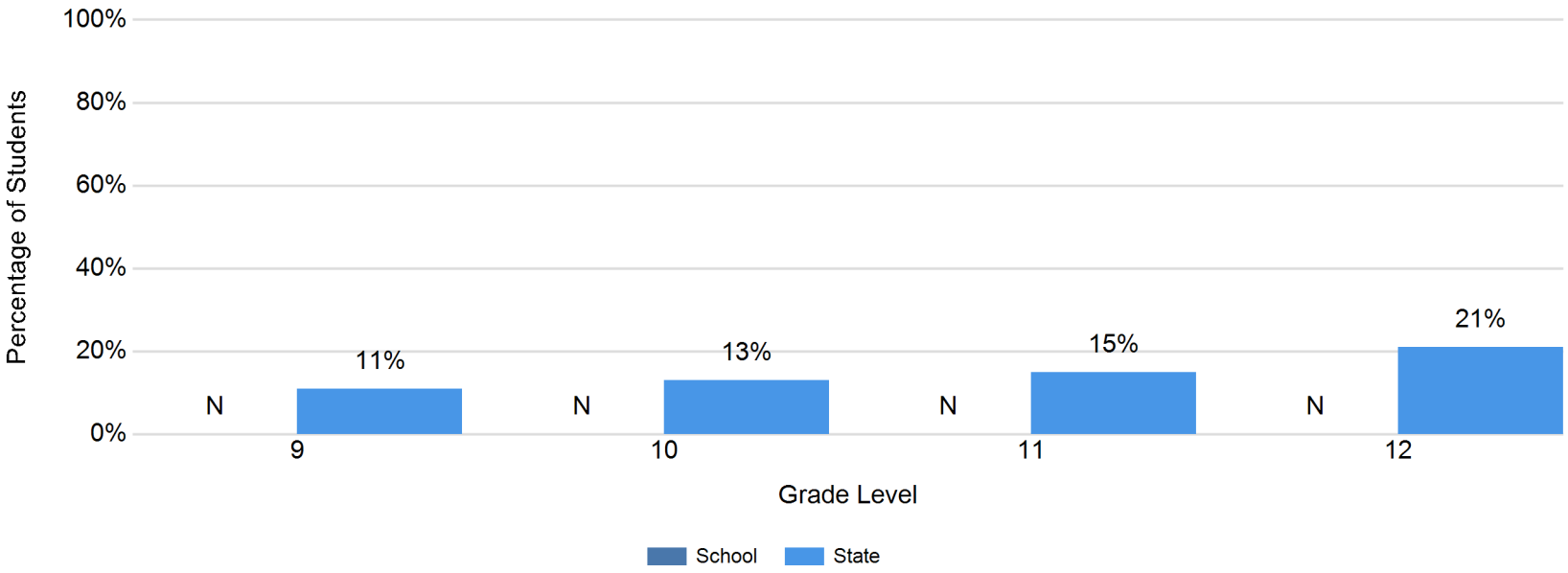
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.66

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	3.8%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	2 Hrs. 7 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$549	$11,232	$11,781

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	117,464
Average years experience in public schools	7.9	12.0
Average years experience in district	6.0	10.7
Teachers in district for 4 or more years	34.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	13.1	12.0
Administrators in district for 4 or more years	78.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	264:1	96:1
Teachers to Administrators	26:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		1831:1
Students to Counselors		166:1
Students to Child Study Team		N

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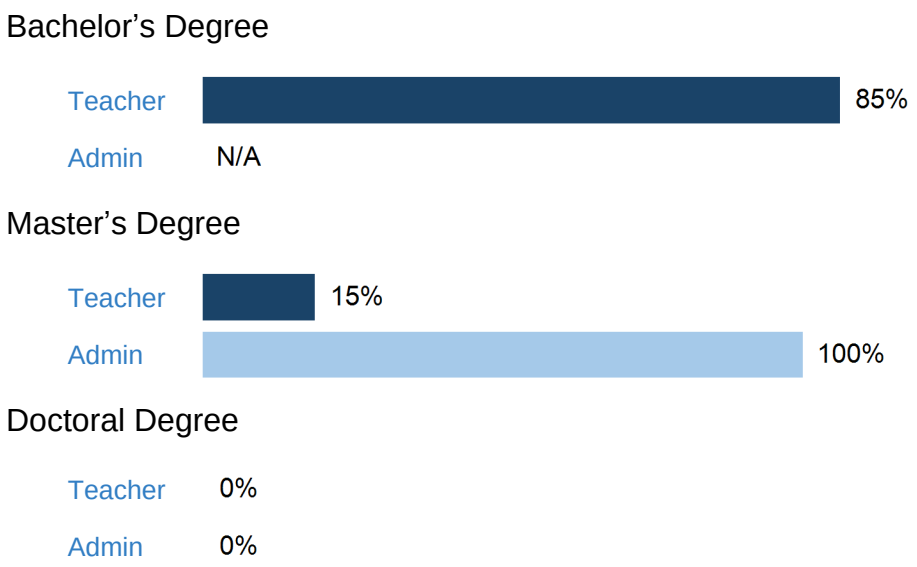
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	30.8%	100.0%
Male	69.2%	0.0%
White	80.8%	100.0%
Hispanic	3.8%	0.0%
Black or African American	11.5%	0.0%
Asian	3.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• We offer eleven self-contained vocational programs and eleven general education career & technical education programs. We also have a transition program for students aged 18-21. • Our school is Middle States Accredited. • Students receive national and industry related certifications specific to their vocational program of study.
Mission, Vision, Theme:	The Union County Career and Technical Institute (UCCTI) is a shared time high school that accepts students from all twenty-one towns in Union County. Shared time students attend our programs for a two hour and seven minutes block of time either for a morning or afternoon session. Students can choose from twenty two different career and technical programs.
Awards, Recognition, Accomplishments:	Our school is certified by the Middle States Association of Colleges and Schools. Our students continuously rank among the top scorers at state and national competitions in Skills USA and HOSA. Students also take industry recognized competency assessments at the end of their program to assess their career readiness.

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Courses, Curriculum, Instruction:	Students receive high school credits each school year in three areas; vocational specialization (10 credits) in the program they are enrolled, Technical English (2.5 credits), and Math & Financial Concepts (2.5 credits). Instruction is delivered through a hands-on, applied approach in vocational spaces equipped with the latest machinery, technology and supplies.
Clubs and Activities:	Students participate and compete in HOSA, Skills USA, and FBLA events at the local, state, and national levels.

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Staff and Professional Learning:	Teachers receive professional development on topics such as: Anti-Bullying, Power School, Special Education topics, Suicide Prevention, Differentiated Instruction, Technology Applications, Google Apps, and other instructional related areas. Teachers create their own professional development goals. These goals include a plan which supports students and their achievement.
Postsecondary Information:	Students are prepared to attend two and four year colleges & universities, as well as post-secondary institutions upon graduation. Students also earn industry credentials which assists them in obtaining employment in their field of study.

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Student Supports and Services:	Prior to enrollment at UCCTI, all applications are reviewed by a school counselor who determines the program that will provide the best vocational experience for each applicant. UCCTI students are supported by a school counselor and social worker. Students receive individual and group counseling on topics including scheduling, academic success, and social-emotional learning. Students meet with their counselor twice per semester to review their progress in the vocational course and post-completion goals. In conjunction with sending district counselors and child study team members, UCCTI counselor and administration regularly provide student progress reports that allow for continuity of services for students that are being educated in two schools. Professional development opportunities on providing student accommodations are provided to faculty members annually and special education parent advisory groups are hosted twice a year.
Parent and Community Involvement:	UCCTI utilizes the Power School Parent Portal and other means to communicate with parents and school counselors in home districts to ensure students needs are being met. We stay current with workplace trends by hosting Advisory Board meetings. UCCTI has partnerships with local employers to provide students with internships and work-based learning opportunities. Additionally, we have grant programs working with The State of New Jersey Department of Labor, The State of New Jersey Department of Education and with Community Unlimited Access in Elizabeth.

NJ SCHOOL PERFORMANCE REPORT

UNION COUNTY CAREER & TECHNICAL INSTITUTE
(39-5260-301)
Grades Offered: 09-12
2017-2018

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

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Facilities:	UCCTI vocational programs are all located in the West Hall building at UCVTS and all classrooms are air conditioned. Our programs are located throughout twenty-five vocational classrooms which allow for traditional learning and hands-on areas for students to use the latest equipment and supplies in the related work field. We have three academic classrooms and a multi-media center and Chromebook mobile carts which allows students to access technology.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	Technology is integrated in our vocational programs by using specific vocational software that is used in the industry. We also use programs such as Kahoot, Google Documents, Google Classroom, etc. Our school has many technology resources that are integrated in all the classrooms. We use SMART boards, laptops, Chromebooks, desktops, smartphones, etc.

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Other Information:	Shared-Time Programs at UCCTI run in both an AM and a PM schedule. The AM session runs from 8:00 am to 10:07 am; the PM session runs from 12:43 pm to 2:50 pm. Individual class schedules for shared time students are coordinated with the home school counselor to ensure that each student has all the necessary requirements for high school graduation. We have twenty-two programs, consisting of both general education and self-contained. General education programs include: Allied Health, Automotive Technology, Child Development, Commercial Art, Cosmetology, Criminal Justice, Culinary Arts & Hospitality, Digital Multimedia Design, Electrical Technology, Green Construction Technology, and Interactive Media & Game Design. We have eleven self contained course offerings that include: Automotive Technology Fundamentals, Baking, Business Administration, Commercial Art, Computer Aided Design, Culinary Arts, Graphic Design, Masonry, Medical Assisting, Supermarket Technology, and Welding Technology. UCCTI also offers a full-day transition program for self-contained special education students, ages 18 to 21, who are seeking additional skills before entering the workforce. This full day program will assist students in obtaining vocational training and marketable job skills. Students also participate in life skills, workplace math, physical education, and employability classes. All UCCTI students are eligible to participate in job shadowing, internships, or work experiences related to their program.