NJ SCHOOL PERFORMANCE REPORT

UNION HIGH SCHOOL
(39-5290-050)
Grades Offered: 09-12
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	UNION
District	UNION TWP
Principal Name	MR. LOWERY
Address	2350 NORTH THIRD STREET UNION, NJ 07083
Phone Number	(908)851-6500
Email Address	CLOWERY@TWPUNIONSCHOOLS.ORG
Website	http://uhs.twpunionschools.org/

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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	508	544	528
10	562	528	551
11	554	569	538
12	583	570	569
Total	2,207	2,211	2,186

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	48.4%	48.4%	47.9%
Male	51.6%	51.6%	52.1%
Economically Disadvantaged Students	30.5%	39.4%	37.2%
Students with Disabilities	13.4%	13.0%	14.8%
English Learners	2.9%	3.1%	3.0%
Homeless Students		0.6%	0.9%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.1%
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	21.2%	19.9%	19.0%
Hispanic	18.7%	20.7%	21.6%
Black or African American	49.4%	49.0%	49.0%
Asian	9.8%	9.2%	8.8%
Native Hawaiian or Pacific Islander	0.6%	0.8%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.5%	0.5%

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	2,187	2,188	2,164
Shared Time Students	38	44	42
Full Time Equivalent	2,206	2,210	2,185

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	71.6%
Spanish	9.1%
Creoles and pidgins, French-based	4.8%
Portuguese	3.7%
Tagalog	2.4%
Other Languages	8.4%

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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	1067	98.9	47.4	56.3	56.7	47.4	31.5	Met Target
White	211	99.5	56.4	*	65.6	56.4	31.2	Met Target
Hispanic	233	98.8	37.8	53.3	42.5	37.8	27.7	Met Target
Black or African American	510	98.9	42.9	49.1	37.3	42.9	28.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.9	82.3	*	54.4	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	60.6	63.4	*	**	**
Female	503	98.9	55.5	63.8	64.5	55.5		
Male	564	99.0	40.3	49.7	49.4	40.3		
Economically Disadvantaged Students	400	98.8	40.5	47.1	38.5	40.5	24.6	Met Target
Non-Economically Disadvantaged Students	667	99.0	51.6	61.1	67.5	51.6		
Students with Disabilities	151	96.9	16.6	*	21.6	16.6	12.3	Met Target
Students without Disabilities	916	99.3	52.5	*	63.9	52.5		
English Learners	32	100.0	*	41.3	27.3	*	15.6	Not Met
Non-English Learners	1035	98.9	*	57.4	59.4	*		
Homeless Students	*	*	*	50.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	71.4	57.4	*		
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	538	748	748	752	8%	13%	30%	40%	9%	49%	55%
White	102	751	751	760	*	13%	28%	*	*	53%	64%
Hispanic	105	742	742	735	*	15%	36%	*	*	40%	38%
Black or African American	277	744	744	734	10%	15%	29%	39%	7%	46%	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	*	*	*	760	*	*	*	*	*	*	63%
Female	248	755	755	759	6%	8%	27%	46%	13%	58%	63%
Male	290	742	742	744	10%	17%	32%	34%	7%	41%	46%
Economically Disadvantaged Students	210	741	741	733	9%	17%	36%	*	*	38%	34%
Non-Economically Disadvantaged Students	328	752	752	761	8%	11%	25%	*	*	56%	65%
Students with Disabilities	70	714	714	716	36%	29%	20%	*	*	16%	15%
Students without Disabilities	468	753	753	758	4%	11%	31%	*	*	54%	62%
English Learners	14	699	699	691	*	*	*	*	*	*	*
Non-English Learners	524	749	749	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	547	743	743	749	16%	17%	22%	32%	13%	45%	51%
White	110	757	757	756	*	*	20%	43%	16%	59%	58%
Hispanic	138	734	734	733	22%	20%	24%	25%	9%	35%	38%
Black or African American	241	736	736	728	20%	20%	22%	29%	10%	39%	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	*	*	*	753	*	*	*	*	*	*	55%
Female	265	751	751	759	15%	12%	21%	32%	20%	52%	60%
Male	282	735	735	739	18%	21%	23%	32%	6%	38%	42%
Economically Disadvantaged Students	201	738	738	730	20%	15%	22%	31%	11%	42%	34%
Non-Economically Disadvantaged Students	346	746	746	758	14%	18%	22%	33%	14%	46%	59%
Students with Disabilities	76	705	705	707	45%	28%	*	*	*	16%	15%
Students without Disabilities	471	749	749	756	12%	15%	*	*	*	49%	57%
English Learners	25	679	679	684	*	*	*	*	*	*	*
Non-English Learners	522	746	746	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	497	737	737	736	17%	19%	26%	34%	5%	38%	39%
White	94	737	737	737	17%	19%	21%	*	*	43%	41%
Hispanic	104	732	732	731	20%	23%	18%	*	*	38%	35%
Black or African American	243	734	734	729	18%	19%	29%	30%	4%	34%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	245	746	746	745	10%	15%	26%	*	*	49%	48%
Male	252	728	728	728	23%	22%	27%	*	*	28%	31%
Economically Disadvantaged Students	206	731	731	730	23%	17%	30%	*	*	30%	33%
Non-Economically Disadvantaged Students	291	741	741	739	12%	19%	24%	*	*	45%	42%
Students with Disabilities	71	711	711	708	34%	34%	23%	*	*	10%	13%
Students without Disabilities	426	741	741	742	14%	16%	27%	*	*	43%	44%
English Learners	21	700	700	702	67%	*	*	*	*	10%	*
Non-English Learners	476	738	738	738	14%	*	*	*	*	40%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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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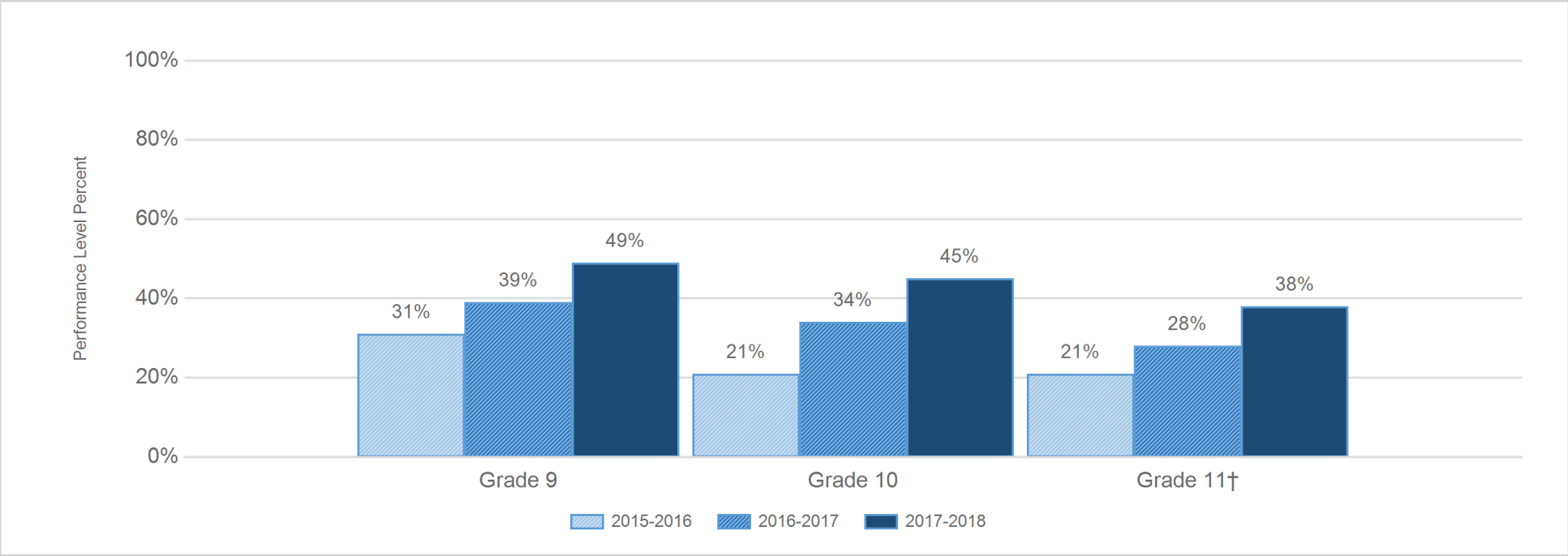
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	1063	98.4	31.3	42.9	45.0	31.3	22.8	Met Target
White	211	99.1	30.4	*	54.1	30.4	22.8	Met Target
Hispanic	230	98.8	26.5	41.9	29.2	26.5	21.6	Met Target
Black or African American	507	97.6	29.0	34.1	23.4	29.0	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.8	77.0	*	39.2	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	50.0	53.0	*	**	**
Female	499	98.3	32.9	45.4	46.0	32.9		
Male	564	98.5	29.8	40.6	43.9	29.8		
Economically Disadvantaged Students	395	98.1	26.4	33.1	26.6	26.4	19.2	Met Target
Non-Economically Disadvantaged Students	668	98.6	34.1	48.0	55.9	34.1		
Students with Disabilities	149	96.3	*	12.3	17.1	*	10.5	Met Target†
Students without Disabilities	914	98.7	*	48.5	50.5	*		
English Learners	31	100.0	*	35.2	24.6	*	20.6	Not Met
Non-English Learners	1032	98.3	*	43.4	46.9	*		
Homeless Students	*	*	*	46.1	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	57.1	45.8	*		
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	434	735	748	746	13%	23%	29%	35%	0%	35%	46%
White	71	738	*	755	*	*	34%	38%	0%	38%	57%
Hispanic	98	735	*	730	13%	21%	33%	33%	0%	33%	27%
Black or African American	236	731	741	727	14%	26%	28%	31%	0%	31%	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	*	*	*	755	*	*	*	*	*	*	54%
Female	189	733	751	748	12%	22%	34%	32%	0%	32%	48%
Male	245	736	746	745	14%	23%	26%	38%	0%	38%	44%
Economically Disadvantaged Students	189	730	*	729	15%	28%	29%	29%	0%	29%	25%
Non-Economically Disadvantaged Students	245	738	*	756	11%	19%	30%	40%	0%	40%	57%
Students with Disabilities	73	713	*	716	38%	33%	*	*	*	16%	13%
Students without Disabilities	361	739	*	752	8%	20%	*	*	*	39%	52%
English Learners	20	703	703	710	*	*	*	*	*	*	*
Non-English Learners	414	736	750	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	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	541	729	729	735	9%	39%	33%	*	*	19%	30%
White	113	733	733	740	*	35%	42%	*	*	19%	37%
Hispanic	115	725	725	723	11%	43%	35%	11%	0%	11%	14%
Black or African American	252	726	726	719	11%	42%	28%	*	*	18%	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	*	*	*	741	*	*	*	*	*	*	39%
Female	255	730	730	736	10%	36%	33%	*	*	22%	30%
Male	286	728	728	734	8%	41%	34%	*	*	16%	29%
Economically Disadvantaged Students	194	725	725	722	12%	44%	30%	*	*	14%	13%
Non-Economically Disadvantaged Students	347	731	731	741	7%	35%	35%	*	*	22%	38%
Students with Disabilities	71	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	470	732	732	738	*	*	*	*	*	*	*
English Learners	24	710	710	711	*	*	*	*	*	*	*
Non-English Learners	517	730	730	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

UNION HIGH SCHOOL
(39-5290-050)
Grades Offered: 09-12
2017-2018

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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	425	722	722	727	29%	26%	21%	*	*	24%	30%
White	87	721	721	733	36%	22%	21%	*	*	22%	35%
Hispanic	96	722	722	710	24%	34%	17%	25%	0%	25%	14%
Black or African American	189	718	718	705	32%	28%	22%	18%	0%	18%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	218	724	724	728	27%	28%	20%	*	*	26%	30%
Male	207	721	721	727	32%	25%	22%	*	*	21%	30%
Economically Disadvantaged Students	171	719	719	709	30%	29%	20%	*	*	21%	13%
Non-Economically Disadvantaged Students	254	724	724	736	29%	24%	21%	*	*	26%	37%
Students with Disabilities	33	700	700	693	*	*	*	*	*	*	*
Students without Disabilities	392	724	724	732	*	*	*	*	*	*	*
English Learners	10	719	719	691	*	*	*	*	*	10%	*
Non-English Learners	415	722	722	729	*	*	*	*	*	24%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	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%

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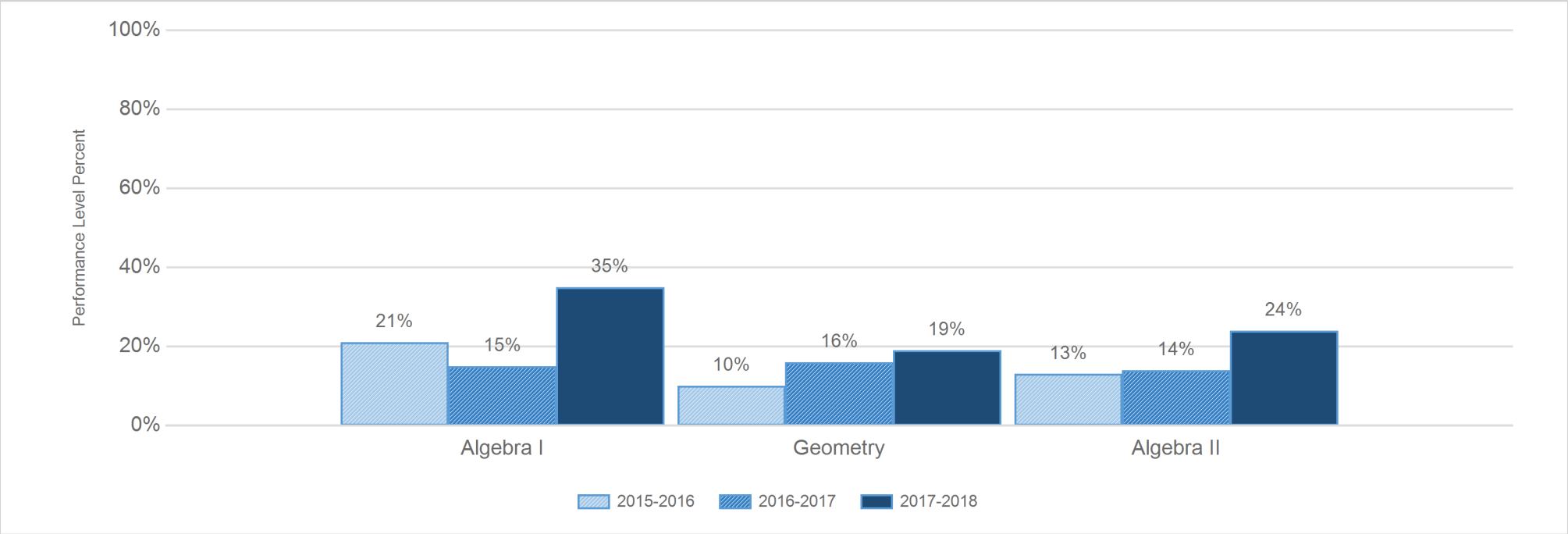
Mathematics Assessment – Performance Trends

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	*	*
10	*	N
11	10	11

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	42.1%	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	49	89.8%	10.2%
3-4	12	*	*
5 or more	N	N	N

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2017-2018

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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.

NJ SCHOOL PERFORMANCE REPORT

UNION HIGH SCHOOL
(39-5290-050)
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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	94.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	78.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	22.3%	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	441	478	Grade 10: 430 Grade 11: 460	49%	62%
PSAT 10/NMSQT - Math	445	478	Grade 10: 480 Grade 11: 510	28%	42%
SAT - Reading and Writing	510	542	480	64%	72%
SAT - Math	502	543	530	41%	54%
ACT - Reading	20	24	22	39%	62%
ACT - English	19	24	18	57%	78%
ACT - Math	20	24	22	37%	62%
ACT - Science	19	23	23	26%	53%

NJ SCHOOL PERFORMANCE REPORT

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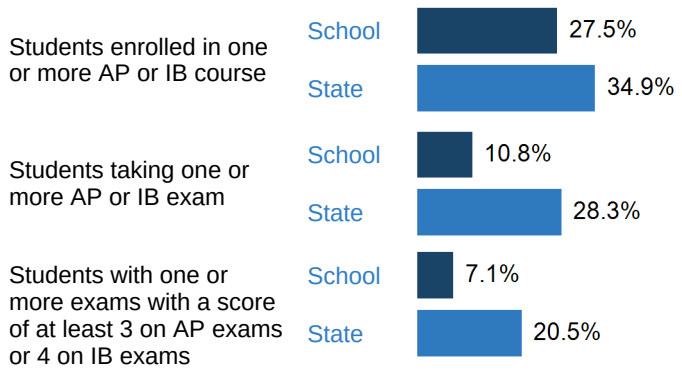
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

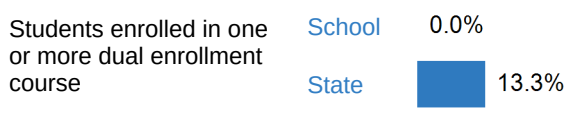
AP/IB Coursework – Participation and Performance

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	40	31
AP Calculus AB	24	7
AP Chemistry	12	11
AP Comparative Government and Politics	19	1
AP English Language and Composition	48	27
AP English Literature and Composition	67	40
AP European History	10	8
AP Music Theory	0	1
AP Physics 1	0	8
AP Physics B	165	0
AP Physics C	15	0
AP Psychology	64	38
AP Spanish Language	23	4
AP Statistics	14	10
AP Studio Art—Drawing Portfolio	10	2
AP Studio Art—Two-Demensional	0	14

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	40	2
AP U.S. History	116	24
Total Exams taken		228
Exams with scores of at least 3 on AP exams or 4 on IB exams		129

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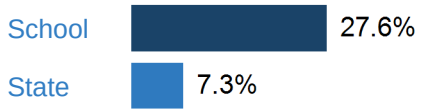
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

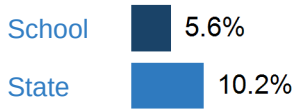
Career and Technical Education Participation

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)



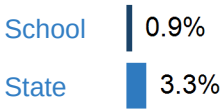
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	1.2%
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
Architecture & Construction	352	21	21
Arts, AV Technology & Communications	270		
Education and Training	*		
Health Science	75	*	*
Hospitality & Tourism	*	*	*
Human Services	34	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	747	35	35

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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	406	149	0	0	0	0	19
10	31	392	145	0	0	0	49
11	7	56	317	48	0	9	180
12	3	16	42	26	24	50	346
Total	447	613	504	74	24	59	594
Enrolled in AP/IB Course					24	14	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	67	0	485	2	1	1
10	518	63	8	2	4	8
11	55	320	4	94	83	51
12	7	37	10	47	92	282
Total	647	420	507	145	180	342
Enrolled in AP/IB Course	40	12		0	180	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	551	0	2	0	0	1
10	15	554	1	3	0	12
11	12	542	31	93	19	42
12	22	75	74	164	104	138
Total	600	1171	108	260	123	193
Enrolled in AP/IB Course	0	116	0	64		64
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	364	113	0	0	53	0	0
10	386	96	0	0	40	0	0
11	239	72	0	0	10	0	0
12	102	20	0	0	4	0	0
Total	1091	301	0	0	107	0	0
Enrolled in AP/IB Course	23	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	286	90	0	0	31	0	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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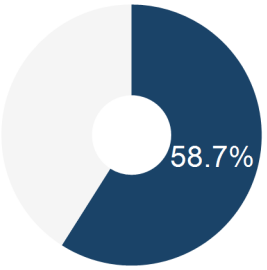
Visual and Performing Arts – Course Participation

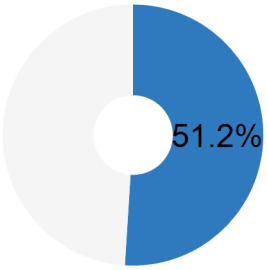
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

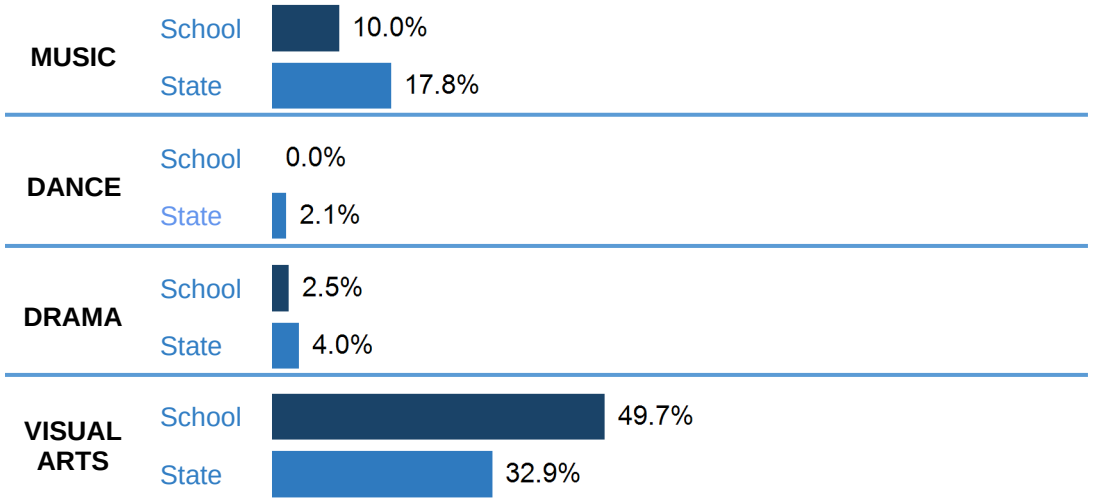


School



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	93.0%	90.9%	94.6%	92.4%	93.1%	93.7%	Not Met	92.8%	94.8%	Not Met
White	94.2%	95.0%	93.8%	95.7%	93.0%	94.9%	Not Met	91.0%	94.7%	Not Met
Hispanic	90.9%	84.8%	92.5%	87.3%	91.4%	92.8%	Not Met	91.3%	93.8%	Not Met
Black or African American	92.7%	84.2%	94.9%	86.8%	92.5%	92.8%	Not Met	93.0%	95.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	96.8%	97.0%	*	97.7%	*	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	89.1%	84.6%	93.2%	87.0%	89.8%	92.9%	Not Met	91.4%	96.0%	Not Met
Students with Disabilities	85.4%	80.1%	77.5%	83.5%	77.1%	89.9%	Not Met	81.8%	89.5%	Not Met
English Learners	93.3%	75.8%	87.5%	81.8%	79.2%	80.2%	Not Met	90.9%	93.4%	Not Met
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

UNION HIGH SCHOOL
(39-5290-050)
Grades Offered: 09-12
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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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	53.2%	47.5%
Substitute Competency Test	38.6%	42.1%
Portfolio Appeals Process	2.7%	3.2%
Alternate Requirements specified in IEP	5.1%	6.9%
Unknown	0.4%	0.4%

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	93.0%	-
2017	93.1%	94.6%
2016	91.1%	92.8%

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	1.3%	1.2%
2016-2017	1.1%	1.1%
2015-2016	0.9%	1.2%

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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	75.6%	37.8%	62.2%
White	80.2%	40.7%	59.3%
Hispanic	76.1%	49.4%	50.6%
Black or African American	71.1%	33.9%	66.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	71.6%	42%	58%
Students with Disabilities	62.7%	61.9%	38.1%
English Learners	*	*	*

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	81.7%	38.8%	61.2%	83.3%	16.7%	84%	16%
White	78%	45.9%	54.1%	84.7%	15.3%	91.8%	8.2%
Hispanic	74.7%	50.7%	49.3%	90.1%	9.9%	83.1%	16.9%
Black or African American	82.3%	34.6%	65.4%	80.8%	19.2%	79.9%	20.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.1%	46%	54%	84.7%	15.3%	92%	8%
Students with Disabilities	55.1%	77.8%	22.2%	92.6%	7.4%	92.6%	7.4%
English Learners	*	*	*	*	*	*	*

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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.

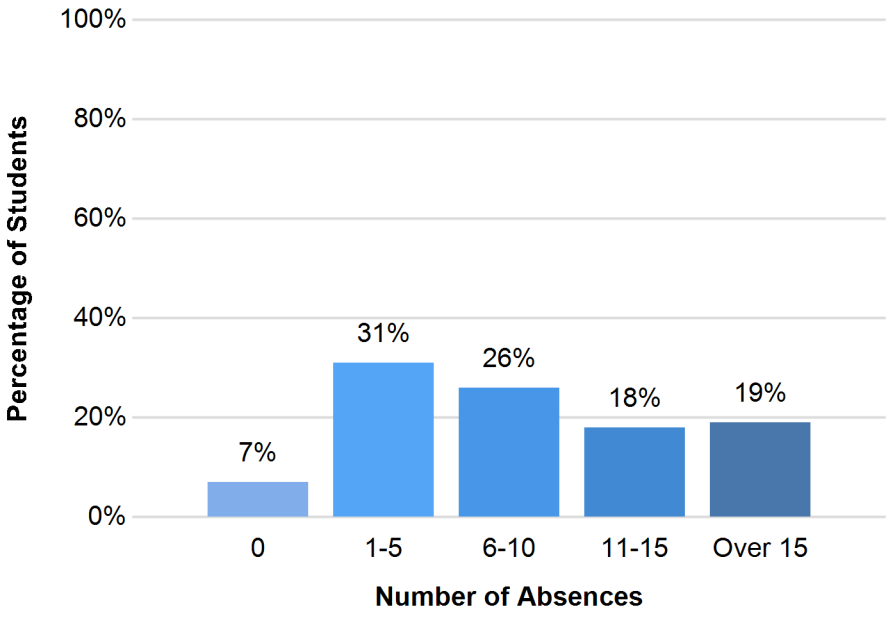
Chronic Absenteeism

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	331	14.6	14.9	Met
White	72	16.3	14.9	Not Met
Hispanic	84	17.5	14.9	Not Met
Black or African American	163	14.7	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	10	4.5	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	16.7	**	**
Economically Disadvantaged Students	134	16.2	14.9	Not Met
Students with Disabilities	87	22.0	14.9	Not Met
English Learners	7	10.6	14.9	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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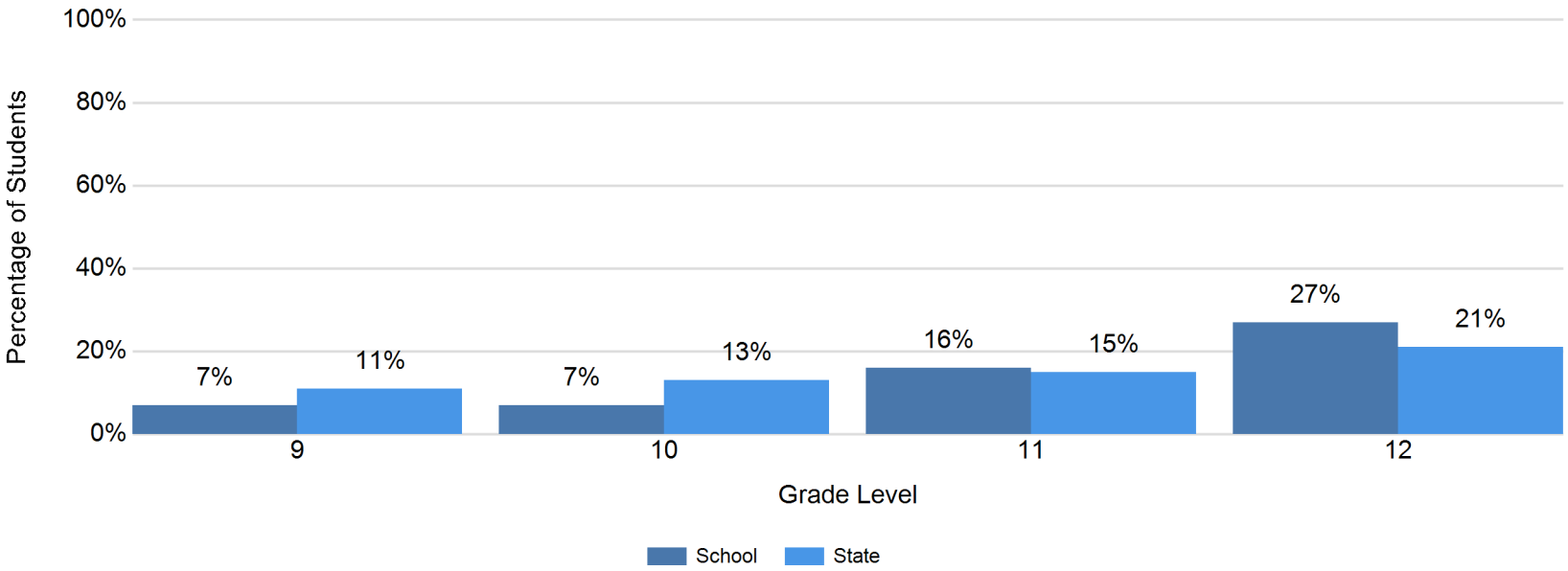
Chronic Absenteeism by Grade

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	30
Weapons	3
Vandalism	6
Substances	38
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	84
Incidents Per 100 Students Enrolled	3.84

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	4
Weapons	1
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	1	1
Other	0	4	4
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	*	*
Out-of-School Suspensions	169	7.7%
Any Suspension	170	7.8%
Removal to other education program	36	1.6%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1016

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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	7:35 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1:1

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)	$413	$14,542	$14,955

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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	181	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	78.5%	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	41	9,374
Average years experience in public schools	18.2	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	92.7%	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	12:1	11:1
Students to Administrators	312:1	175:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		898:1
Students to Nurses		599:1
Students to Counselors		312:1
Students to Child Study Team		225:1

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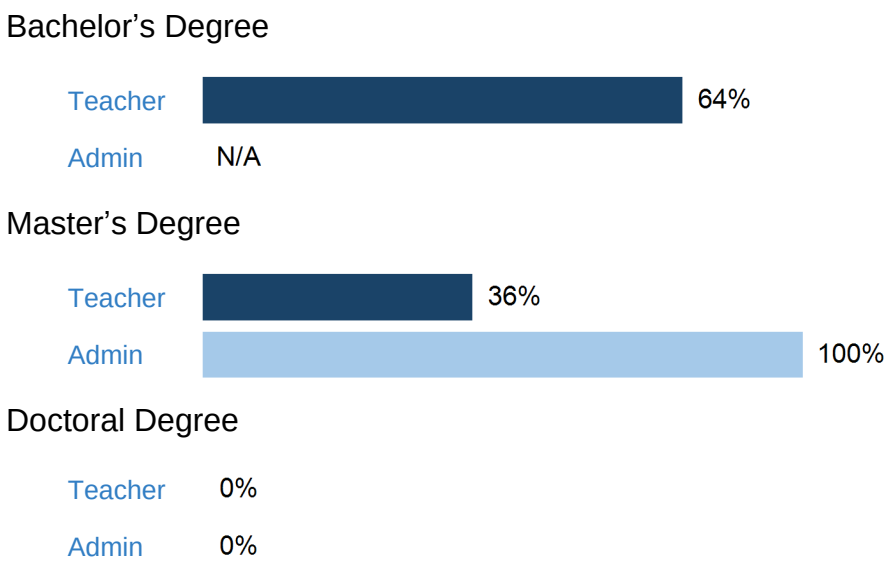
Teachers and Administrators - Level of Education

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	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.1%	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	95.5%

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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	56.9%	57.1%
Male	43.1%	42.9%
White	82.3%	57.1%
Hispanic	9.4%	0.0%
Black or African American	7.2%	42.9%
Asian	0.6%	0.0%
American Indian or Alaska Native	0.6%	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	42.12	15.0%
Mathematics Proficiency	50.72	15.0%
Graduation Rate - 4-Year	46.70	20.0%
Graduation Rate - 5-Year	40.23	20.0%
Progress Towards English Language Proficiency	52.73	20.0%
Chronic Absenteeism	41.67	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.02	n/a
Summative Rating: Percentile Rank of Summative Score	42.12	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	Met Target	Met Target	Not Met	Not Met	Met Target†	Met	No
White	28.43	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	55.92	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Black or African American	74.17	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	42.32	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	66.86	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	46.30	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	49.63	8.94	No	Not Met	Not Met	Not Met	Not Met	**	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 Senior High School has a strong academic program and an outstanding co-curricular program, encompassing athletics, student government, music, fine arts and volunteer/service organizations. • A full academic program is offered with honors and AP courses in Art, English, Social Studies, Mathematics, Biology, Chemistry, Physics, World Languages, Visual/Performing Arts, and Business.
Mission, Vision, Theme:	The Mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged inspired, empowered, and respected as diverse learners. Through the cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community. Union High School is an inclusive environment of shared leadership where students and staff engage in respectful, intellectual, meaningful interactions which foster student development, integrity, and success. We support a rigorous curriculum, a strong sense of community, a safe atmosphere and work in collaboration with all stakeholders, who are: Positive, Resilient, Inspiring, Driven, Exceptional (P.R.I.D.E.)
Awards, Recognition, Accomplishments:	Students compete successfully on the regional, state and national levels in oratory contests, competitive exams, academic, scientific, musical, and technical competitions. The Army J.R.O.T.C. Drill Team ranked first in New Jersey, first in the East Coast and first in the nation for 2017-2018. The Color Guard ranks first in the state, second in the East Coast and fourth in the nation. The Union High School Performing Arts Company (UHSPAC) is one of the strongest arts training programs in NJ, the US and Canada. For several years the district has been named a national Best Communities for Music Education. Yearly musicals and performances highlight the Theater Arts program. The Theater Arts program has been a Paper Mill Rising Star Award winner in numerous categories: Best Musical; Best Actor; Best Actress; Best Orchestra; Best Choreography; Best Direction and Best Musical Direction. nion's Jazz Ensemble and Wind Ensemble have consistently won Heritage Festival awards with individual s

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School Narrative

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Courses, Curriculum, Instruction:	Union Senior High School has a strong academic program and an outstanding co-curricular program, encompassing athletics, student government, music, fine arts and volunteer/service organizations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Gymnastics (Coed), Ice Hockey (Coed), 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 (Coed) Union High School excels equally in academic and nonacademic extracurricular areas. More than twenty varsity sports are offered and Union's teams are consistently strong contenders.
Clubs and Activities:	More than forty-five academic, special interest, and service related clubs provide Union High School students with an opportunity to develop their talents and leadership ability. Clubs available to students include: Anime Club, Art Club, Awareness, Band Front, Book Club, Broadcasting Club, Chess Club, Creative Content Club, Debating Club, Ecology Club, Empowerment Club, Feminist Club, Key Club, Play Unified Club, Seekers Fellowship, Student Council. Activities offered include: Cheerleading, Dance Club, Step Team, Farmer Fam, National Honor Society, National Art Honor society , Spanish Honor Society, German Honor Society, French Honor Society.

NJ SCHOOL PERFORMANCE REPORT

UNION HIGH SCHOOL
(39-5290-050)
Grades Offered: 09-12
2017-2018

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Before and After School Programs:	There is Peer Tutoring available for students before, after school, and during lunch for students that are in need of more assistance in certain subject areas. There is also a Title 1 program available to students after school.
Staff and Professional Learning:	Teachers participate in professional development opportunities that relate to their discipline. They also participate in school wide professional development relating to RTI, MTSS, mindfulness and SEL. Teachers attend PLC's once a month. The math teachers attend PLC's on a daily basis. The faculty and staff consist of 189 members, 67% of who hold Bachelor's Degrees, 30% hold a Master's Degree or above. There are five school administrators, a team of ten counselors and five supervisors all holding Masters level degrees, and a special services team. The faculty is quite experienced, well-traveled and takes advantage of living in a large metropolitan area. They participate in evening and summer study programs, in-service courses, and professional meetings.
Postsecondary Information:	Approximately 55% of Union High School graduates go on to pursue higher education at four-year colleges and 28% start at two-year colleges. Among our recent graduates are students attending such prestigious institutions as Boston College, Boston University, Colgate, Cornell, Drexel University, Duke, Georgetown, Harvard, Johns Hopkins, Notre Dame, N.Y.U., Penn State, Princeton University, University of Virginia, University of Pennsylvania, U.S. Military Academy, Villanova University, and Vanderbilt. However, the majority of our graduates remain in New Jersey, with approximately 30% of Union High School graduates attending Rutgers University, The College of New Jersey, Montclair State University or NJIT.

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Student Supports and Services:	Students with limited English attend ESL classes, which are built into their daily schedules. Students with an IEP are placed in classes that have an inclusive setting or a small group setting depending on the needs of the students. Peer tutoring is available for all students in the morning, during lunch and after school. The I&RS committee meets weekly to discuss students that are in need of services. Teacher meet with the team to have discussions and parents are notified of the areas needing improvement. The team works together with the parents and the teacher to ensure success for the student.
Student Health and Wellness:	Breakfast is available daily for all students. The breakfast and lunch meets all the federal guidelines, students are given everal options for lunch including a salad bar. All students participate in Physical Education/Health classes on a daily basis.
Parent and Community Involvement:	The PTA had a monthly meeting at the high school. One of the administrators attends the meeting. Any questions or concerns that they may have are able to be addressed. The PTA gives out many scholarships to the graduating seniors yearly. They assist with project graduation, prom, the senior breakfast, the UHS PAC, and the band. They are a very active part of the school community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the high school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The survey results were generally positive. The staff and students both believe the students are well supported by the teachers, providing one-on-one assistance and allowing for independent study.
Facilities:	Union Senior High School was built in the late 1960's with subsequent additions to the school to accommodate a growing student body and performing arts program. There are two gymnasiums, two student cafeterias, and recently renovated auditorium. The Union High School Media Center contains over 27,000 volumes, plus 22 hard copy periodicals and a database with thousands more. Two certified librarians teach and assist students and staff during regular hours five days a week and extended hours four days a week.
School Safety:	Students wear ID's and they are checked as the students enter the building. Security is stationed in the front lobby. Anyone entering the building has to be buzzed in and they wait in a vestibule area for someone to escort them to their destination. The visitor is then escorted back to the front of the building. Drills are done on a monthly basis. The procedures are reviewed with the staff and students. There are eight security guards at the school along with a School Resource Officer from the Union Police Department.

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Technology and STEM:	The school is one to one. Each student has their own Chromebook. Teachers use google classroom for all assignments and classwork. There are 4 levels CAD classes offered to the students; students receive a certificate after completion of the courses and passing the certification assessment. At the high school students can take three consecutive years of STEM classes. The first year is Introduction to Engineering, followed by Principles of Engineering and Digital Electronics. Several students are enrolled in a fourth year independent study for Robotics. We have two STEM labs at the high school. There is an after school robotics club and competitions. STEM projects are infused throughout all science curriculum at the high school. Technology is used in all classes to enhance instruction.