NJ SCHOOL PERFORMANCE REPORT

UNION CITY HIGH SCHOOL
(17-5240-055)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	HUDSON
District	UNION CITY
Principal Name	MR. LEWIS
Address	2500 KENNEDY BLVD UNION CITY, NJ 07087
Phone Number	(201)330-8678
Email Address	RLEWIS@UNION-CITY.K12.NJ.US
Website	https://uchs.ucboe.us/

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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	258	310	281
10	880	935	904
11	813	844	855
12	775	788	833
Total	2,726	2,877	2,873

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	48.6%	46.9%	46.5%
Male	51.4%	53.1%	53.5%
Economically Disadvantaged Students	88.4%	85.8%	86.4%
Students with Disabilities	12.2%	12.3%	12.7%
English Learners	17.1%	18.7%	18.0%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.0%	0.0%
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	1.6%	1.5%	1.9%
Hispanic	96.1%	96.3%	95.9%
Black or African American	1.0%	0.9%	1.0%
Asian	1.3%	1.3%	1.1%
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%	0.0%	0.0%

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	2,726	2,877	2,873
Shared Time Students	0	0	0
Full Time Equivalent	2,726	2,877	2,873

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
Spanish	78.5%
English	19.6%
Other Languages	1.9%

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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	1098	93.8	49.3	53.8	56.7	49.3	52.2	Not Met
White	22	95.7	54.5	64.8	65.6	54.5	61.2	Met Target†
Hispanic	1057	93.6	48.6	*	42.5	48.6	51.7	Not Met
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	485	93.6	56.7	61.3	64.5	56.7		
Male	613	93.9	43.4	46.8	49.4	43.4		
Economically Disadvantaged Students	970	93.2	47.2	51.7	38.5	47.1	50.7	Not Met
Non-Economically Disadvantaged Students	128	98.5	64.8	71.8	67.5	64.8		
Students with Disabilities	136	94.5	12.5	16.9	21.6	12.5	19.5	Not Met
Students without Disabilities	962	93.7	54.5	57.9	63.9	54.5		
English Learners	254	98.9	11.9	40.5	27.3	11.9	15.7	Not Met
Non-English Learners	844	92.3	60.5	63.4	59.4	59.9		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	N	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 9

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	252	750	739	752	27%	*	*	38%	24%	62%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	242	750	738	735	27%	*	*	38%	23%	62%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	116	763	746	759	16%	*	*	41%	30%	72%	63%
Male	136	740	732	744	37%	*	*	36%	18%	54%	46%
Economically Disadvantaged Students	211	747	737	733	*	*	*	36%	23%	60%	34%
Non-Economically Disadvantaged Students	41	766	750	761	*	*	*	49%	27%	76%	65%
Students with Disabilities	26	692	711	716	77%	*	*	*	*	12%	15%
Students without Disabilities	226	757	742	758	21%	*	*	*	*	68%	62%
English Learners	40	671	684	691	*	*	*	*	*	*	*
Non-English Learners	212	765	750	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	861	738	738	749	24%	12%	18%	32%	13%	45%	51%
White	16	747	747	756	*	*	*	*	*	50%	58%
Hispanic	830	737	737	733	25%	12%	19%	32%	13%	44%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	381	745	745	759	19%	12%	18%	36%	15%	51%	60%
Male	480	732	732	739	29%	13%	19%	29%	11%	40%	42%
Economically Disadvantaged Students	770	736	736	730	26%	13%	19%	31%	12%	43%	34%
Non-Economically Disadvantaged Students	91	755	755	758	13%	11%	16%	37%	22%	59%	59%
Students with Disabilities	95	702	702	707	48%	24%	17%	11%	0%	11%	15%
Students without Disabilities	766	742	742	756	21%	11%	19%	34%	15%	49%	57%
English Learners	182	689	689	684	*	*	*	*	*	*	*
Non-English Learners	679	751	751	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	824	750	750	736	12%	12%	20%	43%	13%	56%	39%
White	12	754	754	737	*	*	*	*	*	42%	41%
Hispanic	791	750	750	731	13%	12%	19%	43%	13%	56%	35%
Black or African American	11	762	762	729	0%	*	*	*	*	73%	31%
Asian, Native Hawaiian, or Pacific Islander	10	759	759	759	0%	*	*	*	*	60%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	395	759	759	745	8%	9%	18%	47%	18%	64%	48%
Male	429	742	742	728	16%	15%	21%	40%	8%	48%	31%
Economically Disadvantaged Students	731	749	749	730	*	*	20%	43%	12%	54%	33%
Non-Economically Disadvantaged Students	93	764	764	739	*	*	16%	46%	23%	69%	42%
Students with Disabilities	95	726	726	708	25%	26%	22%	*	*	26%	13%
Students without Disabilities	729	753	753	742	10%	11%	19%	*	*	60%	44%
English Learners	157	717	717	702	32%	27%	22%	*	*	18%	*
Non-English Learners	667	758	758	738	7%	9%	19%	*	*	65%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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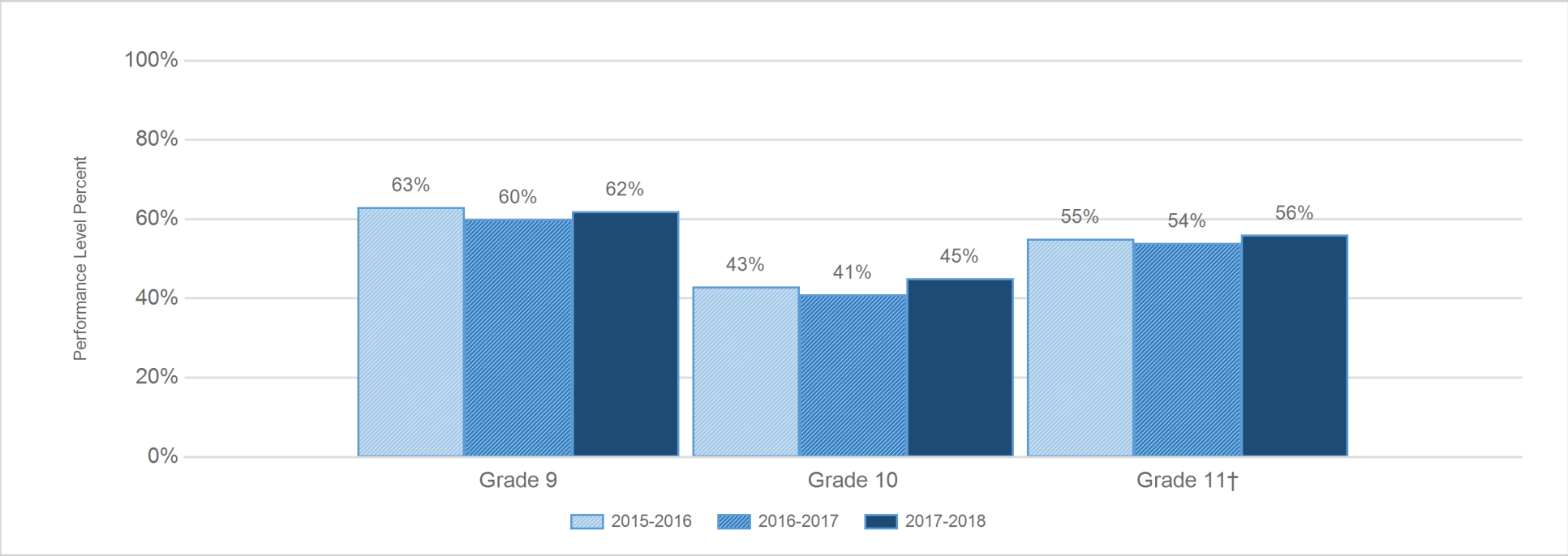
English Language Arts/Literacy Assessment - Performance Trends

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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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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	1130	91.1	21.4	33.7	45.0	20.8	29.2	Not Met
White	23	95.8	21.7	43.2	54.1	21.7	44.8	Not Met
Hispanic	1087	90.8	20.9	*	29.2	20.4	28.2	Not Met
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	496	92.3	21.2	34.7	46.0	20.9		
Male	634	90.2	21.4	32.9	43.9	20.8		
Economically Disadvantaged Students	1001	90.2	19.7	32.0	26.6	19.1	28.1	Not Met
Non-Economically Disadvantaged Students	129	98.6	34.2	49.2	55.9	34.2		
Students with Disabilities	140	93.5	*	*	17.1	*	11.1	Not Met
Students without Disabilities	990	90.7	*	*	50.5	*		
English Learners	244	98.9	*	27.3	24.6	*	19.9	Not Met
Non-English Learners	886	89.1	*	38.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
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 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	270	741	731	746	17%	19%	18%	42%	4%	46%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	261	741	730	730	18%	19%	19%	41%	4%	45%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	122	746	734	748	12%	16%	20%	*	*	52%	48%
Male	148	737	728	745	22%	22%	16%	*	*	41%	44%
Economically Disadvantaged Students	228	740	730	729	*	*	*	*	*	43%	25%
Non-Economically Disadvantaged Students	42	751	741	756	*	*	*	*	*	60%	57%
Students with Disabilities	26	701	709	716	*	*	*	*	*	*	13%
Students without Disabilities	244	746	734	752	*	*	*	*	*	*	52%
English Learners	54	703	707	710	*	*	*	*	*	*	*
Non-English Learners	216	751	736	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	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	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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	818	721	721	735	*	*	*	*	*	*	30%
White	15	720	720	740	*	*	*	*	*	*	37%
Hispanic	789	721	721	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	361	723	723	736	*	*	*	*	*	*	30%
Male	457	720	720	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	738	721	721	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	80	725	725	741	*	*	*	*	*	*	38%
Students with Disabilities	96	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	722	723	723	738	*	*	*	*	*	*	*
English Learners	166	711	711	711	*	*	*	*	*	*	*
Non-English Learners	652	724	724	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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	840	712	712	727	40%	27%	19%	*	*	14%	30%
White	16	722	722	733	*	*	*	*	*	25%	35%
Hispanic	803	711	711	710	40%	27%	19%	*	*	14%	14%
Black or African American	10	715	715	705	*	*	*	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	11	732	732	766	*	*	*	*	*	45%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	408	712	712	728	38%	28%	22%	*	*	12%	30%
Male	432	712	712	727	41%	26%	16%	*	*	16%	30%
Economically Disadvantaged Students	738	710	710	709	41%	28%	18%	*	*	13%	13%
Non-Economically Disadvantaged Students	102	723	723	736	29%	22%	27%	*	*	22%	37%
Students with Disabilities	98	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	742	715	715	732	*	*	*	*	*	*	*
English Learners	130	695	695	691	*	*	*	*	*	*	*
Non-English Learners	710	715	715	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

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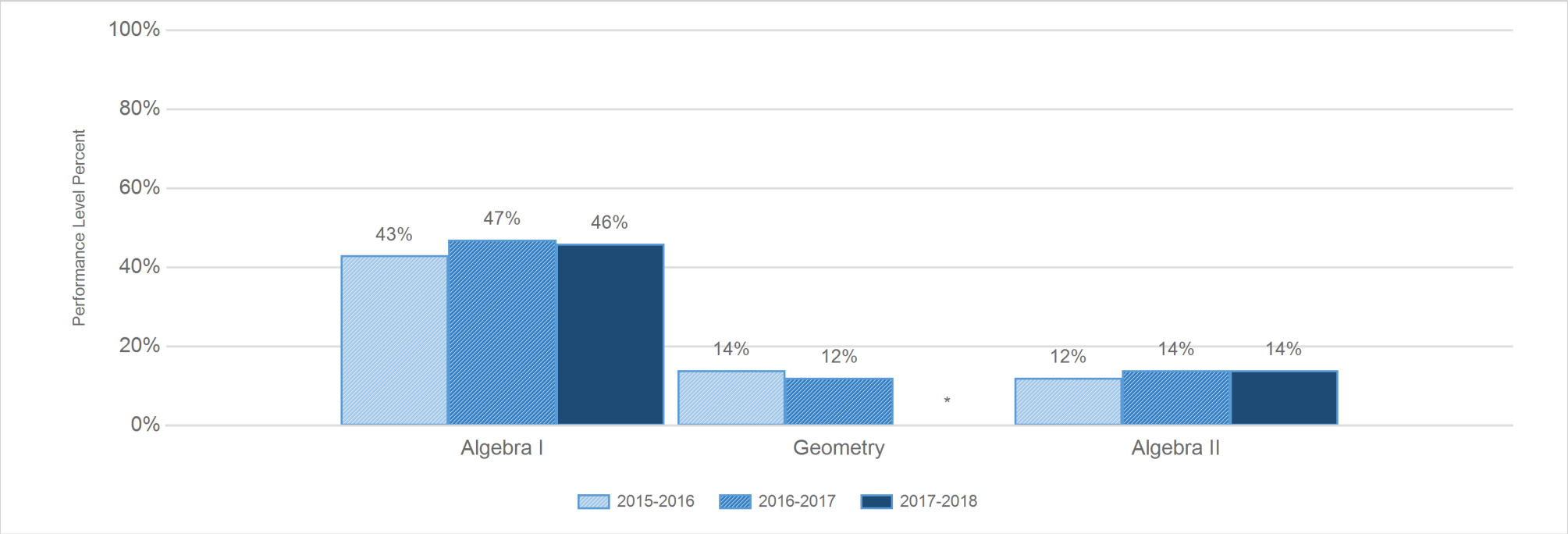
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	17	17

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	35.4%	46.8%	Met Target†

† 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	269	*	*
3-4	167	84.4%	15.6%
5 or more	59	*	*

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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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	96.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	2.8%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	406	478	Grade 10: 430 Grade 11: 460	30%	62%
PSAT 10/NMSQT - Math	415	478	Grade 10: 480 Grade 11: 510	17%	42%
SAT - Reading and Writing	455	542	480	35%	72%
SAT - Math	454	543	530	22%	54%
ACT - Reading	22	24	22	52%	62%
ACT - English	21	24	18	78%	78%
ACT - Math	21	24	22	48%	62%
ACT - Science	21	23	23	30%	53%

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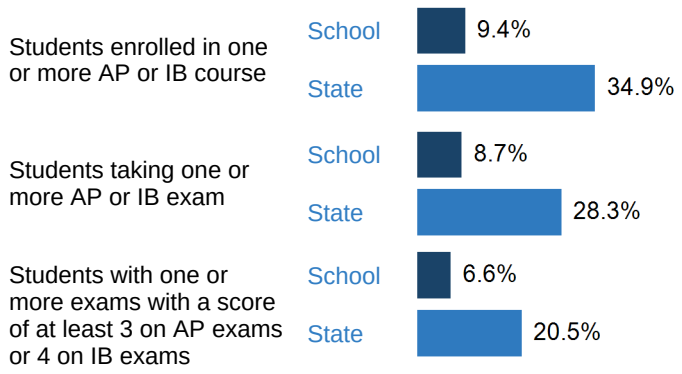
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

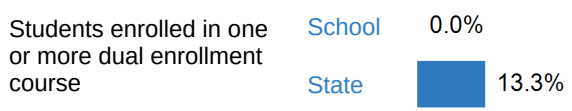
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	26
AP Calculus AB	0	24
AP Calculus BC	24	0
AP Chemistry	17	16
AP English Language and Composition	24	24
AP English Literature and Composition	23	23
AP Physics 1	17	17
AP Physics C: Electricity and Magnetism	8	6
AP Physics C: Mechanics	0	8
AP Spanish Language	0	36
AP Spanish Literature	12	10
AP Statistics	4	4
AP U.S. Government and Politics	10	9
AP U.S. History	12	10
IB Language B—Spanish	38	0
Exams with scores of at least 3 on AP exams or 4 on IB exams		155

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		213

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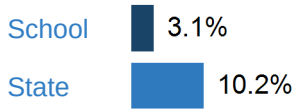
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

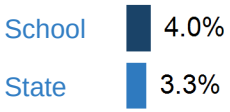
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

School	*
State	0.9%

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
Health Science	*		
Information Technology	*	*	*
Science, Technology, Engineering & Mathematics	186		
Total (All Clusters)	303	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	216	41	1	0	0	0	21
10	49	795	103	0	0	0	5
11	8	33	745	61	0	4	2
12	1	43	79	282	54	65	12
Total	274	912	928	343	54	69	40
Enrolled in AP/IB Course					24	4	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	218	3	0	58	1	7
10	680	204	0	7	0	18
11	32	645	0	4	80	67
12	23	58	0	7	90	175
Total	953	910	0	76	171	267
Enrolled in AP/IB Course	28	17		0	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	238	40	0	0	0	2
10	20	865	0	0	0	29
11	7	829	0	0	0	59
12	3	160	0	0	0	62
Total	268	1894	0	0	0	152
Enrolled in AP/IB Course	0	12	0	0		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	158	0	67	0	0	26	0
10	557	0	206	0	0	37	0
11	492	0	160	0	0	38	0
12	327	0	90	0	0	8	0
Total	1534	0	523	0	0	109	0
Enrolled in AP/IB Course	50	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	132	0	93	0	0	22	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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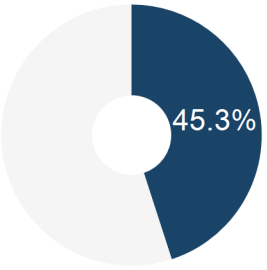
Visual and Performing Arts – Course Participation

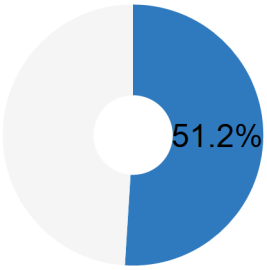
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

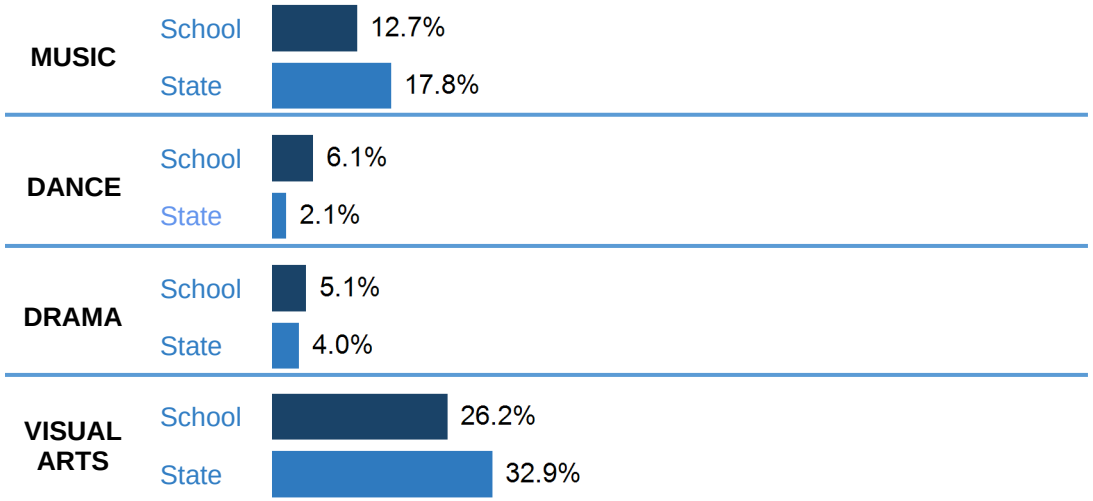


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.3%	90.9%	88.8%	92.4%	85.4%	88.2%	Not Met	83.2%	86.1%	Not Met
White	94.4%	95.0%	*	95.7%	*	**	**	80.0%	**	**
Hispanic	85.0%	84.8%	88.7%	87.3%	85.3%	88.1%	Not Met	83.0%	86.1%	Not Met
Black or African American	*	84.2%	*	86.8%	*	**	**	81.8%	**	**
Asian, Native Hawaiian or Pacific Islander	90.9%	97.0%	*	97.7%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	85.9%	84.6%	88.5%	87.0%	85.5%	88.0%	Not Met	83.4%	86.5%	Not Met
Students with Disabilities	75.4%	80.1%	79.8%	83.5%	70.4%	81.5%	Not Met	74.3%	81.2%	Not Met
English Learners	80.3%	75.8%	86.2%	81.8%	80.5%	78.3%	Met Target	81.9%	78.9%	Met Target
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	73.6%	55.7%
Substitute Competency Test	7.5%	21.6%
Portfolio Appeals Process	10.8%	17.1%
Alternate Requirements specified in IEP	6.2%	3.7%
Unknown	1.9%	1.9%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	85.3%	-
2017	85.4%	88.8%
2016	79.6%	83.2%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	1.9%	1.2%
2016-2017	2.5%	1.1%
2015-2016	1.4%	1.2%

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2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	63.1%	43.1%	56.9%
White	76.5%	23.1%	76.9%
Hispanic	62.5%	44.1%	55.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	80%	12.5%	87.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.1%	45.6%	54.4%
Students with Disabilities	48.4%	71.1%	28.9%
English Learners	43.8%	77.4%	22.6%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	72.5%	46.5%	53.5%	80%	20%	92.5%	7.5%
White	*	*	*	*	*	*	*
Hispanic	72.3%	47.4%	52.6%	80.5%	19.5%	92.9%	7.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	72.6%	46.7%	53.3%	80.1%	19.9%	92.8%	7.2%
Students with Disabilities	60.3%	79.5%	20.5%	88.6%	11.4%	90.9%	9.1%
English Learners	52.8%	78.6%	21.4%	92.9%	7.1%	96.4%	3.6%

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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.

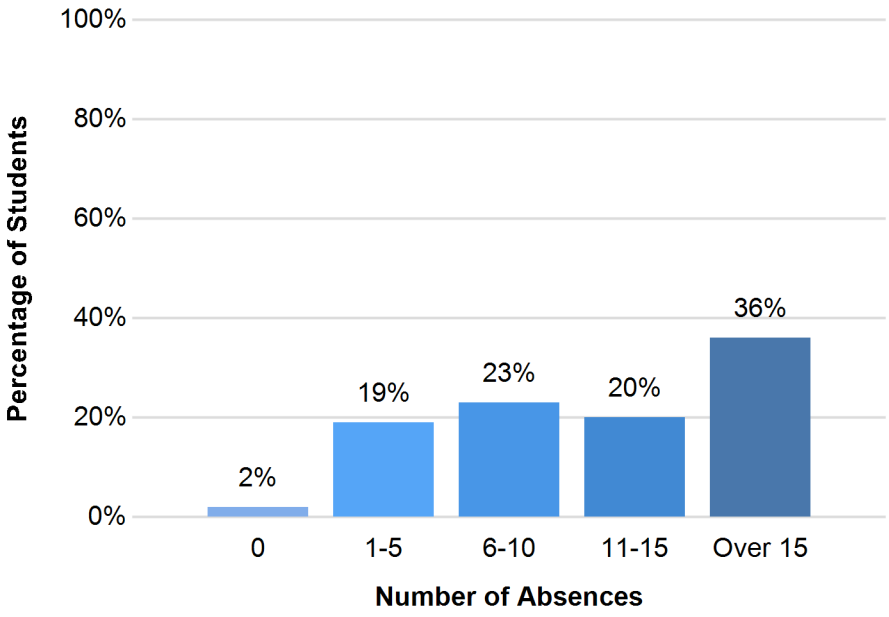
Chronic Absenteeism

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	873	30.2	14.9	Not Met
White	29	50.9	14.9	Not Met
Hispanic	831	29.9	14.9	Not Met
Black or African American	*	*	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	18.8	14.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	762	30.5	14.9	Not Met
Students with Disabilities	159	40.2	14.9	Not Met
English Learners	134	26.2	14.9	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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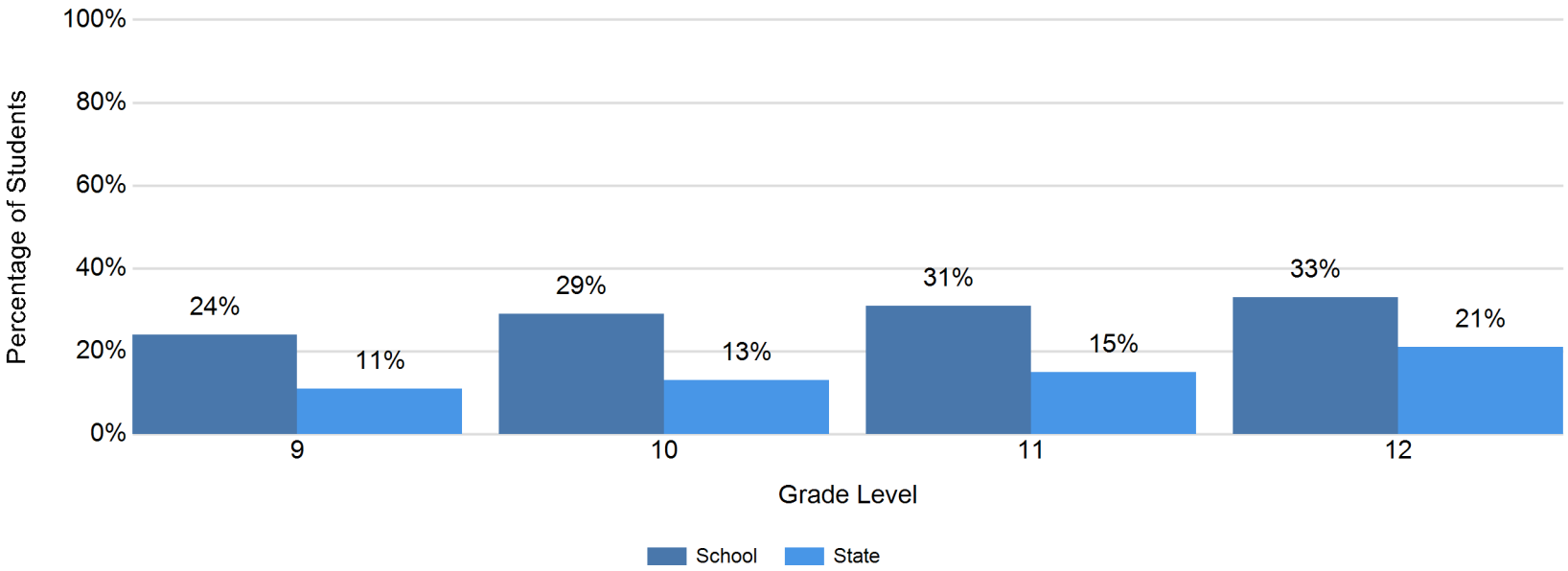
Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	0.59

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	7
Weapons	0
Vandalism	0
Substances	3
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	2	2
No Identified Nature	0		0

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	0	0.0%
Out-of-School Suspensions	20	0.7%
Any Suspension	20	0.7%
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
69

NJ SCHOOL PERFORMANCE REPORT

UNION CITY HIGH SCHOOL
(17-5240-055)
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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	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 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)	$1,015	$14,981	$15,996

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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	190	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	83.7%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	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	15:1	16:1
Students to Administrators	192:1	183:1
Teachers to Administrators	13:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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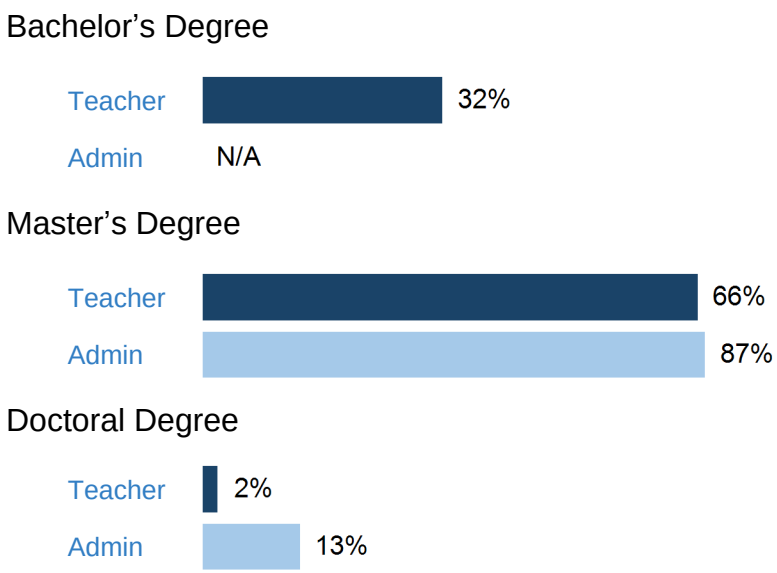
Teachers and Administrators - Level of Education

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	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	93.8%

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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	50.5%	60.0%
Male	49.5%	40.0%
White	58.4%	40.0%
Hispanic	39.5%	60.0%
Black or African American	1.1%	0.0%
Asian	0.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.5%	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	49.86	15.0%
Mathematics Proficiency	30.95	15.0%
Graduation Rate - 4-Year	19.77	20.0%
Graduation Rate - 5-Year	12.36	20.0%
Progress Towards English Language Proficiency	34.55	20.0%
Chronic Absenteeism	7.76	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.23	n/a
Summative Rating: Percentile Rank of Summative Score	18.05	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	36.65	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	42.92	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	24.18	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	54.36	8.94	No	Not Met	Not Met	Met Target	Met Target	**	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:	• 75% of Advanced Placement students scored a 3 or better on their assessments, surpassing both state and global levels • Pablo Garcia (Class of 2019) received a $250,000 scholarship at the Intel Science and Engineering Fair competition • Mock Trial Team won its fourth consecutive County Championship, defeating #1 ranked HS in NJ (McNair Academy)
Mission, Vision, Theme:	Union City High School is continuing to create continual learners, while they instill character and integrity in our students by providing them with skills they will use in the 21st Century. As a community of mentors who are dedicated to fostering life-long learning in a safe and positive environment, our highly effective staff promises to develop productive members of society who are college and career ready.
Awards, Recognition, Accomplishments:	UCHS has had Nine Bill and Melinda Gates Scholarship Recipients since 2009, a Milken's Educator of the Year Award Winner, International Science and Engineering Fair (INTEL) Winners, a Teacher in Preparation Award Winner from Princeton University, and several students are attending Ivy League schools including: Harvard, Yale, Brown and Columbia Universities. UCHS is recognized in the National and New Jersey High School Rankings in U.S. News and World Report and has earned a bronze medal.

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Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLS are addressed and integrated.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) . The Varsity Football team achieved, in second consecutive division title, and competed in the state sectional final at Metlife Stadium. The Girls Swimming Team won their third county title in as many years. UCHS' Boys Varsity Basketball Coach, Drew Morano, recorded his 300th victory as head coach against rival North Bergen. Girls Tennis won its first ever division title.
Clubs and Activities:	We offer over 50 different clubs and organizations at UCHS including: Art Club, Future Educators of America, HOSA, Leo's Club, NHS, Societa Onoraria Italica, Theta Delta XI History Honor Society, Ballroom Dance Company, UCHS Dance Company, Mock Trial, Science Honor Society, Technology Students of America, Biotechnology, Gay Straight Alliance, Horticulture Club, Mu Alpha Theta, Robotics, Christian Club, Urban Culture Club, DECA, FCCLA Sociedad Honoraria Hispanica among others.

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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.

Before and After School Programs:	AP Preparatory Courses, SAT Preparatory Courses, Target Academic Tutoring, Law Mentoring Program, ELL Student Transitioning Program and Free Breakfast, Dinner and Snack Program
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.

NJ SCHOOL PERFORMANCE REPORT

UNION CITY HIGH SCHOOL
(17-5240-055)
Grades Offered: 09-12
2017-2018

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Student Supports and Services:	The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.
Student Health and Wellness:	All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full student's lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one(1) fruit side dish, and a choice of milk. Milk choices include 1% white and skim chocolate.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school s parent liaison and the community relation s director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.
Facilities:	We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe.
School Safety:	Union City High School regards school safety as an essential component to ensuring our students' best educational experience. Our School Safety Team and Code Blue Team meet to discuss ways to improve protocols and procedures. Administration meets with the security staff to discuss roles, responsibilities, and trends.

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Technology and STEM:	Technology is regularly infused within the classroom by our teachers and professional development on technology tools is given to enhance instructional practices. Google Classroom is now utilized in the classroom for teachers to communicate with students, assign homework, and share resources. Organizations such as Robotics and Coding Club are pillars for our STEM initiatives within the school. The Robotics Team has been competing on the state level for the last 3 years.

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Other Information:	Union City High School is committed to excellence for all of our students. Our administrative team works collaboratively to ensure equity and equality for our students. We provide rigorous academic and career programs, multi-faceted enrichment opportunities, foster high expectations for all students, and develop and preserve community and post-secondary partnerships. Through our numerous post-secondary articulations, students are afforded the opportunity to take college level courses taught by faculty appointed instructors and earn industry credentials. Union City High School is not only thriving academically, but also meets the social and physical needs of our students. There are numerous groups, organizations, clubs and athletics that are available to ensure that all students have the ability to find an extracurricular activity that meets their needs. We also encourage students to take the initiative to develop and facilitate new clubs or organizations based on their interests. At Union City High School we believe that developing effective leadership qualities and skills, having the opportunity to communicate effectively with peers, and building self-confidence will allow our students to become responsible productive citizens of our community. Schools are ranked based on performance on state-required tests and how well students are prepared for college.