NJ SCHOOL PERFORMANCE REPORT

UNION AVENUE MIDDLE SCHOOL
(13-2330-140)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	ESSEX
District	IRVINGTON TOWNSHIP
Principal Name	MR. PIERRE
Address	427 UNION AVE IRVINGTON, NJ 07111-2811
Phone Number	(973)399-6885
Email Address	MPIERRE@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/union-avenue-middle/
Twitter	https://twitter.com/IrvingtonPSD

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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
6	240	222	241
7	225	231	242
8	199	228	237
Total	664	681	720

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	43.7%	46.5%	44.9%
Male	56.3%	53.5%	55.1%
Economically Disadvantaged Students	85.8%	73.6%	45.4%
Students with Disabilities	11.6%	10.3%	10.3%
English Learners	11.9%	9.8%	9.3%
Homeless Students		0.1%	0.0%
Students in Foster Care		0.6%	1.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		1.2%	1.4%

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%	0.0%	0.0%
Hispanic	17.3%	20.7%	20.0%
Black or African American	81.5%	77.2%	78.5%
Asian	0.6%	0.7%	0.6%
Native Hawaiian or Pacific Islander	0.3%	1.0%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.3%	0.3%	0.0%

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	56.9%
Haitian	19.0%
Spanish	18.6%
Igbo	1.4%
Creoles and pidgins, French-based	1.3%
Other Languages	2.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	49	50	Met Standard	60.5	44	50	Exceeds Standard
White	N	*	50	**	N	*	51	**
Hispanic	56	53	49	Met Standard	54.5	45	48	Met Standard
Black or African American	54	47	44	Met Standard	61	44	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	92.5	64	61	**	*	76	61	**
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	54.5	48	48	Met Standard	61	45	47	Exceeds Standard
Students with Disabilities	39	36	41	Not Met	28	35	43	Not Met
English Learners	60	49	54	Exceeds Standard	49	37	51	Met Standard

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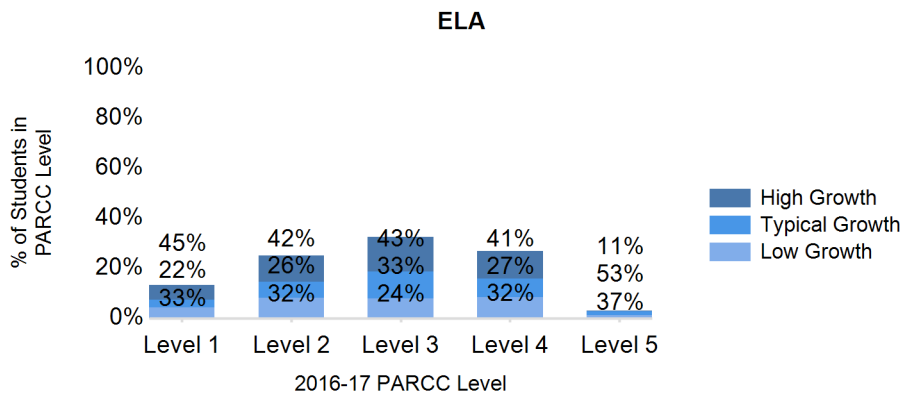
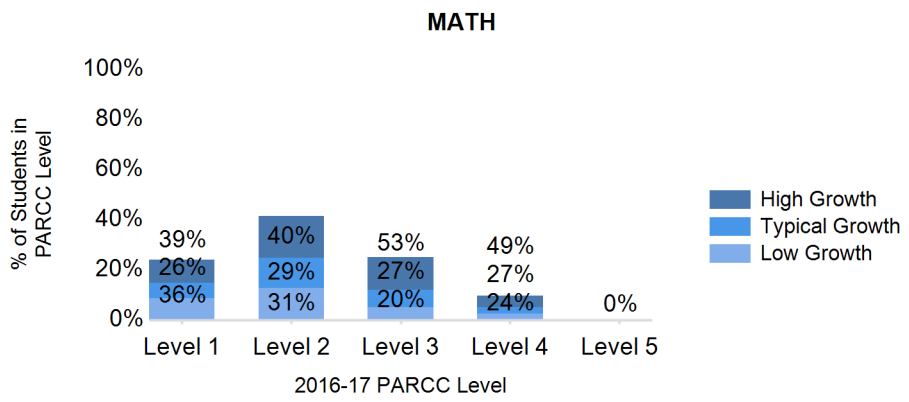
Student Growth by Performance Level

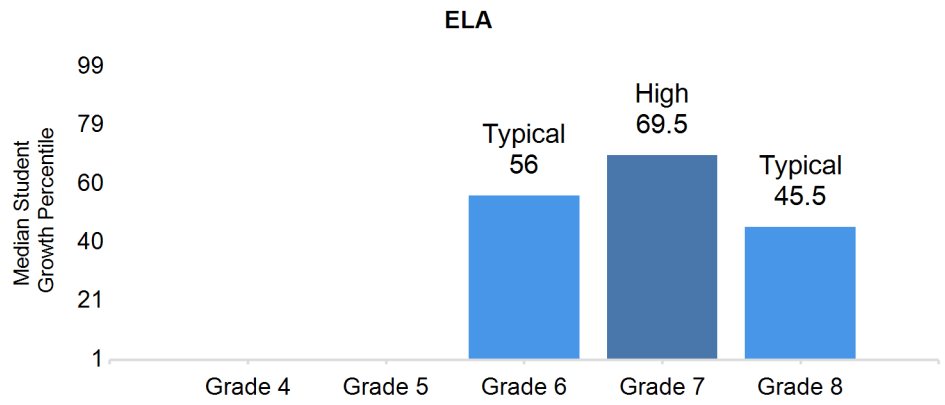
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

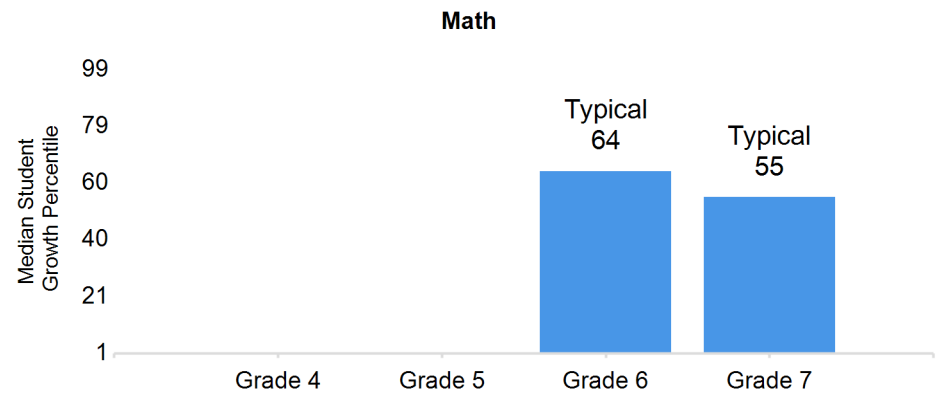




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	688	97.8	36.4	27.4	56.7	36.4	32.8	Met Target
White	N	N	N	*	65.6	N	**	**
Hispanic	136	97.2	34.6	27.1	42.5	34.6	28.3	Met Target
Black or African American	541	97.9	36.3	27.2	37.3	36.3	33.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.2	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	305	98.4	46.5	33.7	64.5	46.5		
Male	383	97.3	28.4	21.6	49.4	28.4		
Economically Disadvantaged Students	537	97.2	36.3	*	38.5	36.3	32.2	Met Target
Non-Economically Disadvantaged Students	151	100.0	37.1	*	67.5	37.1		
Students with Disabilities	81	98.8	*	*	21.6	*	14.5	Met Target†
Students without Disabilities	607	97.6	*	*	63.9	*		
English Learners	46	100.0	*	*	27.3	*	11.1	Not Met
Non-English Learners	642	97.6	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	13.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	732	726	754	14%	23%	36%	*	*	28%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	*	*	725	742	*	*	*	*	*	*	42%
Black or African American	185	732	727	737	15%	21%	35%	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	97	739	732	761	*	23%	36%	*	*	33%	64%
Male	129	728	721	748	*	22%	36%	*	*	24%	48%
Economically Disadvantaged Students	198	731	726	739	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	28	742	731	764	*	*	*	*	*	43%	68%
Students with Disabilities	17	699	703	723	*	*	*	*	*	*	18%
Students without Disabilities	209	735	729	760	*	*	*	*	*	*	63%
English Learners	17	715	706	712	*	*	*	*	*	*	*
Non-English Learners	209	734	728	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	237	742	735	760	16%	13%	25%	33%	13%	46%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	*	*	732	746	*	*	*	*	*	*	49%
Black or African American	180	742	736	740	16%	13%	26%	33%	12%	46%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	114	749	745	769	11%	11%	24%	39%	15%	54%	72%
Male	123	735	727	752	21%	15%	26%	27%	11%	37%	54%
Economically Disadvantaged Students	177	745	737	742	15%	12%	24%	*	*	49%	44%
Non-Economically Disadvantaged Students	60	732	730	771	22%	17%	27%	*	*	35%	73%
Students with Disabilities	27	696	698	721	*	*	*	*	*	*	22%
Students without Disabilities	210	748	741	768	*	*	*	*	*	*	71%
English Learners	12	703	699	705	*	*	*	*	*	*	11%
Non-English Learners	225	744	738	762	*	*	*	*	*	*	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	735	733	759	18%	21%	26%	*	*	35%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	45	737	*	744	*	*	22%	*	*	38%	45%
Black or African American	185	734	733	739	17%	22%	28%	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	102	747	743	768	13%	*	28%	*	*	50%	69%
Male	132	725	724	751	21%	*	25%	*	*	23%	52%
Economically Disadvantaged Students	169	735	733	740	17%	22%	26%	*	*	35%	42%
Non-Economically Disadvantaged Students	65	734	734	769	18%	20%	28%	*	*	34%	71%
Students with Disabilities	30	713	705	719	33%	*	*	*	*	13%	19%
Students without Disabilities	204	738	737	766	15%	*	*	*	*	38%	68%
English Learners	17	691	689	703	*	*	*	*	*	*	*
Non-English Learners	217	738	737	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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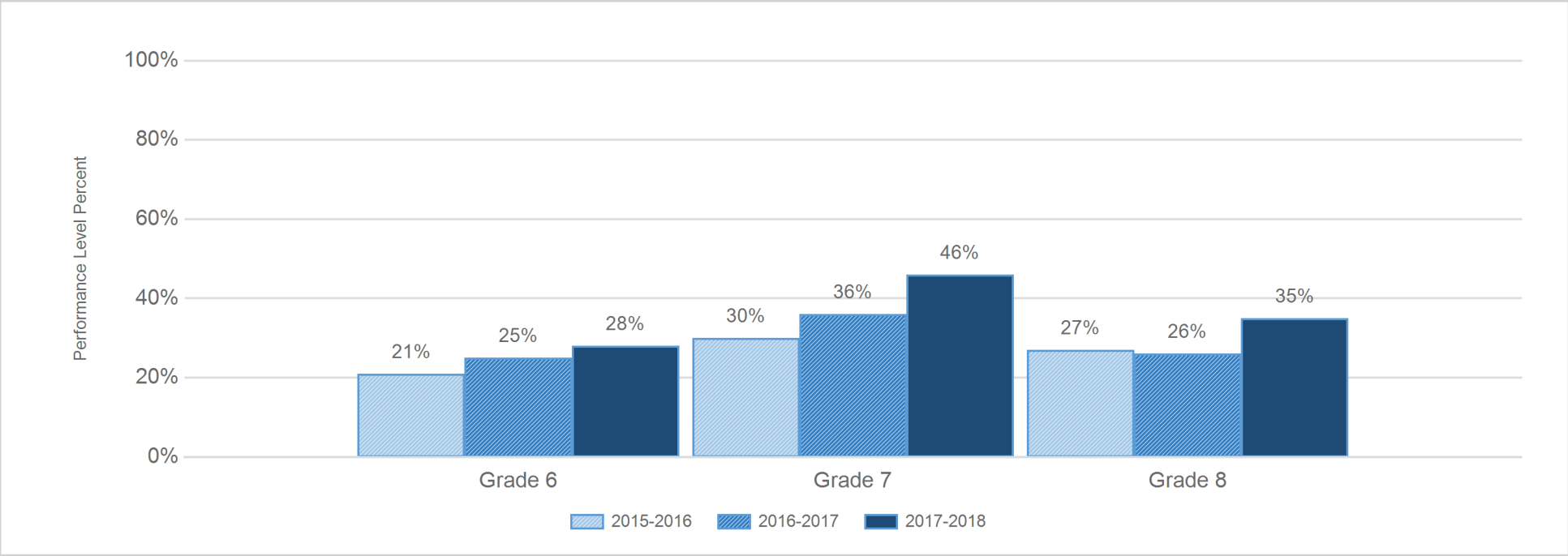
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	706	97.6	15.7	*	45.0	15.7	20	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	140	97.3	22.1	15.2	29.2	22.1	18.7	Met Target
Black or African American	555	97.6	13.9	*	23.4	13.9	20	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	20.9	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	315	98.5	16.8	*	46.0	16.8		
Male	391	96.9	14.8	*	43.9	14.8		
Economically Disadvantaged Students	553	96.9	15.9	14.2	26.6	15.9	19	Not Met
Non-Economically Disadvantaged Students	153	100.0	15.1	13.0	55.9	15.1		
Students with Disabilities	81	97.7	*	*	17.1	*	10.2	Not Met
Students without Disabilities	625	97.6	*	*	50.5	*		
English Learners	65	100.0	*	*	24.6	*	9.9	Not Met
Non-English Learners	641	97.3	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	719	715	744	24%	35%	27%	14%	0%	14%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	*	*	716	731	*	*	*	*	*	*	27%
Black or African American	198	717	715	726	24%	38%	25%	13%	0%	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	103	721	717	745	20%	35%	29%	16%	0%	16%	45%
Male	137	717	714	742	27%	35%	26%	12%	0%	12%	42%
Economically Disadvantaged Students	209	718	715	729	*	*	26%	*	*	13%	24%
Non-Economically Disadvantaged Students	31	722	718	753	*	*	35%	*	*	16%	56%
Students with Disabilities	16	695	696	717	*	*	*	*	*	*	13%
Students without Disabilities	224	721	717	748	*	*	*	*	*	*	49%
English Learners	32	702	695	713	*	*	*	*	*	*	11%
Non-English Learners	208	722	718	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

UNION AVENUE MIDDLE SCHOOL
(13-2330-140)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	721	721	743	22%	35%	26%	*	*	17%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	*	*	721	732	*	*	*	*	*	*	27%
Black or African American	183	721	721	727	21%	37%	28%	14%	0%	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	117	722	723	745	19%	35%	32%	*	*	15%	45%
Male	125	721	719	741	26%	34%	22%	*	*	18%	42%
Economically Disadvantaged Students	180	723	722	730	21%	33%	28%	*	*	18%	24%
Non-Economically Disadvantaged Students	62	717	715	751	26%	40%	23%	*	*	11%	55%
Students with Disabilities	27	704	698	717	*	*	*	*	*	*	12%
Students without Disabilities	215	723	724	748	*	*	*	*	*	*	50%
English Learners	18	700	707	716	*	*	*	*	*	*	10%
Non-English Learners	224	723	722	744	*	*	*	*	*	*	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

UNION AVENUE MIDDLE SCHOOL
(13-2330-140)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	709	705	728	42%	24%	22%	12%	0%	12%	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	158	708	705	715	44%	23%	22%	11%	0%	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	81	710	706	731	38%	28%	19%	15%	0%	15%	31%
Male	118	709	705	725	45%	20%	25%	10%	0%	10%	26%
Economically Disadvantaged Students	144	709	705	719	41%	25%	22%	*	*	13%	20%
Non-Economically Disadvantaged Students	55	709	705	735	45%	20%	24%	*	*	11%	35%
Students with Disabilities	28	692	691	705	*	*	*	*	*	*	*
Students without Disabilities	171	712	708	735	*	*	*	*	*	*	*
English Learners	21	686	687	705	*	*	*	*	*	*	10%
Non-English Learners	178	712	708	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	749	712	746	0%	*	56%	*	*	38%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	713	730	*	*	*	*	*	*	27%
Black or African American	29	748	712	727	0%	*	59%	*	*	38%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	25	749	715	748	0%	*	*	*	*	40%	48%
Male	14	748	710	745	0%	*	*	*	*	36%	44%
Economically Disadvantaged Students	29	749	*	729	0%	*	*	*	*	38%	25%
Non-Economically Disadvantaged Students	10	749	*	756	0%	*	*	*	*	40%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	697	710	N	N	N	N	N	N	*
Non-English Learners	39	749	716	749	0%	*	56%	*	*	38%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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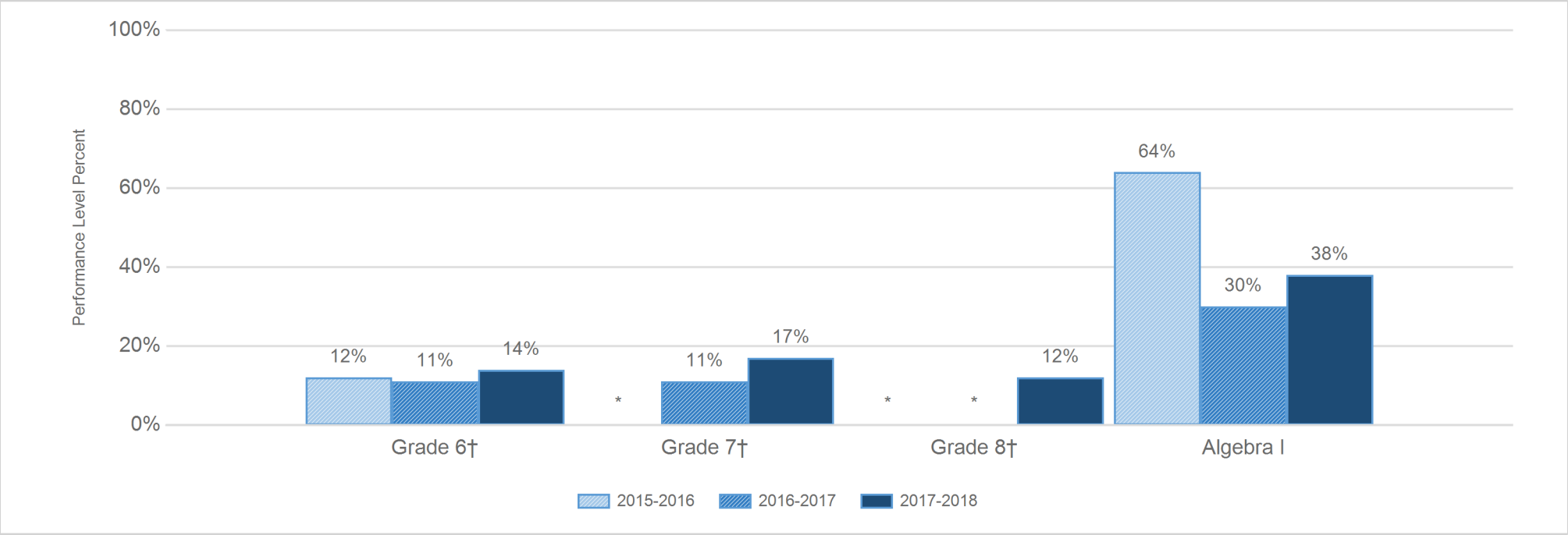
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	23.1%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	44	*	*
3-4	16	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	237
7	0	0	237
8	31	0	185
Total	31	0	659

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	164	74	0	0	0	0	0
7	160	71	0	0	0	0	0
8	133	79	0	0	0	0	0
Total	457	224	0	0	0	0	0

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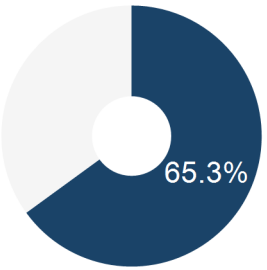
Visual and Performing Arts – Course Participation

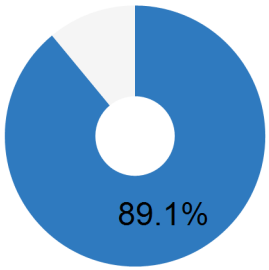
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

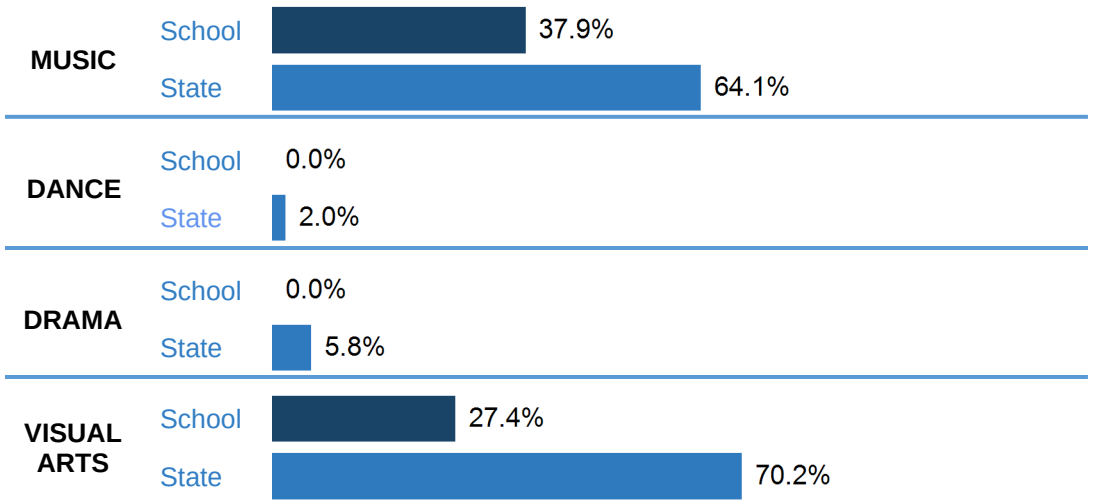


School



State

Students enrolled in one or more classes by discipline:



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

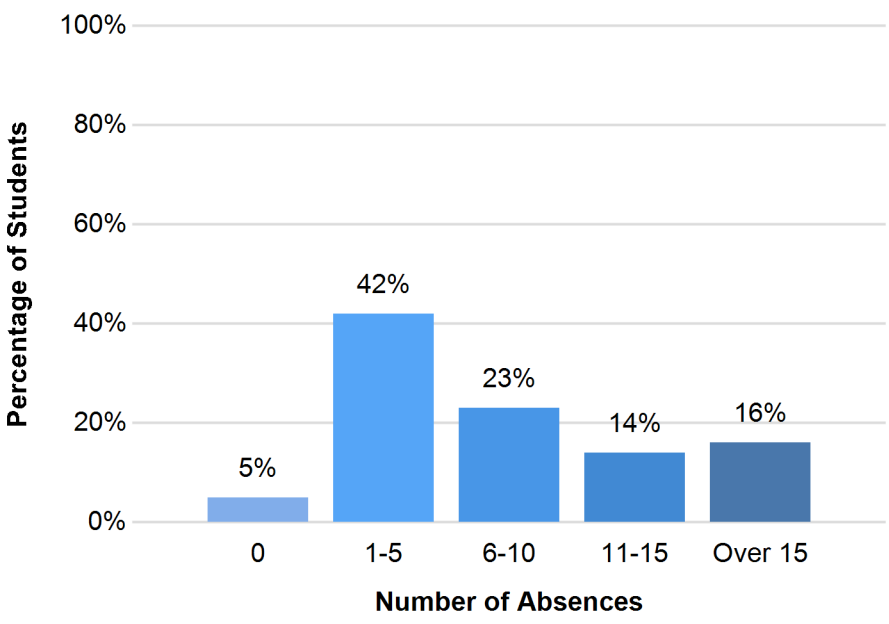
Chronic Absenteeism

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	106	14.4	9.5	Not Met
White	N	N	N	N
Hispanic	21	14.5	9.5	Not Met
Black or African American	85	14.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	49	14.8	9.5	Not Met
Students with Disabilities	23	25.6	9.5	Not Met
English Learners	11	16.4	9.5	Not Met

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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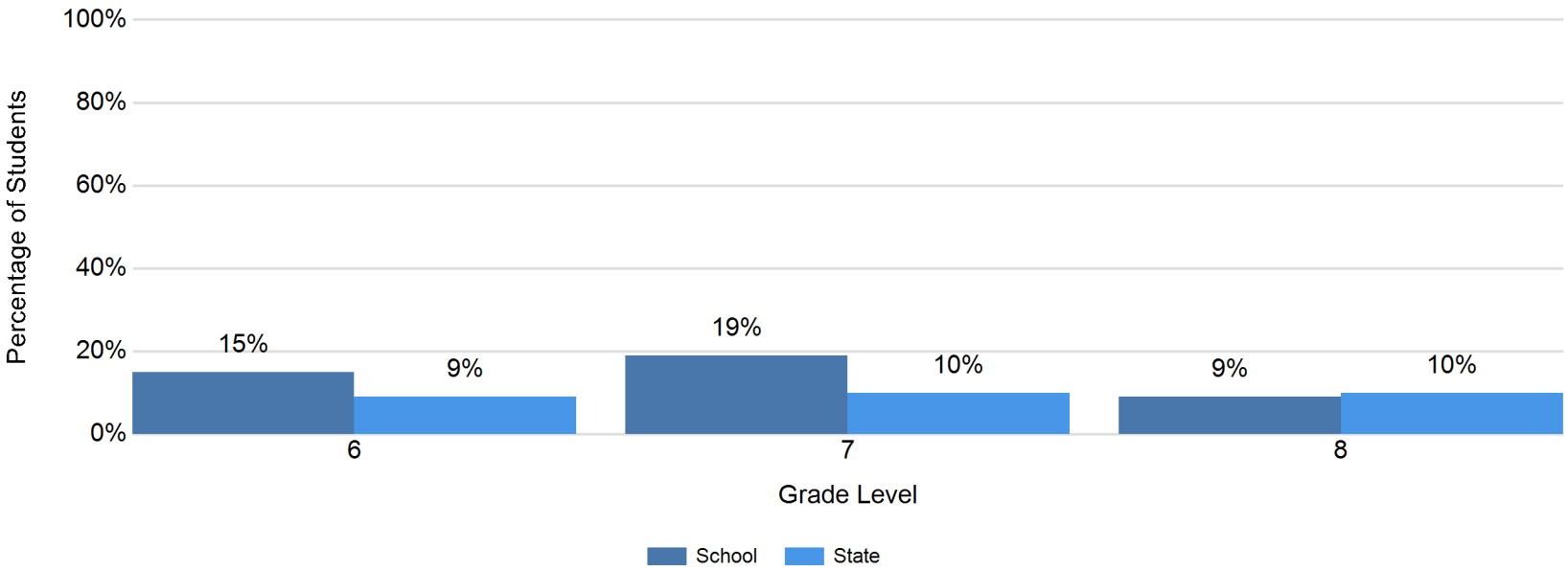
Chronic Absenteeism by Grade

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	7
Weapons	2
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.81

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	2
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	117	16.3%
Out-of-School Suspensions	106	14.7%
Any Suspension	172	23.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
556

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	N

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	1.0:1

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)	$1,212	$16,255	$17,467

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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	58	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	7.4	10.7
Teachers in district for 4 or more years	62.1%	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	37	9,374
Average years experience in public schools	14.4	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	64.9%	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	12:1	15:1
Students to Administrators	240:1	208:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

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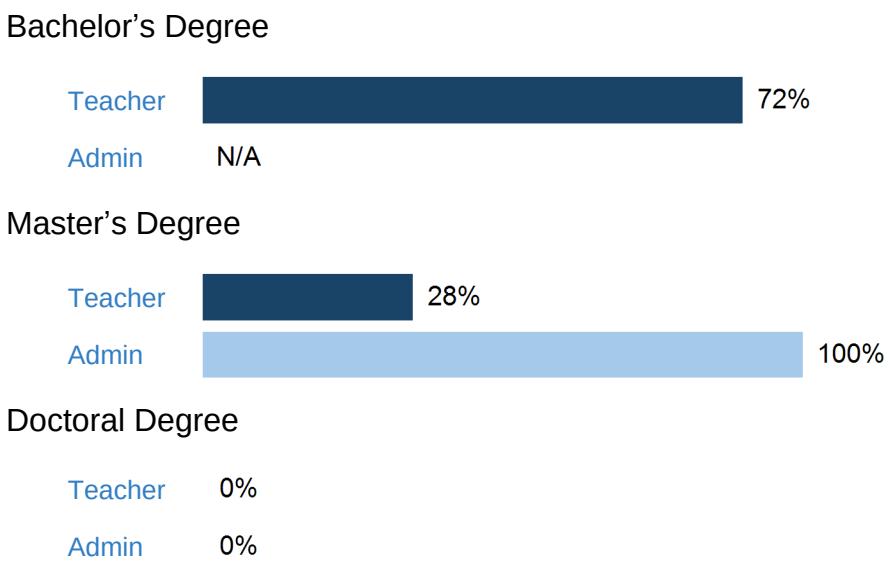
Teachers and Administrators - Level of Education

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.8%	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	99.7%

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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	63.8%	0.0%
Male	36.2%	100.0%
White	31.0%	33.3%
Hispanic	15.5%	0.0%
Black or African American	50.0%	66.7%
Asian	3.4%	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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	15.23	15.0%
Mathematics Proficiency	5.98	15.0%
English Language Arts Growth	69.73	20.0%
Mathematics Growth	74.60	20.0%
Progress Towards English Language Proficiency	3.62	20.0%
Chronic Absenteeism	13.37	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.11	n/a
Summative Rating: Percentile Rank of Summative Score	24.59	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Exceeds Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	47.09	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	61.13	14.08	No	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	55.14	14.08	No	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	19.27	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	24.80	14.08	No	Not Met	Not Met	Exceeds Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Union Avenue Middle School teachers lead the school district in earning high mSGP scores from the PARCC Assessment, including teachers with perfect 4.0 scores. • An annual Multicultural Night Celebration is held, which highlights the many cultures represented in our school. • A Health Fair, which is facilitated by health professionals who provide services to parents and the community is held each year.
Mission, Vision, Theme:	Union Avenue Middle School respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, implements the use of technology, and encourages the use of critical thinking and problem solving skills. To support this vision, we will also ensure a safe instructional environment to promote lifelong learning.
Awards, Recognition, Accomplishments:	Union Avenue Middle School is the home of winners of the District's Multicultural Essay Contest, Martin Luther King Jr. Essay Contest, and Spelling Bee. In addition to the aforementioned district competitions, Union Avenue students have won the following county-level competitions: Law Day Debate Contest and Essex County Pride Essay Contest. A staff member has received the highest Median Student Growth Percentile (mSGP) in the District for three consecutive years.

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Courses, Curriculum, Instruction:	The instructional plan at Union Avenue is aligned to the New Jersey Student Learning Standards. The school has an Intellectually Gifted program, Magnet Music and Art program, and Algebra for 8th grade students. In addition, the school offers computer classes, French and Spanish, Social Studies, Math, Science, English/Language Arts, Physical Education, and English as a Second Language. Union Avenue Middle has after school skills enhancement and enrichment programs in Math and Language Arts. There is also an after school ESL program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Winter (Coed)
Clubs and Activities:	Union Avenue Middle School offers the following clubs and activities: Soccer, Track, Newsletter, Young Ladies, National Junior Honor Society, Student Council, Student Activities, Cheerleading, and Basketball. Union Avenue participates in a middle school athletic program in which students compete with other local middle school teams in the following sports: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Softball, Baseball, and Wrestling.

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Before and After School Programs:	An After School Enrichment program is offered in both Math and English/Language Arts. Students experience blended learning opportunities to improve reading comprehension/fluency and problem solving skills. Teachers are required to maintain progress data for each student.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include after school skills enhancement and enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL program, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.
Student Health and Wellness:	The Wellness Committee meets monthly to discuss health related issues. The school held a Breast Cancer/Colon Cancer Walk and a food and clothing drive for community members in need. The school population wears the color red in celebration of the American Heart Association Day and offers screenings for blood pressure, weight and blood glucose. Childsight provides eye exams and distributes glasses to students in need. Yoga classes are offered after school for staff and students. The school hosts an annual Community Health Fair in April.
Parent and Community Involvement:	Union Avenue Middle has an active PTA and a Parent Academy. Both parental groups meet monthly to discuss issues and organize events and programs. The school operates a Parent Portal, which parents can access online with a password. Parents are also able to communicate with staff members via Class Dojo and emails. The school has partnerships with community organizations such as LLC Laboratory, JA BizTown, the Bridge, Inc. and the New Jersey Devils. These organizations sponsor field trips and experiential learning experiences.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An annual School Climate Survey is completed by students, families, and staff. The goal is to have at least 25% participation from parents and guardians and 100% participation rate from students and staff. The results are shared with all stakeholders at PTA and faculty meetings as well as student assemblies. Overall, there is a favorable rating for the climate and culture of the school. Parents and students are satisfied with the work of teachers and are supportive of the school's program.
Facilities:	Union Avenue Middle School has three computer laboratories and all classrooms are equipped with Smart Boards or Clear Touch Panels. The school has 26 Chromebook Carts, which are used to infuse technology into daily instruction and provide students with authentic learning experiences. Student restrooms have been upgraded and there is air conditioning in the new wing of the building. Lighting upgrades have been made to classrooms and hallways, and a new floor was installed in the media center.
School Safety:	The administrators and the Safety Committee promote the safety of the school building by enforcing all security measures such as school passes, locked doors and visitor procedures. Security drills are conducted monthly and assessed for effectiveness. There are assemblies and faculty meetings that also focus on school safety. An Emergency Manual has been given to all staff members that includes detailed procedures for emergency situations.

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Other Information:	Union Avenue Middle School's mission supports the implementation of long-range goals that will increase academic achievement, provide rigor in the curriculum and increase parental and community participation. With that said, our school has a parental involvement policy, which is posted on our website. We also encourage the participation of parents in our School Leadership Council. Comprehensive professional development is provided to assist teachers in improving the learning potential of all students. Union Avenue Middle focuses on delivering quality instruction to all scholars. Teachers have received professional development on Kagan, Higher Order Questions, Differentiated Instruction, and Sheltered Instruction Observation Protocol strategies. Teachers pursue professional development opportunities, and they also prepare and present workshops on various topics. As per Maslow's Hierarchy of Needs, schools must provide a safe, clean and nurturing environment for scholars. In addition to academic growth, we are devoted to developing the socio-emotional growth of scholars. The Positive Behavior Support in School (PBSIS) committee highlights positive behavior in morning announcements, assemblies, and the delivery of PBSIS lessons in the classrooms. Scholars are recognized for attendance, academic achievement and citizenship via a monthly assembly with prizes, class parties, and certificates. There is a school store in which scholars exchange positive behavior merit points for prizes. In addition to the clubs and teams, the school is also proud to offer a variety of after school trips such as skating, bowling, Funplex and miniature golf. There are annual grade level trips to museums, theaters, Washington D.C. and other venues as well as a field day for all three grade levels. UAMS provides all students a safe and enriching environment that is conducive to learning. We are committed to ensuring that our students are college and career ready and lifelong learners.