



**University Academy Charter High School**  
**2016-2017**  
**Grade Span 09-12**

**80-8060-990**  
**CHARTERS**  
**University Academy CS**  
**275 WEST SIDE AVENUE**  
**JERSEY CITY, NJ 07305**

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	120	116	114
10	115	114	107
11	104	98	109
12	84	89	89
Ungraded	0	0	0
Total	423	417	419

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	2014-15	2015-16	2016-17
Female	52%	52%	49%
Male	48%	48%	51%
Economically Disadvantaged Students	76%	80%	71%
Students with Disabilities	18%	17%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	54.7%
Hispanic	31.0%
Asian	11.2%
White	3.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	419
Shared Time Students	0
Full Time Equivalent	419

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. All other students are included in Other Languages.

Home Language	% of Students
English	83.3%
Spanish	11.0%
Tagalog	3.1%
Other	2.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	108	100.0	24.10	24.10	54.90	24.1	27.6	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	33	100.0	24.20	24.20	39.80	24.2	25.8	Met Target†
Black or African American	61	100.0	23.00	23.00	35.20	23	22	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.40	36.40	80.70	36.4	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	N	54.90	N	**	**
Female	50	100.0	34.00	34.00	62.20	34		
Male	58	100.0	15.50	15.50	48.10	15.5		
Economically Disadvantaged Students	83	100.0	24.10	24.10	36.20	24.1	28.3	Met Target†
Non-Economically Disadvantaged Students	25	100.0	24.00	24.00	65.80	24		
Students with Disabilities	21	100.0	*	*	20.50	*	N	N
Students without Disabilities	87	100.0	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	108	100.0	24.10	24.10	57.40	24.1		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	108	725	725	749	19%	31%	31%	*	*	19%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	29	727	727	733	*	*	*	*	*	24%	35%
Black or African American	68	723	723	730	25%	27%	31%	*	*	18%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	53	732	732	756	*	36%	30%	*	*	25%	60%
Male	55	718	718	741	*	26%	31%	*	*	15%	43%
Economically Disadvantaged Students	73	722	722	731	*	30%	27%	*	*	19%	32%
Non-Economically Disadvantaged Students	35	729	729	758	*	31%	37%	*	*	20%	62%
Students with Disabilities	15	692	692	714	*	*	*	*	*	*	13%
Students without Disabilities	93	730	730	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	108	725	725	752	19%	31%	31%	*	*	19%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	108	724	724	743	23%	24%	28%	*	*	25%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	31	719	719	728	32%	*	*	*	*	23%	34%
Black or African American	63	722	722	725	22%	29%	24%	*	*	25%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	51	734	734	752	*	24%	29%	*	*	35%	54%
Male	57	715	715	734	*	25%	26%	*	*	16%	39%
Economically Disadvantaged Students	85	725	725	726	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	23	719	719	751	*	*	*	*	*	26%	54%
Students with Disabilities	21	688	688	704	*	*	*	*	*	*	12%
Students without Disabilities	87	733	733	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	108	724	724	745	23%	24%	28%	*	*	25%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

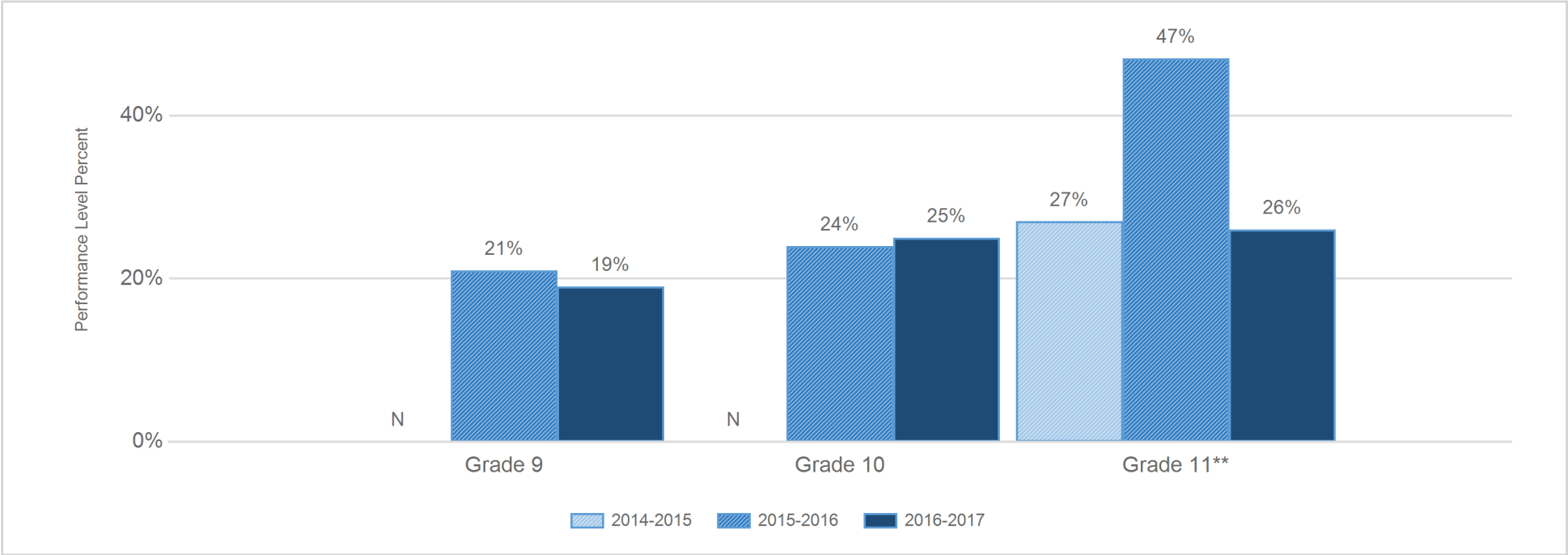
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	106	725	725	736	22%	23%	29%	26%	0%	26%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	32	727	727	731	*	31%	*	*	0%	25%	34%
Black or African American	52	723	723	728	27%	*	29%	27%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	18	733	733	756	*	*	*	*	0%	33%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	51	728	728	744	*	26%	33%	26%	*	26%	46%
Male	55	722	722	729	*	20%	26%	27%	*	27%	31%
Economically Disadvantaged Students	75	725	725	729	*	19%	*	*	0%	25%	32%
Non-Economically Disadvantaged Students	31	725	725	740	*	32%	*	*	0%	29%	42%
Students with Disabilities	16	683	683	709	*	*	*	*	*	*	12%
Students without Disabilities	90	732	732	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	106	725	725	737	22%	23%	29%	26%	0%	26%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	114	99.1	*	*	43.50	*	14.2	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	34	98.4	11.80	11.80	27.60	11.8	20.2	Met Target†
Black or African American	66	99.3	*	*	21.70	*	7.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.40	36.40	75.60	36.4	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	N	44.90	N	**	**
Female	52	100.0	*	*	44.10	*		
Male	62	98.3	*	*	42.90	*		
Economically Disadvantaged Students	88	100.0	*	*	25.10	*	11.6	Met Target†
Non-Economically Disadvantaged Students	26	96.7	*	*	54.30	*		
Students with Disabilities	26	97.6	*	*	16.50	*	N	N
Students without Disabilities	88	99.5	*	*	48.80	*		
English Learners	N	N	*	*	23.30	*	**	**
Non-English Learners	114	99.1	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	119	718	718	743	28%	35%	25%	12%	0%	12%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	32	720	720	728	*	*	*	*	*	*	24%
Black or African American	76	717	717	724	30%	38%	18%	13%	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	57	722	722	744	25%	32%	32%	*	*	12%	43%
Male	62	714	714	741	31%	39%	19%	*	*	11%	40%
Economically Disadvantaged Students	81	717	717	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	38	719	719	751	*	*	*	*	*	*	52%
Students with Disabilities	19	700	700	714	*	*	*	*	*	*	10%
Students without Disabilities	100	721	721	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	119	718	718	745	28%	35%	25%	12%	0%	12%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	78	711	711	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	20	713	713	722	*	*	*	*	*	*	14%
Black or African American	50	708	708	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	35	711	711	735	*	*	*	*	*	*	31%
Male	43	710	710	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	61	711	711	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	17	710	710	740	*	*	*	*	*	*	39%
Students with Disabilities	22	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	56	714	714	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	78	711	711	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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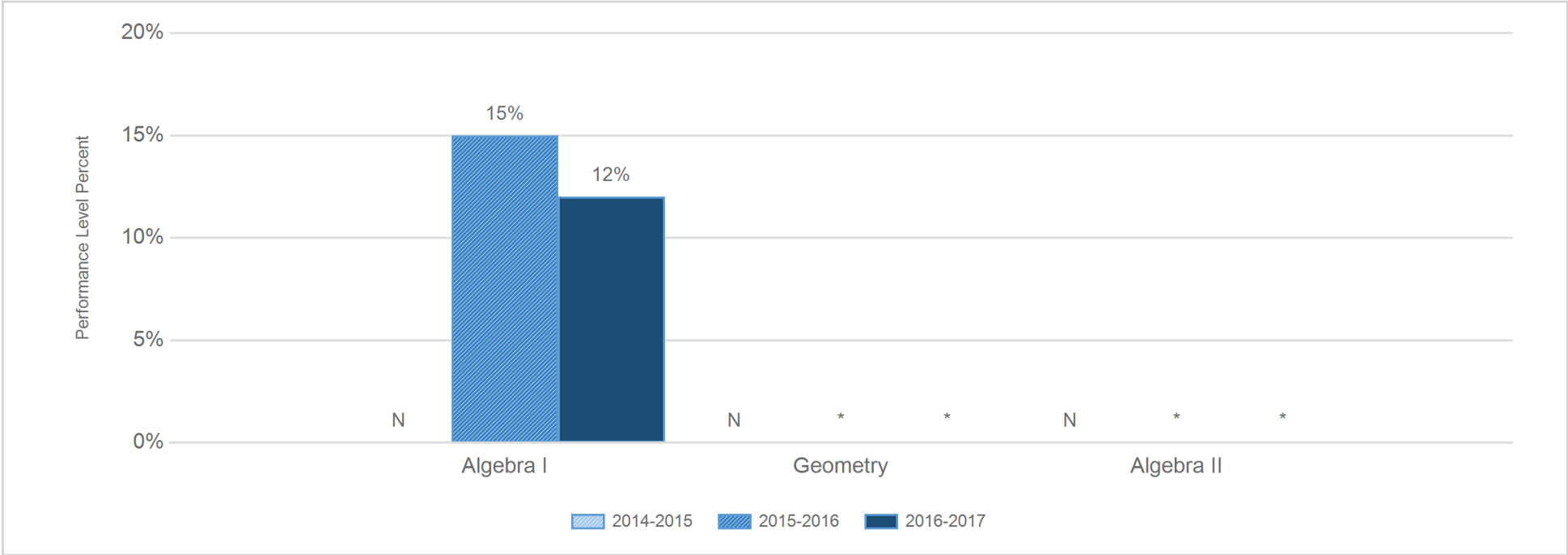
Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	105	698	698	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	28	702	702	710	54%	*	*	*	0%	14%	14%
Black or African American	58	692	692	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	716	716	761	*	*	*	*	0%	24%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	50	701	701	725	*	*	*	*	*	*	27%
Male	55	695	695	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	76	701	701	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	29	691	691	733	*	*	*	*	*	*	35%
Students with Disabilities	17	670	670	692	*	*	*	*	*	*	*
Students without Disabilities	88	703	703	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	105	698	698	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

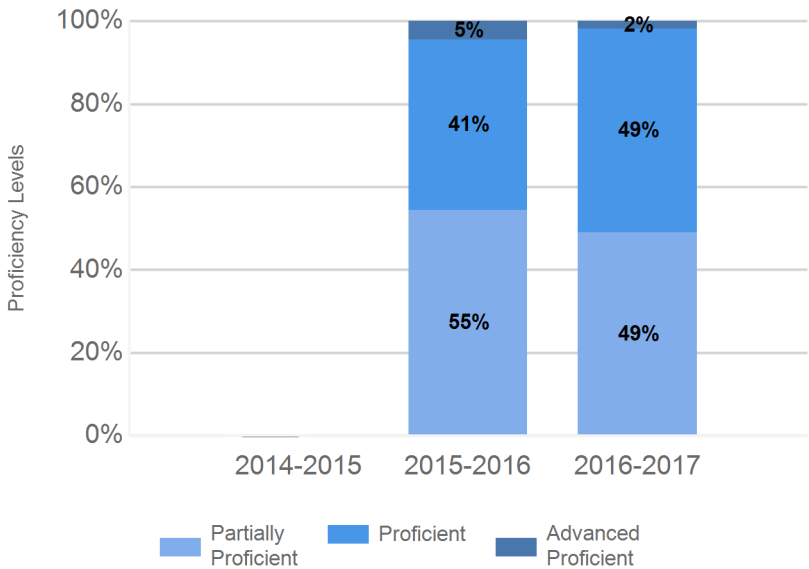
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	49%	49%
White	N	N	*
Hispanic	3%	50%	47%
Black or African American	N	44%	56%
Asian, Native Hawaiian, or Pacific Islander	8%	83%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	56%	43%
Students with Disabilities	N	11%	89%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	48.1%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	421	481	Varies By Grade	27%	67%
PSAT - Math	436	483	Varies By Grade	19%	49%
SAT - Reading and Writing	464	551	480	44%	77%
SAT - Math	476	552	530	32%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%





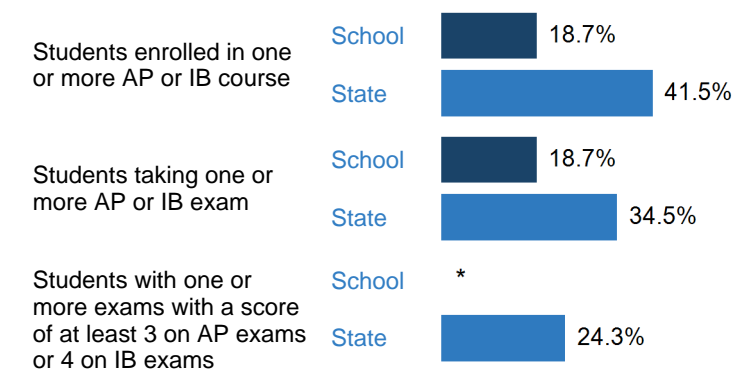
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



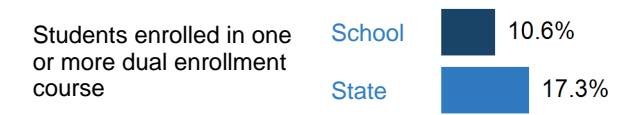
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	16	16
AP English Language and Composition	21	21
AP Human Geography	17	17
Total Exams Taken		54
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

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





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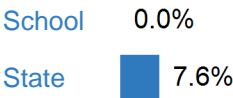
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

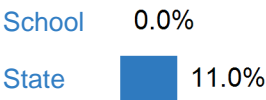
Career and Technical Education Participation

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

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



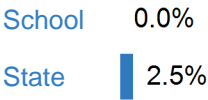
**CTE Concentrators**  
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	111	3	0	0	0	0	0
10	8	98	29	0	0	0	0
11	0	5	77	19	0	0	6
12	0	1	4	6	16	0	13
Schoolwide	119	107	110	25	16	0	19
Enrolled in AP/IB Course					16	0	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	10	0	0	0	100	0
10	93	1	0	0	12	0
11	2	94	0	0	1	0
12	1	21	0	0	7	20
Schoolwide	106	116	0	0	120	20
Enrolled in AP/IB Course	N	N		N	N	N



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	9
10	0	1	0	0	1	103
11	8	99	0	0	20	5
12	66	4	0	0	55	15
Schoolwide	74	104	0	0	76	132
Enrolled in AP/IB Course	0	0	0	0	0	17

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	102	0	0	0	0	0	0
10	96	0	0	0	0	0	0
11	43	0	0	0	0	0	0
12	6	0	0	0	0	0	0
Schoolwide	247	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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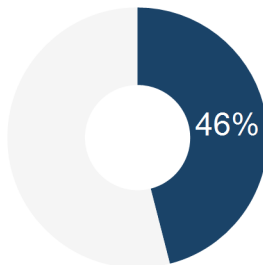
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Visual and Performing Arts – Course Participation

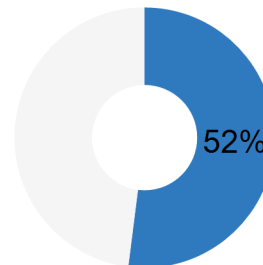
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

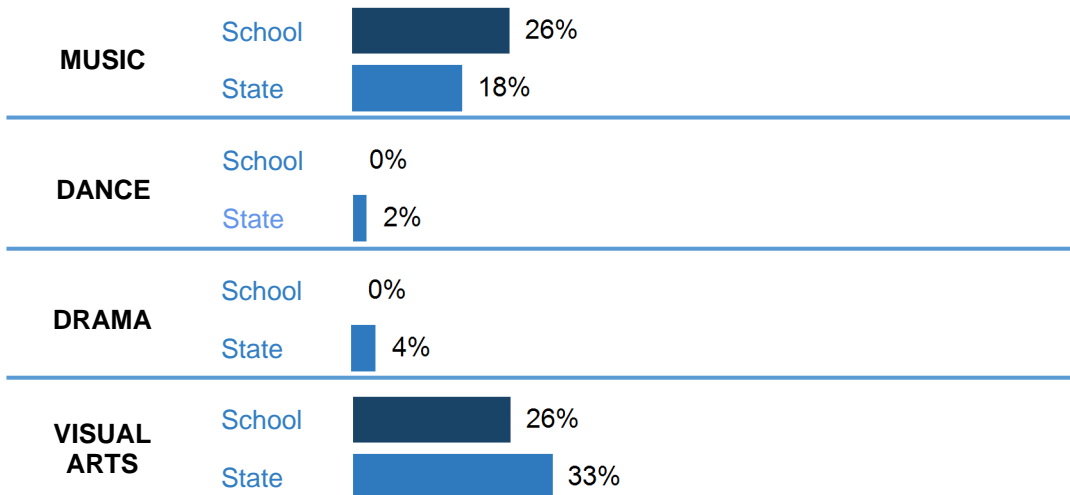


School



State

Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	88.2%	90.5%	87.4%	91.8%	84.9%	88.3%	Not Met	90.1%	93.8%	Not Met
White	*	94.5%	N	95.1%	N	N	N	*	**	**
Hispanic	92.5%	84.3%	*	86.3%	85.2%	89.2%	Not Met	88.9%	96.0%	Not Met
Black or African American	*	83.4%	87.5%	85.3%	*	89.4%	Not Met	90.9%	90.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	90.0%	96.6%	90.9%	97.5%	90.9%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	86.8%	83.9%	85.3%	85.6%	83.1%	88.3%	Not Met	89.3%	93.6%	Not Met
Students with Disabilities	78.6%	78.8%	72.7%	82.1%	57.1%	**	**	92.9%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

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
2017	88.2%	-
2016	84.9%	87.4%
2015	88.0%	90.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	1.4%	1.1%
2014-2015	1.7%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	71.1%	35.9%	64.1%
White	*	*	*
Hispanic	62.2%	30.4%	69.6%
Black or African American	72.5%	37.9%	62.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	71.4%	35.6%	64.4%
Students with Disabilities	71.4%	40%	60%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	75.3%	38.8%	61.2%	85.1%	14.9%	88.1%	11.9%
White	N	N	N	N	N	N	N
Hispanic	72.7%	37.5%	62.5%	87.5%	12.5%	93.8%	6.3%
Black or African American	75.4%	41.9%	58.1%	81.4%	18.6%	83.7%	16.3%
Asian, Native Hawaiian, or Pacific Islander	80%	25%	75%	100%	0%	100%	0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	71%	38.6%	61.4%	84.1%	15.9%	86.4%	13.6%
Students with Disabilities	62.5%	70%	30%	100%	0%	90%	10%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

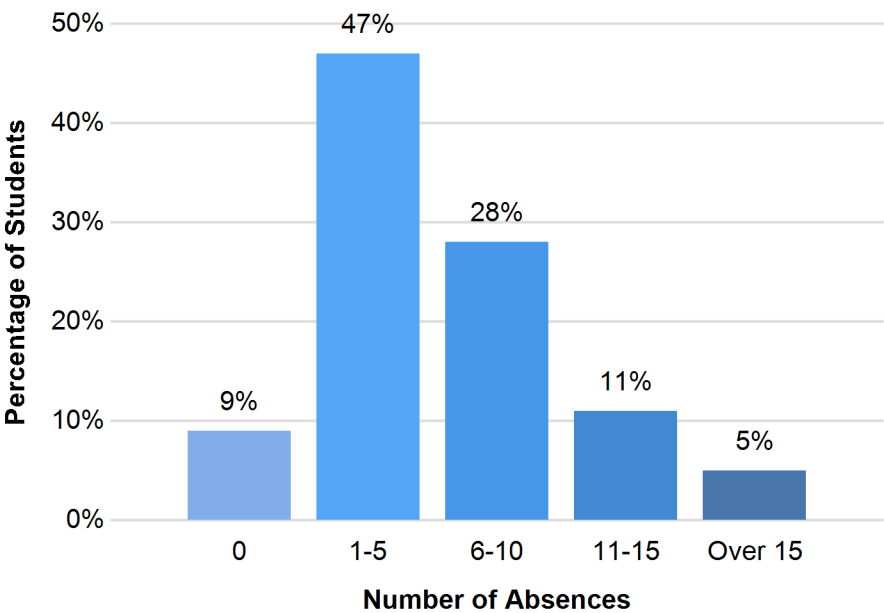
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.40	14.30	Met Target
White	N	**	**
Hispanic	2.30	14.30	Met Target
Black or African American	3.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.30	14.30	Met Target
Students with Disabilities	5.60	14.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.







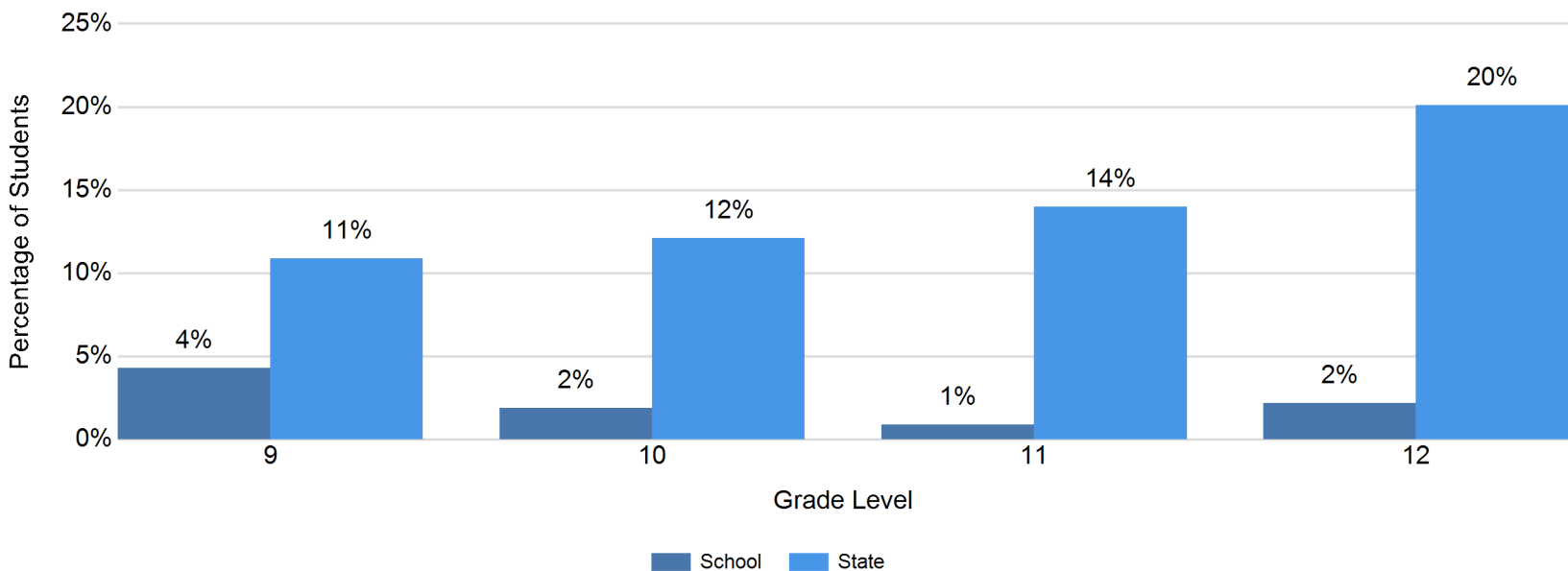
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	4 Hrs. 4 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	17
Vandalism	4
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	8.59

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.9%
Out-of-School Suspensions	13.8%
Any Suspension	17.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	238.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$790	\$14,016	\$14,806



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	36	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	5.4	10.5
Teachers in district for 4 or more years	50%	74%

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	9	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	47:1	47:1
Librarian/Media Specialists		N
Nurses		419:1
Counselors		210:1
Child Study Team		140:1



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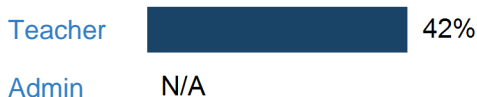
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

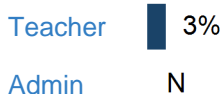
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	77%	89%
2015-16 Administrators: Same district 2016-17	86%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	15.9	17.5%
Mathematics Proficiency	17.5	17.5%
Graduation - 4-Year	22.3	25.0%
Graduation - 5-Year	33.3	25.0%
Chronic Absenteeism	95.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		34.1
<b>Summative Rating:</b> Percentile rank of Summative Score		27.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	34.1	6.2	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	**	N	**	No
Hispanic	44.5	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	45.0	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	47.8	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Lugo	<b>Email Address:</b>	<a href="mailto:elugo@njcu.edu">elugo@njcu.edu</a>
<b>Address:</b>	275 WEST SIDE AVENUE JERSEY CITY, NJ 07305	<b>Website:</b>	<a href="http://www.uachs.org">www.uachs.org</a>
<b>Phone:</b>	(201)200-3200 EXT. 3324		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum emphasizes 21st-century skills and community involvement through service learning</li> <li>• Data-driven instructional model offers students individualized learning plans in English and math</li> <li>• 150 tablets with high-speed internet access will be distributed to students for home use in 2017-2018</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of University Academy Charter High School is based on the philosophy that everyone can contribute to the betterment of the world and individuals working together can make a significant difference. The school engages young people in an academic experience designed to encourage a desire for knowledge and a commitment to justice and service to others. Central to the philosophy is interaction with the city, New Jersey City University, and the community through service projects.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>University Academy was recognized for its school-wide Day of Community Service in June 2017, during which senior citizens were invited to the school for a day of activities, while other students, faculty, and staff went out into the community to clean up parks and deliver meals to the homeless. The Student Voice newspaper continues to be recognized statewide for excellence. One faculty member was named the New Jersey English Teacher of the Year in 2016-2017.</p>





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### Courses, Curriculum, Instruction:

University Academy continues to bolster its New Jersey Student Learning Standards-aligned curriculum through a data-driven, differentiated instructional program. Our students are regularly tested on mathematics and literacy skills, and the data from these exams is analyzed by our staff and translated into individualized, student-centered learning experiences, support, and enrichment. Through our service-learning focus, University Academy emphasizes project-based learning and critical thinking.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)

NJSIAA Disqualification-Free School from 2012-2017 and Baseball White Division Champions in years 2012, 2013, 2014, and 2015.



### Clubs and Activities:

Clubs and activities include: The Interact Club (Community Service), the Young Men's and Women's Leadership Academy (Saturday Mentor Program), Class Committees (Fundraising/Activity Planning), Student Council, Drama Club and Choir, the Student Voice newspaper, the Chess Club, and the Pep Squad.



### Before and After School Programs:

Computer lab (before and after school hours); Tutoring (all subjects after school); NJCU Mentor Program (all students welcome after school once per month to work with NJCU students); UMOJA (mentorship for young ladies); Peer Mediation








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 <b>Staff and Professional Learning:</b>	Faculty and staff participate in 5 professional development days each year, which include state-mandated training as well as workshops in identified areas of innovation and improvement, and are encouraged to seek out additional relevant, high-quality professional development outside the school to enhance their professional knowledge and practice. University Academy faculty and staff are also eligible to take up to 6 credits per semester under a tuition waiver at New Jersey City University.
 <b>Postsecondary Information:</b>	94% of our graduates attend a 2 or 4 year college/university. Alternate route graduates chose a trade school, police academy or work. College/career programs include: info sessions, campus tours, FAFSA sessions, SAT/application fee waivers, SAT test prep, administrations of the ASVAB, PSAT and SAT. Colleges/Universities many graduates attend: NJ City University, Saint Peter's University, Rutgers University, Kean University, NJ Institute of Technology, and Hudson County Community College.
 <b>Student Supports and Services:</b>	University Academy has I&RS and support services teams that are innovative and creative in meeting individual needs of students who may struggle academically, physically, and/or emotionally. Intervention strategies are based on individual need, however, they tend to include supports such as after school tutoring, audiobook access, individual/group counseling, mindfulness meditation, mentoring/modeling, behavioral/academic improvement plans, and weekly follow-up.
 <b>Student Health and Wellness:</b>	Health, Driver Education, and Physical Education are required for all 4 years. Nutrition and wellness make up the majority of the freshman health course. CPR/AED instruction is provided and full certification is optional. School breakfast and lunch is offered to students and prepared on-site by Maschio's Food Services, Inc. Physical education consists of both outdoor and indoor activities as well as a focus on cardiovascular health.
 <b>Parent and Community Involvement:</b>	The Friends of UACHS (Parent, Alumni, Community nonprofit organization) holds fundraisers to raise money for scholarships and other school initiatives; the Title I Committee, consisting of representatives of all school stakeholders meets quarterly to identify and address school needs like home internet access; the Parent Involvement Committee works to increase parent participation; Parent Information Sessions are held periodically, in addition to quarterly Parent/Teacher Conferences.

School Narrative

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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>University Academy prioritizes a positive climate that supports student learning and social-emotional well-being. To that end, the school surveys students on their perceptions of themselves and the school twice each year. On the 2016-2017 surveys, students said they feel very safe at the school and trust faculty, staff, and peers to help them through stressful situations. They also indicated their strong belief that they will receive the support they need from teachers to do well in school.</div>
 <div>Facilities:</div>	<div>Our facility was fully renovated in 2001 and we have a computer lab, journalism lab, and have an iPad for each student for daily use. Additionally, our affiliation agreement with New Jersey City University permits us to use their on-campus athletic and fitness center, library, chemistry lab, and biology lab. We also have air conditioning, exposed brick, hardwood floors, and classrooms equipped with the technology necessary to promote 21st century skills and college/career readiness.</div>



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Other Information:

Because of its affiliation with New Jersey City University, UACHS is uniquely poised to offer students a high school experience with college in mind. Students who graduate with a GPA of 3.2 or greater and who are accepted to NJCU with regular full-time status are eligible to receive the NJCU Presidential Scholarship and attend the university for free. Seniors have the opportunity to take a dual-enrollment English course, through which they can earn college credit at NJCU. Our Teacher Trainee program, administered in collaboration with NJCU’s College of Education, brings NJCU education students into our classes as tutors and mentors. Administrators and teachers maintain high expectations of our students, and we encourage students to meet and exceed these standards through individualized, student-centered instruction in a small school setting. Classes consist of 20 students or fewer, and instruction is designed to identify and develop students’ strengths and address areas of challenge. Our school looks to foster a sense of community through our clubs, sports, and group-based discussion programs. University Academy operates with service learning as a primary theme. The goal of service learning at UACHS is to promote an understanding that our youth can contribute to the community at large. By co-creating and implementing endeavors that address community needs and issues, youth develop their core academic and collaborative skills, habits of mind, and sense of self-efficacy. Every class is responsible for a service-learning project, and our 12th grade students are required to do a service-learning capstone project. The school hosts an annual College and Career Day where alumni and successful community members visit to inspire current students.