



State of New Jersey

2012-13

80-8060-990

OVERVIEW

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

275 WEST SIDE AVENUE

JERSEY CITY, NEW JERSEY 07305

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **lags in comparison** to its peers. This school's graduation and post-secondary performance **lags in comparison** to schools across the state. Additionally, its graduation and post-secondary readiness **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	68	21	100%
College & Career Readiness	37	20	0%
Graduation and Post-Secondary	68	30	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **21%** of schools statewide as noted by its statewide percentile and **68%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **20%** of schools statewide as noted by its statewide percentile and **37%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **30%** of schools statewide as noted by its statewide percentile and **68%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

DEMOGRAPHIC INFORMATION

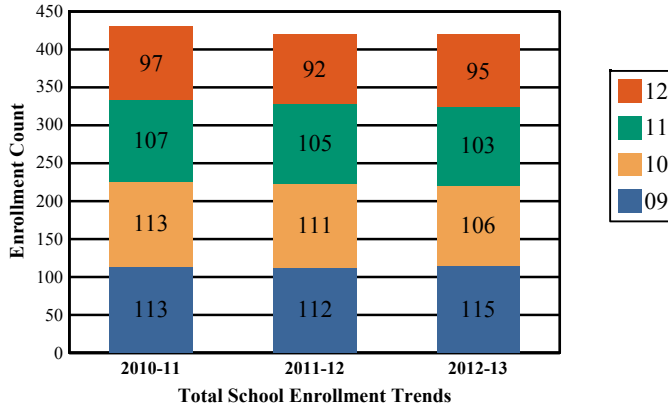
CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

Enrollment by Grade, in Full Time Equivalent

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

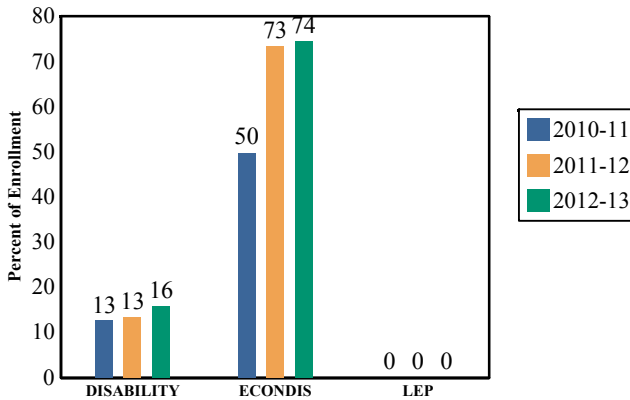


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	420
2012-13	419

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	66	16%
Economically Disadvantaged Students	312	74.5%
Limited English Proficient Students	0	0.0%

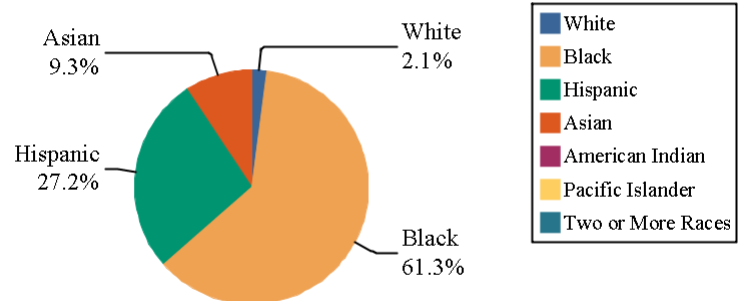
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	75.0%
Spanish	18.3%
Tagalog	4.8%
Creoles and pidgins, Frenc	0.5%
Swahili	0.5%
Arabic	0.3%
Other	0.8%

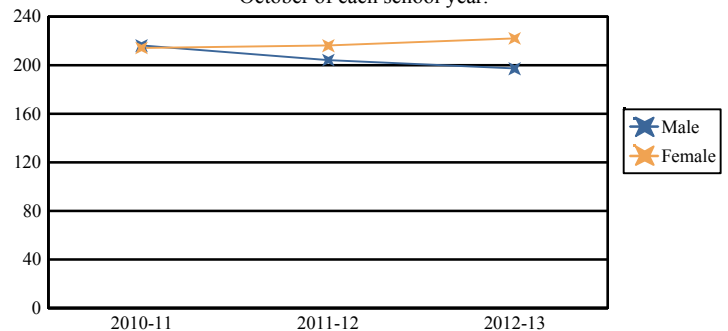
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	216	214
2011-12	204	216
2012-13	197	222

State of New Jersey

2012-13



80-8060-990

ACADEMIC ACHIEVEMENT

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

CHARTERS

275 WEST SIDE AVENUE

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

JERSEY CITY, NEW JERSEY 07305

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	90%	71	23	100%
HSPA Math Proficiency and above	72%	65	19	100%
SUMMARY - Academic Achievement		68	21	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

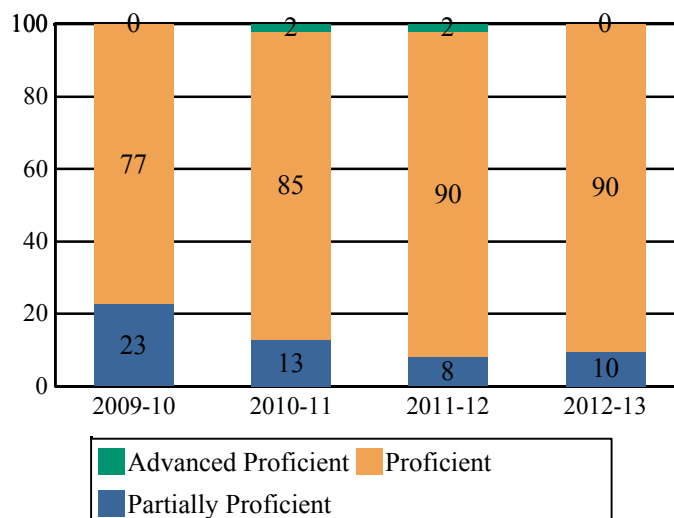
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	94	90.4	89.2	YES
White	-	-	-	--
Black	57	91.2	90	YES
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	66	89.4	89.7	YES*

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



State of New Jersey

2012-13



80-8060-990

ACADEMIC ACHIEVEMENT

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

275 WEST SIDE AVENUE

JERSEY CITY, NEW JERSEY 07305

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

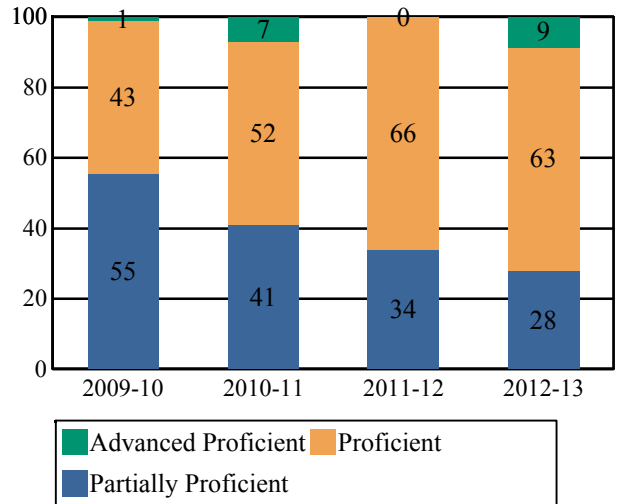
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	93	72	65.8	YES
White	-	-		--
Black	56	66.1	63.5	YES
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	65	72.3	63.7	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Outcomes - Biology

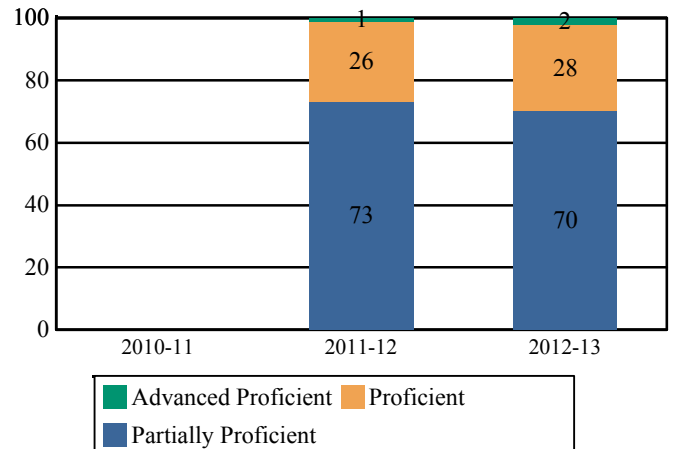
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	28%	70%
White	-	-	-
Black	2%	25%	73%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	25%	72%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



State of New Jersey

2012-13



80-8060-990

COLLEGE AND CAREER READINESS

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

CHARTERS

275 WEST SIDE AVENUE

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

JERSEY CITY, NEW JERSEY 07305

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	74%	58	40	80%	NO
Percent of Students Participating in PSAT	46%	56	45	60%	NO
Percent of Students Scoring Above 1550 on SAT	7%	71	17	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	0%	0	0	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	0%	0	0	75%	NO
Summary		37	20		0%

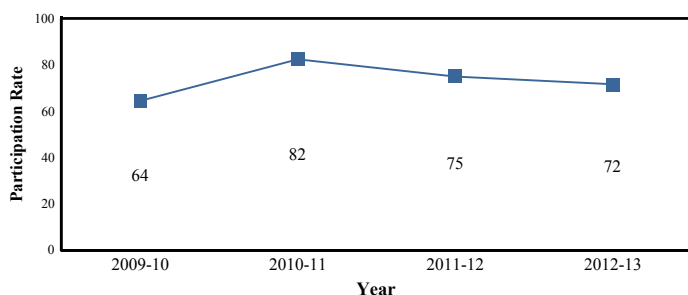
College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2012-13 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	71.6%	64.2%	75.3%
Participating in ACT	6.3%		20.6%
Participating in PSAT	46.4%	43.3%	52.5%

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2012-13 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	0.0%	16.2%	32.8%
One or More Test	0.0%	16.0%	26.8%
At least one AP or IB Test in English, Math, Social Studies or Science	0.0%	12.2%	18.9%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2012-13	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	0.0%	18.2%	74.6%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	0.0%	12.8%	75.1%

COLLEGE AND CAREER READINESS

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

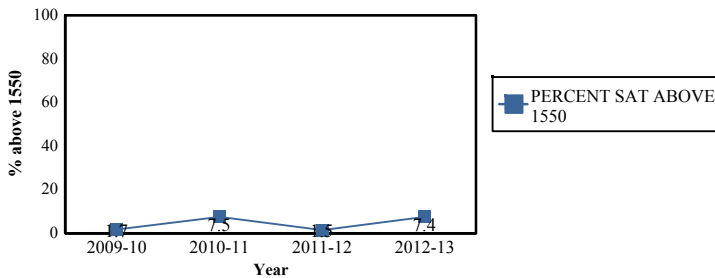
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2012-13	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	7.4%	8.7%	43.9%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2012-13	School	Peer Avg.	State Avg.
Composite SAT Score	1,177	1,205	1,512
Critical Reading	389	397	495
Mathematics	406	411	521
Writing	382	397	496

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2012-13	Critical Reading	Mathematics	Writing
75th Percentile	430	463	430
50th Percentile	390	410	370
25th Percentile	340	350	340

State of New Jersey

2012-13



80-8060-990

COLLEGE AND CAREER READINESS

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

CHARTERS

275 WEST SIDE AVENUE

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

JERSEY CITY, NEW JERSEY 07305

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.8%
Drama/Theater	N/R	3.5%
Music	15.0%	16.7%
Visual Arts	24.3%	30.2%
Total: All Visual and Performing Arts	31.7%	47.3%

N/R - Data Not Reported

State of New Jersey

2012-13

80-8060-990



GRADUATION AND POSTSECONDARY

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL
275 WEST SIDE AVENUE
JERSEY CITY, NEW JERSEY 07305

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	91%	78	43	75%	YES
Dropout Rate	1.9%	58	16	2%	YES
SUMMARY - Graduation & Post-Secondary		68	30		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	91%	75%
White	-	
Black	94%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
Limited English Proficient Students	-	
Economically Disadvantaged Students	91%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.9%	2%
White	-	
Black	1.6%	
Hispanic	2.6%	
American Indian	-	
Asian	2.6%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.5%	
Economically Disadvantaged Students	1.9%	
Limited English Proficiency	-	



State of New Jersey

2012-13

80-8060-990

GRADUATION AND POSTSECONDARY

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

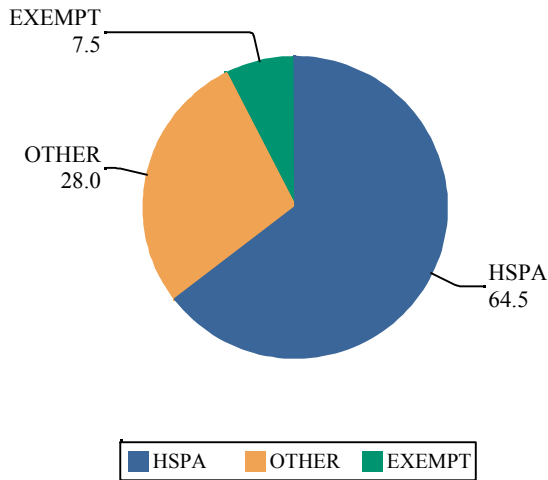
UNIVERSITY ACADEMY CHARTER HIGH SCHOOL

275 WEST SIDE AVENUE

JERSEY CITY, NEW JERSEY 07305

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2011	90%	93%
2012	88%	94%
2013	91%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Schoolwide	70%	44.3%	55.7%
White	-	-	-
Black	78.8%	48.8%	51.2%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	69.7%	43.5%	56.5%

State of New Jersey

2012-13



80-8060-990

WITHIN SCHOOL ACHIEVEMENT GAP

UNIVERSITY ACADEMY CHARTER HIGH SCHOOL
275 WEST SIDE AVENUE
JERSEY CITY, NEW JERSEY 07305

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

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

High School

Grade Level - 11

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

HSPA Math 25th %ile vs 75th%ile

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

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

Percentile	School Scaled Score	State Scaled Score
99th	248	291
75th	231	247
50th	219	237
25th	211	222
0th	169	100

Percentile	School Scaled Score	State Scaled Score
99th	255	300
75th	225	251
50th	211	231
25th	193	209
0th	160	136

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	20	25

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	32	42

State of New Jersey

2012-13

80-8060-990



SCHOOL CLIMATE

CHARTERS

UNIVERSITY ACADEMY CS

GRADE SPAN 09-12

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275 WEST SIDE AVENUE

JERSEY CITY, NEW JERSEY 07305

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 50 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	24.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 36 Mins.
Shared Time	4 Hrs. 6 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	10
Administrators	105

SCHOOL PEER GROUP

University Academy Charter High School

80-8060-990

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	ATLANTIC CITY	ATLANTIC CITY HIGH SCHOOL	01-0110-010	09-12	79.6%	2.6%	16.6%
ATLANTIC	PLEASANTVILLE CITY	PLEASANTVILLE HIGH SCHOOL	01-4180-050	09-12	82.3%	8.5%	18.0%
CAMDEN	CAMDEN CITY	WOODROW WILSON HIGH SCHOOL	07-0680-040	09-12	85.5%	20.9%	29.8%
CAPE MAY	WILDWOOD CITY	WILDWOOD HIGH SCHOOL	09-5790-050	09-12	72.2%	6.2%	29.7%
CHARTERS	PATERSON CS FOR SCI/TECH	PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY	80-7503-970	KG-12	72.3%	3.7%	7.3%
CHARTERS	THE BARACK OBAMA GREEN CHARTER HIGH	THE BARACK OBAMA GREEN CHARTER HIGH	80-6033-902	09-12	82.8%	0.0%	6.7%
CHARTERS	UNIVERSITY ACADEMY CS	UNIVERSITY ACADEMY CHARTER HIGH SCHOOL	80-8060-990	09-12	74.5%	0.0%	15.8%
ESSEX	CITY OF ORANGE TWP	ORANGE HIGH SCHOOL	13-3880-050	09-12	82.4%	9.9%	18.7%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL	13-1210-150	06-12	70.3%	0.4%	17.5%
ESSEX	NEWARK CITY	ARTS HIGH SCHOOL	13-3570-010	07-12	82.2%	0.1%	6.3%
ESSEX	NEWARK CITY	BARD EARLY COLLEGE HIGH SCHOOL	13-3570-304	09-12	76.7%	0.0%	5.2%
ESSEX	NEWARK CITY	EAST SIDE HIGH SCHOOL	13-3570-040	09-12	85.9%	17.9%	14.3%
ESSEX	NEWARK CITY	SCIENCE PARK HIGH SCHOOL	13-3570-055	07-12	76.9%	0.0%	2.2%
HUDSON	HOBOKEN CITY	HOBOKEN HIGH SCHOOL	17-2210-005	08-12	80.9%	2.2%	12.5%
HUDSON	JERSEY CITY	HENRY SNYDER	17-2390-050	09-12	71.2%	0.2%	31.5%
MERCER	TRENTON CITY	TRENTON CENTRAL HIGH SCHOOL - MAIN CAMPUS	21-5210-050	09-12	82.6%	10.6%	17.9%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH SCHOOL	25-0100-010	09-12	85.8%	20.9%	22.6%
OCEAN	LAKESWOOD TWP	LAKESWOOD HIGH SCHOOL	29-2520-050	09-12	82.5%	5.9%	14.4%
PASSAIC	PASSAIC CO MANCHESTER REG	PASSAIC COUNTY-MANCHESTER REGIONAL HIGH SCHOOL	31-3980-010	09-12	74.4%	2.3%	16.0%
PASSAIC	PATERSON CITY	INTERNATIONAL HIGH SCHOOL	31-4010-035	09-12	76.7%	6.0%	11.5%
PASSAIC	PATERSON CITY	ROSA L. PARKS SCHOOL OF FINE AND PERFORMING ARTS	31-4010-020	09-12	81.3%	2.0%	8.3%
PASSAIC	PATERSON CITY	SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES	31-4010-307	09-12	77.7%	18.5%	28.3%
PASSAIC	PATERSON CITY	SCHOOL OF EDUCATION AND TRAINING	31-4010-305	09-12	76.1%	18.1%	17.1%
SALEM	SALEM CITY	SALEM HIGH SCHOOL	33-4630-050	09-12	72.1%	0.0%	24.9%
UNION	ELIZABETH CITY	ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY	39-1320-402	09-12	88.5%	13.0%	11.9%
UNION	ELIZABETH CITY	ELIZABETH HIGH SCHOOL	39-1320-025	09-12	78.0%	0.1%	0.9%
UNION	ELIZABETH CITY	JOHN E. DWYER TECHNOLOGY ACADEMY	39-1320-401	09-12	90.9%	27.3%	13.3%
UNION	ELIZABETH CITY	THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY	39-1320-404	09-12	90.8%	3.6%	19.8%
UNION	PLAINFIELD CITY	BARACK OBAMA ACADEMY FOR ACADEMIC & CIVIC DEVELOPMENT	39-4160-051	09-12	72.1%	1.5%	2.9%
UNION	PLAINFIELD CITY	PLAINFIELD HIGH SCHOOL	39-4160-050	09-12	75.0%	16.2%	17.3%
UNION	ROSELLE BORO	ABRAHAM CLARK HIGH SCHOOL	39-4540-010	09-12	72.1%	5.9%	16.2%