



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017


Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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



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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
KG	119	118	119
1	119	116	117
2	121	119	122
3	121	120	124
4	118	120	122
5	120	118	121
6	65	121	122
7	61	59	122
8	62	62	118
9	126	123	116
10	122	113	120
11	114	127	117
12	110	111	118
Ungraded	0	1	0
Total	1378	1428	1558

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	56%	55%	54%
Male	44%	45%	46%
Economically Disadvantaged Students	88%	82%	88%
Students with Disabilities	7%	9%	8%
English Learners	4%	6%	7%
Homeless Students			1%
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
Hispanic	54.1%
Black or African American	44.3%
Asian	1.3%
White	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	120	118	119

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	1558
Shared Time Students	0
Full Time Equivalent	1558

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	76.6%
Spanish	22.3%
Other	1.3%



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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	773	99.7	35.00	35.00	54.90	35	37.8	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	430	99.6	34.60	34.60	39.80	34.6	38.1	Met Target†
Black or African American	324	99.8	33.70	33.70	35.20	33.7	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.30	73.30	80.70	73.3	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	422	99.6	36.00	36.00	62.20	36		
Male	351	99.8	33.60	33.60	48.10	33.6		
Economically Disadvantaged Students	630	99.7	34.10	34.10	36.20	34.1	36.6	Met Target†
Non-Economically Disadvantaged Students	143	99.4	38.50	38.50	65.80	38.5		
Students with Disabilities	84	99.1	14.30	14.30	20.50	14.3	13	Met Target
Students without Disabilities	689	99.8	37.40	37.40	61.90	37.4		
English Learners	56	100.0	14.30	14.30	25.20	14.3	21.1	Met Target†
Non-English Learners	717	99.7	36.50	36.50	57.40	36.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** 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 3

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	123	716	716	749	33%	28%	23%	17%	0%	17%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	69	720	720	734	28%	28%	25%	20%	0%	20%	35%
Black or African American	52	711	711	731	39%	27%	21%	*	*	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	67	719	719	754	27%	27%	*	16%	*	16%	55%
Male	56	711	711	745	39%	29%	*	18%	*	18%	46%
Economically Disadvantaged Students	103	717	717	731	*	*	*	*	0%	18%	31%
Non-Economically Disadvantaged Students	20	708	708	762	*	*	*	*	0%	10%	63%
Students with Disabilities	12	701	701	720	*	*	*	*	*	*	24%
Students without Disabilities	111	717	717	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	123	739	739	753	*	21%	33%	34%	*	37%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	63	739	739	740	*	18%	38%	33%	*	37%	40%
Black or African American	60	739	739	737	*	25%	28%	35%	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	71	744	744	758	*	21%	38%	32%	*	38%	61%
Male	52	733	733	749	*	21%	27%	37%	*	37%	51%
Economically Disadvantaged Students	102	738	738	737	*	*	*	28%	*	32%	36%
Non-Economically Disadvantaged Students	21	747	747	764	*	*	*	62%	*	62%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	120	742	742	756	*	23%	33%	32%	*	37%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	63	742	742	743	*	24%	30%	33%	*	38%	44%
Black or African American	54	740	740	740	*	22%	39%	28%	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	62	746	746	761	*	21%	32%	34%	*	42%	66%
Male	58	739	739	750	*	24%	35%	29%	*	31%	53%
Economically Disadvantaged Students	100	741	741	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	20	748	748	765	*	*	*	*	*	45%	71%
Students with Disabilities	17	723	723	725	*	*	*	*	*	18%	22%
Students without Disabilities	103	746	746	762	*	*	*	*	*	40%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	123	737	737	752	*	23%	36%	30%	*	33%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	75	738	738	740	*	19%	35%	33%	*	36%	38%
Black or African American	45	736	736	736	*	29%	40%	24%	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	69	739	739	758	*	22%	44%	26%	*	29%	61%
Male	54	734	734	746	*	24%	26%	35%	*	37%	46%
Economically Disadvantaged Students	102	737	737	737	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	21	736	736	761	*	*	*	*	*	33%	65%
Students with Disabilities	12	702	702	722	*	*	*	*	*	*	17%
Students without Disabilities	111	741	741	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	123	743	743	756	*	21%	25%	38%	*	46%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	68	739	739	742	*	28%	24%	37%	*	41%	44%
Black or African American	46	745	745	737	*	*	30%	39%	*	48%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	60	747	747	764	*	17%	25%	40%	*	52%	68%
Male	63	740	740	749	*	25%	25%	37%	*	41%	51%
Economically Disadvantaged Students	102	740	740	739	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	21	757	757	766	*	*	*	*	*	62%	70%
Students with Disabilities	13	725	725	719	*	*	*	*	*	39%	19%
Students without Disabilities	110	745	745	763	*	*	*	*	*	47%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	116	731	731	757	*	21%	37%	25%	*	27%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	56	733	733	742	*	23%	32%	29%	*	30%	44%
Black or African American	59	728	728	738	17%	19%	42%	22%	0%	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	57	737	737	766	*	18%	42%	28%	*	30%	68%
Male	59	726	726	749	*	24%	32%	22%	*	24%	50%
Economically Disadvantaged Students	95	731	731	739	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	21	731	731	766	*	*	*	*	*	29%	69%
Students with Disabilities	11	698	698	718	*	*	*	*	*	*	18%
Students without Disabilities	105	735	735	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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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
Schoolwide	116	730	730	749	*	28%	31%	22%	*	25%	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	72	728	728	733	*	25%	31%	21%	*	25%	35%
Black or African American	43	730	730	730	*	35%	33%	23%	*	23%	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	65	733	733	756	*	26%	31%	*	*	29%	60%
Male	51	726	726	741	*	31%	31%	*	*	20%	43%
Economically Disadvantaged Students	100	731	731	731	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	16	720	720	758	*	*	*	*	*	13%	62%
Students with Disabilities	18	711	711	714	*	*	*	*	*	*	13%
Students without Disabilities	98	733	733	754	*	*	*	*	*	*	58%
English Learners	10	687	687	690	*	*	*	*	*	*	*
Non-English Learners	106	734	734	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	*



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

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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	118	730	730	743	*	24%	30%	25%	*	28%	46%
White	N	N	N	749	N	N	N	N	N	N	52%
Hispanic	70	726	726	728	*	30%	29%	21%	*	23%	34%
Black or African American	47	737	737	725	*	*	32%	32%	*	36%	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	70	733	733	752	*	20%	*	24%	*	27%	54%
Male	48	727	727	734	*	29%	*	27%	*	29%	39%
Economically Disadvantaged Students	91	730	730	726	*	*	28%	*	*	29%	32%
Non-Economically Disadvantaged Students	27	732	732	751	*	*	37%	*	*	26%	54%
Students with Disabilities	16	708	708	704	*	*	*	*	*	13%	12%
Students without Disabilities	102	734	734	749	*	*	*	*	*	30%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	*



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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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	115	738	738	736	*	15%	30%	39%	*	42%	38%
White	N	N	N	738	N	N	N	N	N	N	40%
Hispanic	60	732	732	731	18%	*	33%	30%	*	32%	34%
Black or African American	51	743	743	728	*	*	24%	51%	*	53%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	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	60	742	742	744	*	*	25%	40%	*	45%	46%
Male	55	734	734	729	*	*	35%	38%	*	38%	31%
Economically Disadvantaged Students	90	736	736	729	*	*	*	37%	*	39%	32%
Non-Economically Disadvantaged Students	25	748	748	740	*	*	*	48%	*	52%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	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.

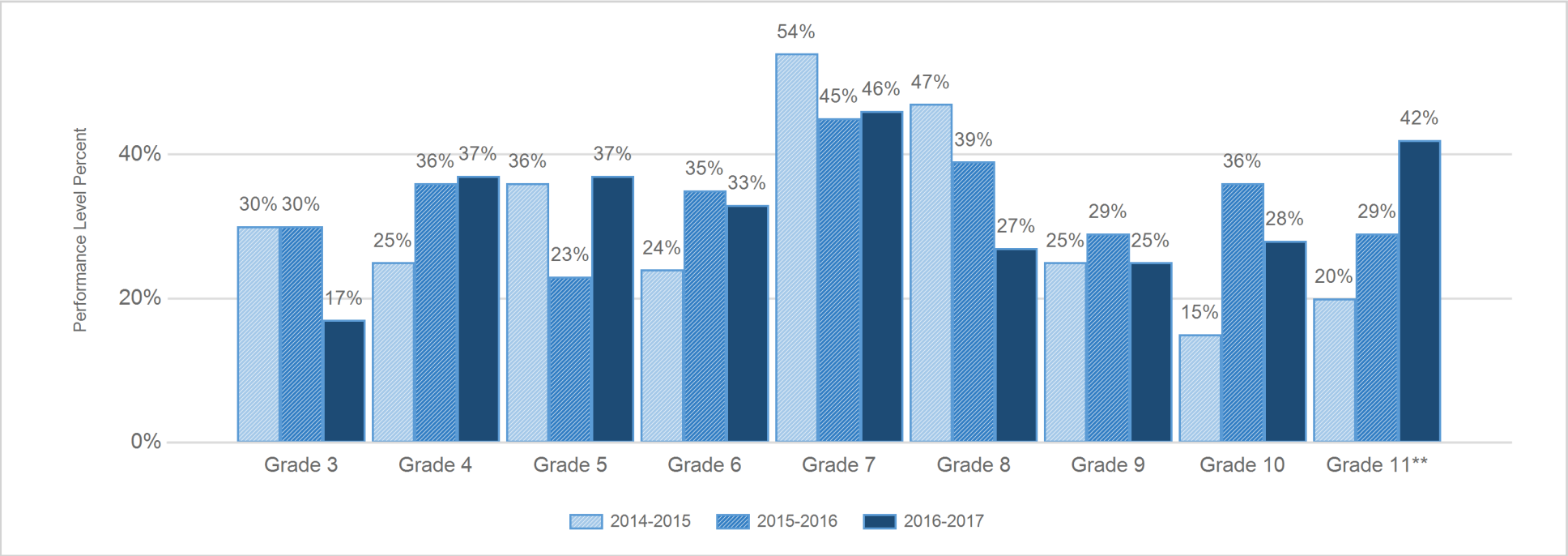


LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

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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.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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CAMDEN, NJ 08102

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	771	99.6	21.60	21.60	43.50	21.6	24	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	428	99.4	22.00	22.00	27.60	22	25.3	Met Target†
Black or African American	324	99.8	20.40	20.40	21.70	20.4	20.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	40.00	40.00	75.60	40	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	421	99.4	19.90	19.90	44.10	19.9		
Male	350	99.8	23.70	23.70	42.90	23.7		
Economically Disadvantaged Students	628	99.6	21.10	21.10	25.10	21.1	21.8	Met Target†
Non-Economically Disadvantaged Students	143	99.4	23.80	23.80	54.30	23.8		
Students with Disabilities	84	99.1	*	*	16.50	*	6.6	Met Target†
Students without Disabilities	687	99.7	*	*	48.80	*		
English Learners	56	100.0	*	*	23.30	*	15.4	Not Met
Non-English Learners	715	99.5	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.
† Target was met within a confidence interval.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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LEAP Academy University CS
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Mathematics Assessment - Performance by Grade: Grade 3

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	123	727	727	751	22%	29%	*	28%	*	29%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	69	728	728	738	25%	*	*	28%	*	29%	37%
Black or African American	52	726	726	733	*	39%	*	29%	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	67	730	730	751	18%	28%	*	30%	*	30%	52%
Male	56	723	723	751	27%	30%	*	25%	*	27%	53%
Economically Disadvantaged Students	103	728	728	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	20	721	721	761	*	*	*	*	*	20%	65%
Students with Disabilities	12	712	712	729	*	*	*	*	*	*	29%
Students without Disabilities	111	728	728	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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CAMDEN, NJ 08102

Mathematics Assessment - Performance by Grade: Grade 4

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	123	733	733	747	12%	33%	24%	31%	0%	31%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	63	735	735	734	*	35%	27%	32%	*	32%	30%
Black or African American	60	730	730	729	18%	32%	20%	30%	0%	30%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	71	733	733	747	*	31%	23%	32%	*	32%	47%
Male	52	732	732	747	*	37%	25%	29%	*	29%	48%
Economically Disadvantaged Students	102	732	732	732	*	*	*	*	0%	29%	27%
Non-Economically Disadvantaged Students	21	737	737	757	*	*	*	*	0%	38%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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Mathematics Assessment - Performance by Grade: Grade 5

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	122	735	735	747	*	26%	34%	30%	*	32%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	64	736	736	735	*	31%	34%	28%	*	30%	30%
Black or African American	54	734	734	729	*	22%	33%	32%	*	33%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	63	738	738	747	*	21%	33%	33%	*	37%	47%
Male	59	733	733	746	*	32%	34%	27%	*	27%	46%
Economically Disadvantaged Students	101	734	734	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	21	743	743	756	*	*	*	*	*	48%	59%
Students with Disabilities	17	724	724	725	*	*	*	*	*	18%	19%
Students without Disabilities	105	737	737	751	*	*	*	*	*	34%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	123	725	725	743	15%	37%	28%	21%	0%	21%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	75	728	728	731	15%	35%	25%	25%	0%	25%	27%
Black or African American	45	722	722	724	*	40%	31%	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	69	723	723	745	*	41%	35%	*	*	10%	45%
Male	54	729	729	742	*	32%	19%	*	*	35%	43%
Economically Disadvantaged Students	102	726	726	728	*	*	*	*	0%	20%	24%
Non-Economically Disadvantaged Students	21	724	724	752	*	*	*	*	0%	29%	56%
Students with Disabilities	12	700	700	717	*	*	*	*	*	*	13%
Students without Disabilities	111	728	728	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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LEAP Academy University CS
130 NORTH BROADWAY
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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	123	726	726	741	10%	39%	35%	16%	0%	16%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	68	724	724	730	*	43%	35%	*	0%	13%	23%
Black or African American	46	726	726	726	*	39%	37%	*	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	60	725	725	743	*	38%	33%	17%	*	17%	41%
Male	63	727	727	740	*	40%	37%	16%	*	16%	38%
Economically Disadvantaged Students	102	725	725	729	*	*	32%	*	*	15%	22%
Non-Economically Disadvantaged Students	21	730	730	749	*	*	48%	*	*	24%	50%
Students with Disabilities	13	714	714	716	*	*	*	*	*	*	11%
Students without Disabilities	110	728	728	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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LEAP Academy University CS
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CAMDEN, NJ 08102

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	96	711	711	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	48	714	714	721	*	*	*	*	*	*	21%
Black or African American	47	708	708	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	51	710	710	730	*	*	*	*	*	*	30%
Male	45	712	712	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	75	713	713	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	21	706	706	734	*	*	*	*	*	*	34%
Students with Disabilities	11	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	85	713	713	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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CAMDEN, NJ 08102

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
Schoolwide	126	721	721	743	17%	44%	29%	*	*	10%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	74	721	721	728	16%	47%	24%	*	*	12%	24%
Black or African American	52	722	722	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	66	719	719	744	*	*	*	*	*	*	43%
Male	60	724	724	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	110	723	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	16	714	714	751	*	*	*	*	*	*	52%
Students with Disabilities	19	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	107	724	724	747	*	*	*	*	*	*	47%
English Learners	10	710	710	708	*	*	*	*	*	*	*
Non-English Learners	116	722	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
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CAMDEN, NJ 08102

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	108	720	720	734	*	*	*	*	*	*	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	64	718	718	722	*	*	*	*	*	*	14%
Black or African American	43	723	723	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	66	719	719	735	*	*	*	*	*	*	31%
Male	42	720	720	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	84	719	719	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	24	721	721	740	*	*	*	*	*	*	39%
Students with Disabilities	15	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	93	721	721	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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	*



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

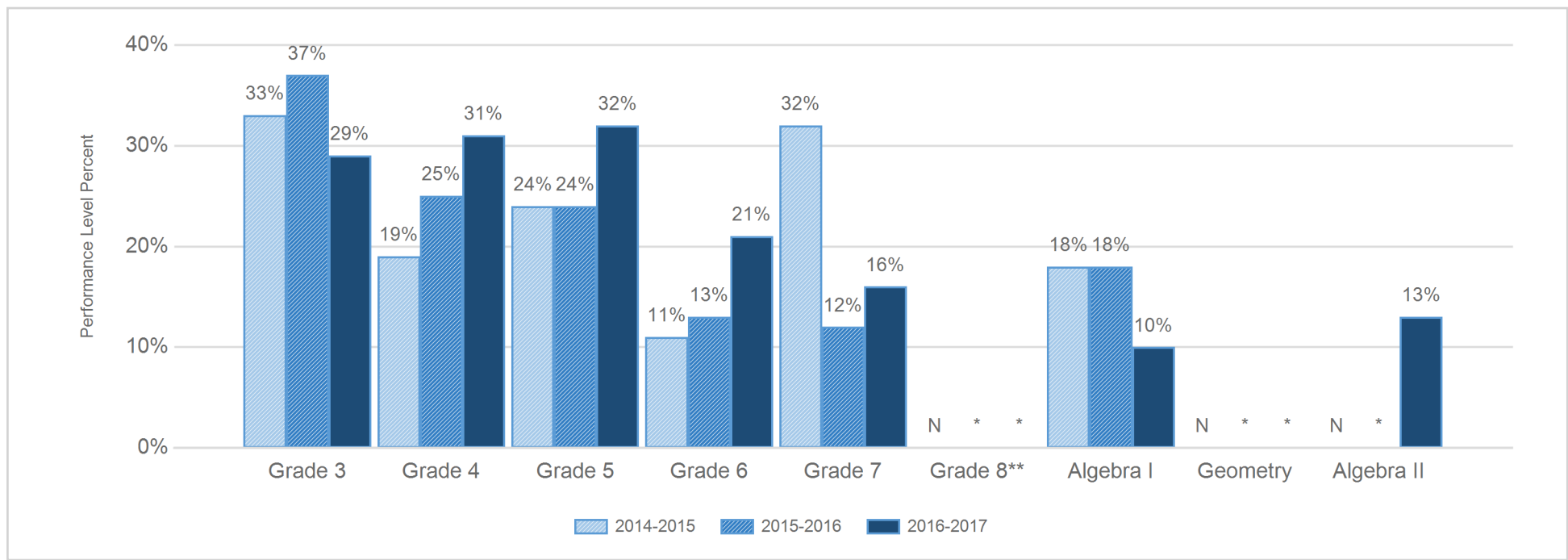
Mathematics Assessment - Performance by Test: Algebra II

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	134	710	710	725	39%	33%	16%	*	*	13%	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	71	709	709	710	*	*	*	*	*	*	14%
Black or African American	58	706	706	703	47%	29%	*	*	0%	12%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	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	69	710	710	725	36%	32%	*	*	*	13%	27%
Male	65	710	710	725	42%	34%	*	*	*	12%	29%
Economically Disadvantaged Students	105	709	709	708	36%	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	29	711	711	733	48%	*	*	*	*	10%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
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.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N
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	37	*	*
2	27	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

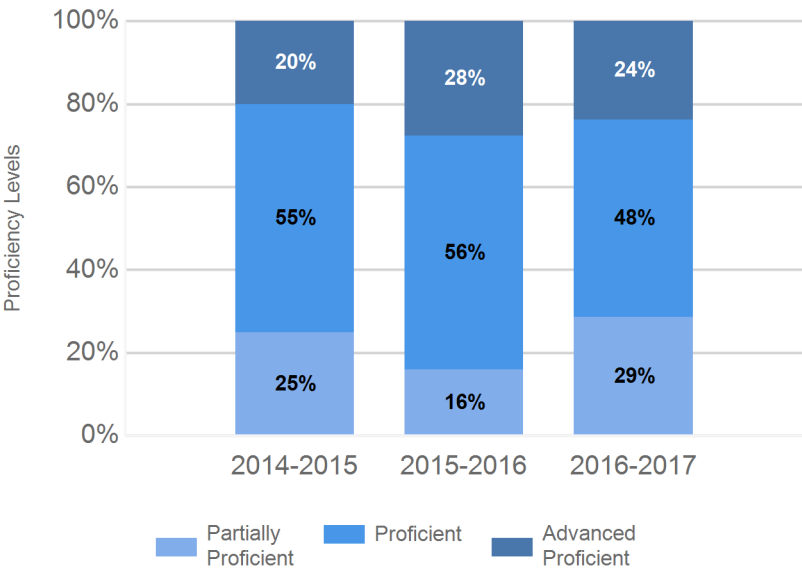
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	24%	48%	29%
White	N	N	N
Hispanic	25%	48%	27%
Black or African American	23%	47%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	24%	45%	31%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

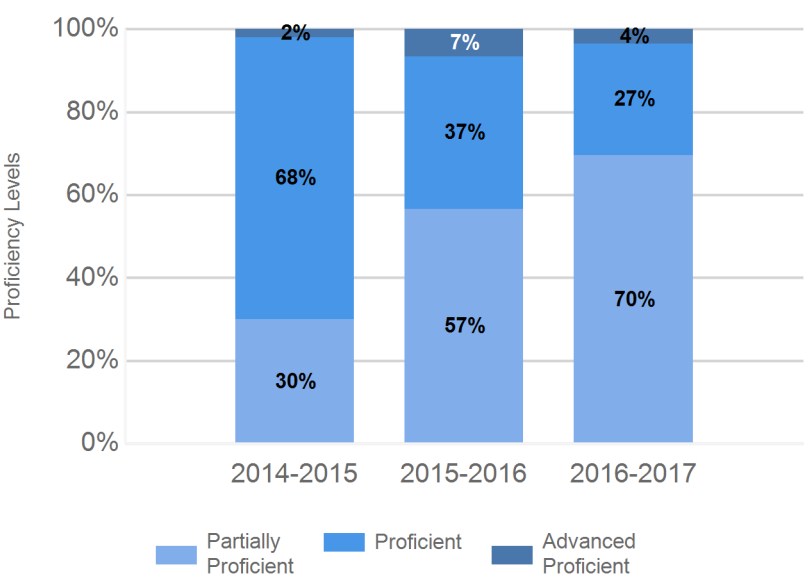
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	4%	27%	70%
White	N	N	N
Hispanic	2%	*	*
Black or African American	5%	22%	72%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	4%	29%	67%
Students with Disabilities	N	N	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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.

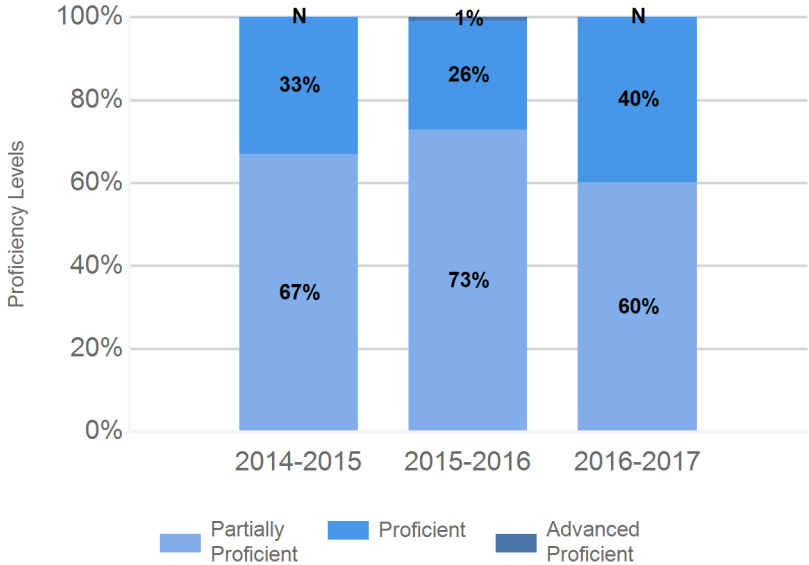
Biology Assessment - Performance

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	N	40%	60%
White	N	N	N
Hispanic	N	37%	63%
Black or African American	N	39%	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	37%	63%
Students with Disabilities	N	N	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
 LEAP Academy University CS
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	51	50	Met Target	44.5	44.5	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	53	53	49	Met Target	49	49	47	Met Target
Black or African American	47	47	45	Met Target	40	40	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	53	60	**	31	31	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	51	51	47	Met Target	46	46	46	Met Target
Students with Disabilities	51	51	41	Met Target	39.5	39.5	43	Not Met
English Learners	49.5	49.5	53	Met Target	50	50	51	Met Target

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



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

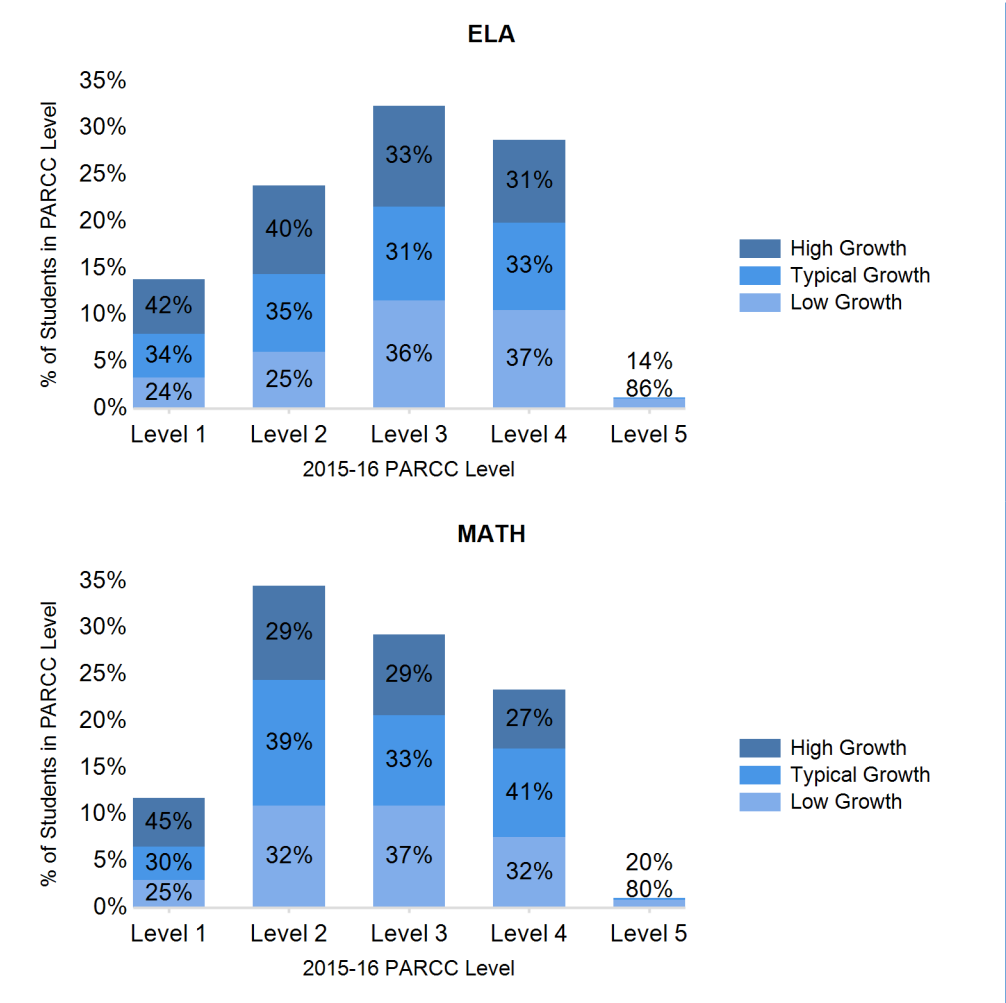
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

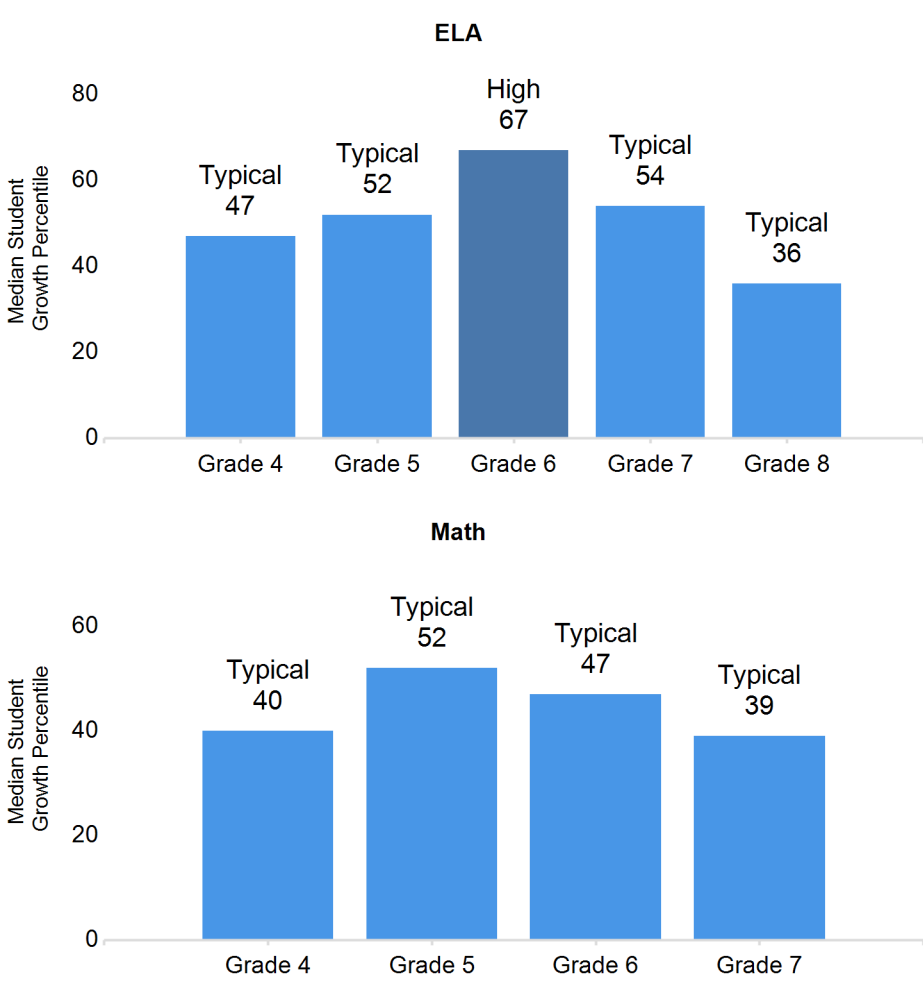
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	47.7%	89.4%
Percentage of students taking the SAT	98.3%	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	406	481	Varies By Grade	47%	67%
PSAT - Math	413	483	Varies By Grade	18%	49%
SAT - Reading and Writing	439	551	480	30%	77%
SAT - Math	443	552	530	10%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

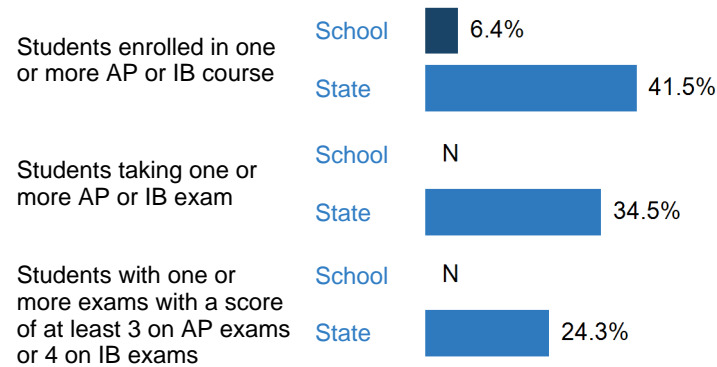
Grade Span KG-12

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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.



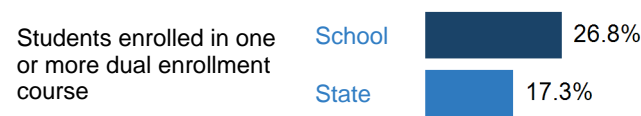
AP/ IB Courses Offered

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 World History	15	0
Total Exams Taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

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.





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

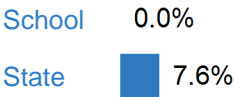
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CAMDEN, NJ 08102

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/>.

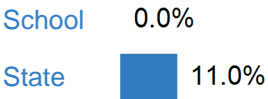
Career and Technical Education Participation

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)



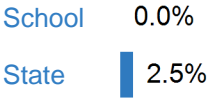
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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
6	0	0	0	0	0	0	128
7	0	0	0	0	0	0	125
8	24	0	0	0	0	0	115
9	109	16	6	0	0	0	2
10	2	113	24	0	1	0	1
11	3	3	115	0	0	0	0
12	1	1	1	92	17	0	20
Schoolwide	139	133	146	92	18	0	391
Enrolled in AP/IB Course					N	N	N



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	19	0	0	0	121	2
10	1	121	0	0	3	18
11	107	0	0	0	7	24
12	3	2	0	0	5	114
Schoolwide	130	123	0	0	136	158
Enrolled in AP/IB Course	N	N		N	N	N



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	112	0	0	0	0	2
10	4	121	0	0	0	31
11	14	112	0	0	8	47
12	36	3	0	0	17	100
Schoolwide	166	236	0	0	25	180
Enrolled in AP/IB Course	15	0	0	0	0	0



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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
6	122	0	0	0	0	0	0
7	125	0	0	0	0	0	0
8	136	0	0	0	0	0	0
9	113	0	0	0	0	0	0
10	75	0	0	0	0	0	0
11	14	0	0	0	0	0	0
12	10	0	0	0	0	0	0
Schoolwide	595	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	*	*	0	0	0	0	0



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

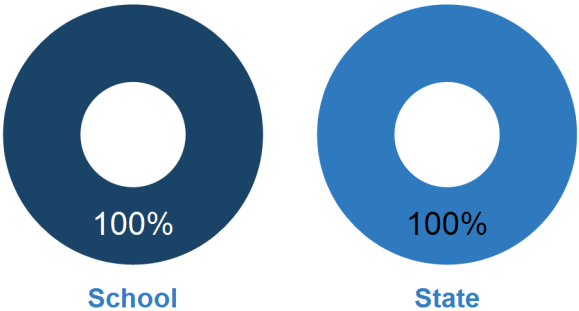
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

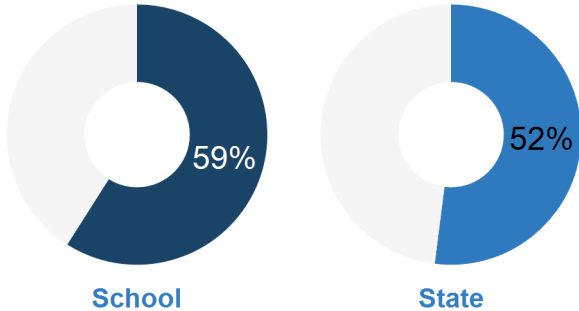
Grades 6-8:

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

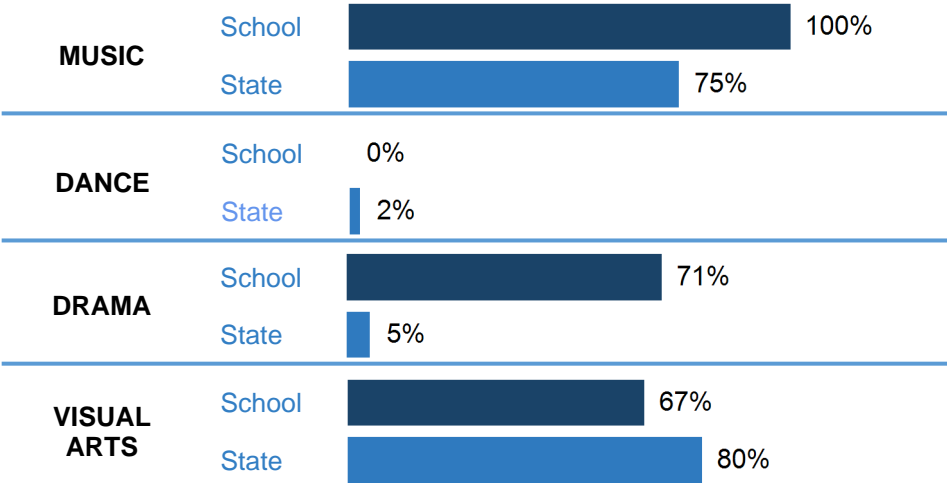


Grades 9-12:

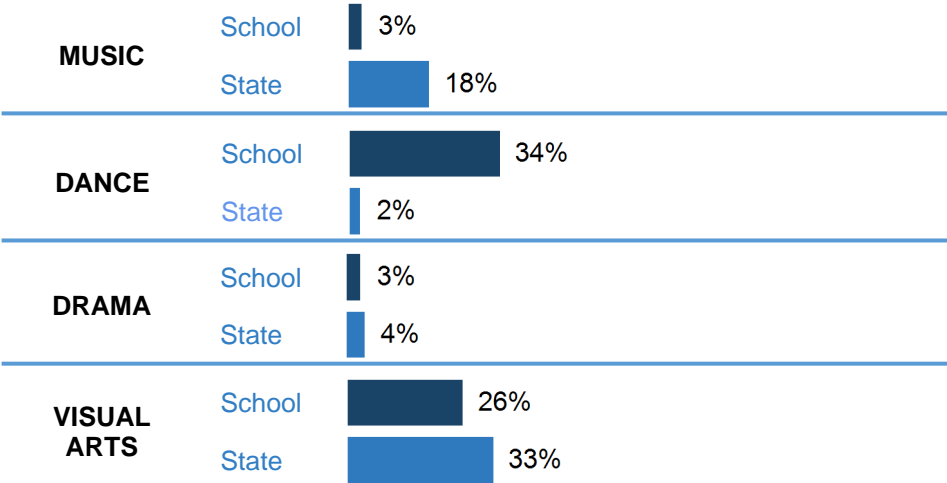
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	99.2%	90.5%	99.1%	91.8%	93.1%	95.0%	Not Met	99.1%	N	Met Goal
White	N	94.5%	N	95.1%	N	N	N	N	N	N
Hispanic	98.5%	84.3%	98.4%	86.3%	90.6%	95.0%	Not Met	98.5%	N	Met Goal
Black or African American	100.0%	83.4%	100.0%	85.3%	96.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	96.6%	*	97.5%	*	**	**	*	**	**
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%	*	**	**	*	**	**
Economically Disadvantaged Students	99.0%	83.9%	99.0%	85.6%	92.2%	95.0%	Not Met	99.0%	N	Met Goal
Students with Disabilities	*	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	94.1%	76.1%	*	79.7%	*	**	**	100.0%	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	99.2%	-
2016	93.1%	99.1%
2015	98.2%	99.1%

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	0.2%	1.1%
2015-2016	0%	1.1%
2014-2015	0%	1.1%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	57.3%	34.3%	65.7%
White	N	N	N
Hispanic	49.2%	31.3%	68.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	56.7%	36.4%	63.6%
Students with Disabilities	*	*	*
English Learners	*	*	*

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	74.1%	31.3%	68.8%	86.3%	13.8%	77.5%	22.5%
White	N	N	N	N	N	N	N
Hispanic	66.1%	35.9%	64.1%	97.4%	2.6%	92.3%	7.7%
Black or African American	83%	28.2%	71.8%	74.4%	25.6%	61.5%	38.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.3%	23%	77.1%	90.2%	9.8%	82%	18%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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

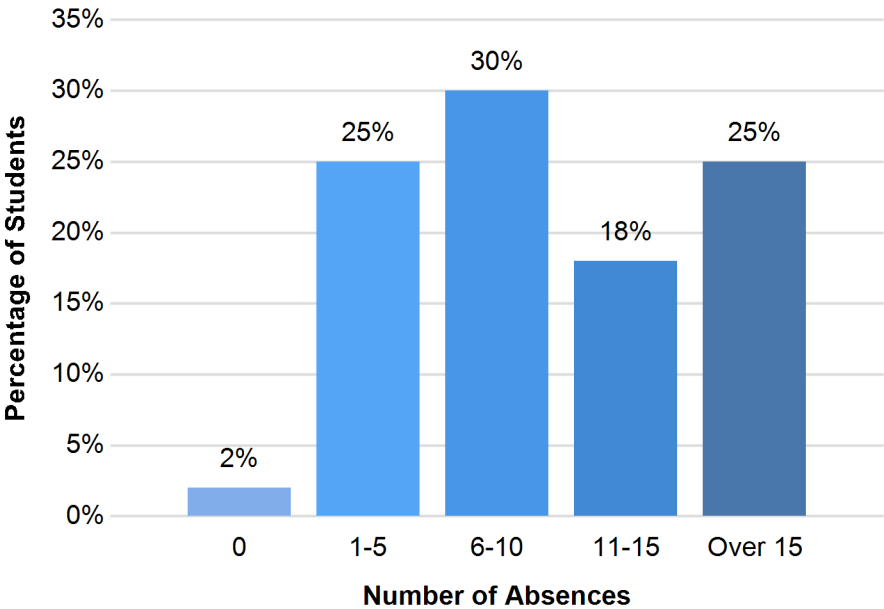
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.00	10.30	Not Met
White	N	**	**
Hispanic	14.40	10.30	Not Met
Black or African American	18.40	10.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	10.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.60	10.30	Not Met
Students with Disabilities	17.10	10.30	Not Met
English Learners	22.50	10.30	Not Met

** 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.



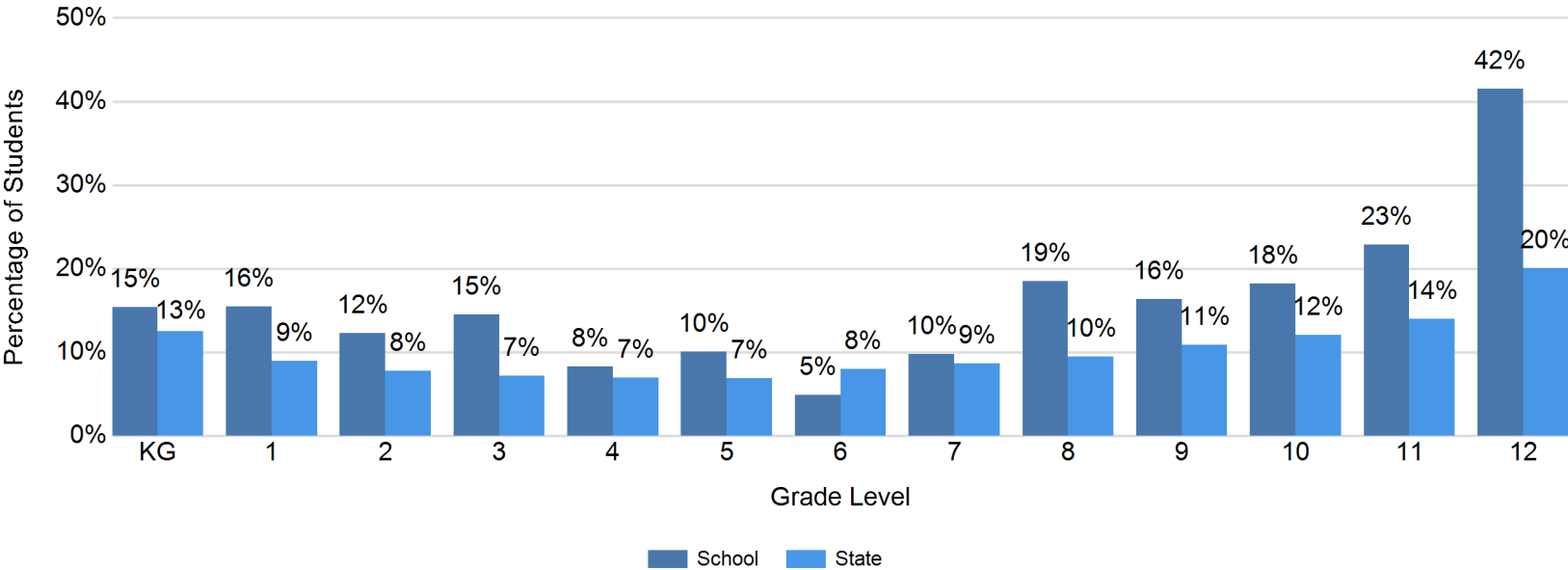


LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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.





LEAP ACADEMY UNIVERSITY CHARTER SCHOOL 2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	8:30AM
Typical End Time	4:00PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.39

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	0.0%
Out-of-School Suspensions	7.0%
Any Suspension	7.0%

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



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	1.7:1	64.2 kbps	100 kbps	No	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)	\$1,092	\$12,149	\$13,241



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL 2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	114	120,724
Average years experience in public schools	3.5	11.8
Average years experience in district	2.9	10.5
Teachers in district for 4 or more years	22%	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	8.2	15.9
Average years experience in district	5.2	11.6
Administrators in district for 4 or more years	67%	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	14:1	14:1
Administrators	173:1	173:1
Librarian/Media Specialists		N
Nurses		N
Counselors		1558:1
Child Study Team		N



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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

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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.

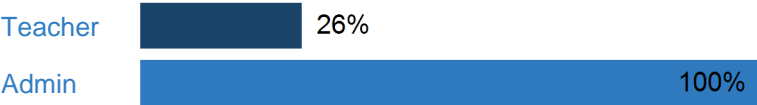
Teachers and Administrators - Level of Education

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	58%	89%
2015-16 Administrators: Same district 2016-17	70%	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	94%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017
Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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	29.8	12.5%
Mathematics Proficiency	36.2	12.5%
Graduation - 4-Year	46.8	15.0%
Graduation - 5-Year	91.1	15.0%
English Language Arts Growth	80.8	15.0%
Mathematics Growth	59.1	15.0%
Chronic Absenteeism	36.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.3
Summative Rating: Percentile rank of Summative Score		59.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 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.



**LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017**

Grade Span KG-12

**80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102**

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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	55.3	19.6	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	Met Target	Met Target	No
White	**	**	No	**	**	**	N	N	**	**	No
Hispanic	58.1	19.6	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	Met Target	Met Target	No
Black or African American	56.7	19.6	No	Met Target†	Met Target†	Not Met	Met Goal	Met Goal	Met Target	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	**	**	**	**	**	**	**	No
Economically Disadvantaged Students	63.4	19.6	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	Met Target	Met Target	No
Students with Disabilities	41.8	11.9	No	Met Target	Met Target†	Not Met	**	**	Met Target	Not Met	No
English Learners	28.9	11.9	No	Met Target†	Not Met	Not Met	**	**	Met Target	Met Target	No

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† Target was met within a confidence interval.



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12




80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

School General Info

Principal:	Mr. Delgado	Email Address:	mdelgado@leap.rutgers.edu
Address:	130 NORTH BROADWAY CAMDEN, NJ 08102	Website:	www.leapacademycharter.org
Phone:	(856)614-3234	Facebook:	www.facebook.com/leapacademyNJ/
		Twitter:	https://twitter.com/leapacademy

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • A college prep curriculum from K-12 guarantees full high school graduation and college placement for all seniors. • Technology integration through 1:1 computer access, participation in the FabLab/Makers Space and STEAM curriculum. • High School seniors take college courses through the Early College Program for up to 30 college credits by graduation.
 Mission, Vision, Theme:	<p>The LEAP mission is to enhance opportunities for the children and families of Camden through the collaborative design, implementation, and integration of education, health, and human services programs and through community development. The educational philosophy has a sharp focus on ensuring college preparation and completion while addressing the persistent challenge of bridging the achievement gap that keeps too many African Americans and Latinos from successfully completing college degrees.</p>
 Awards, Recognition, Accomplishments:	<p>LEAP launched the Early College Program offering seniors a full load of college courses at Rutgers and Rowan Universities. Seniors amassed over \$3 million in scholarships, including a finalist for the prestigious US Presidential Scholarship, joining other alumni recipients of Gates Millennium and Quest Bridge National College Match Scholarships. Eight LEAP students graduated high school with a Seal of Biliteracy, making them the only students from Camden to earn this recognition of excellence.</p>







LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
2016-2017

Grade Span KG-12

80-7109-931
CHARTERS
LEAP Academy University CS
130 NORTH BROADWAY
CAMDEN, NJ 08102

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.

 Courses, Curriculum, Instruction:	<p>LEAP's instructional practices are guided by guiding principles --high expectations, holistic environment, integrated learning, active learning, positive attitudes, and varied assessments. Instruction integrates opportunities for problem solving; communication; critical thinking; information gathering and processing; and personal, family, and community growth and development. The curriculum is focused on science, technology, engineering, arts and mathematics content areas.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls)</p> <p>Students participate in soccer, softball, baseball, volleyball, and basketball. With a focus on academic excellence, LEAP Lions demonstrate their agility and tactic. The female student athlete of the year, Brazil Harvey-Carr, scored her 1,000th point and ranked in the top-10 female basketball players in New Jersey. Ediberto Santos closed his high school baseball career with 100 hits, an award for male student athlete of the year and will play on the Bloomfield College Baseball team.</p>
 Clubs and Activities:	<p>Academic enrichment is embedded in the instructional core through programs like Arts (Band, Dance, arts Clubs and Theater); Leadership development (Student Council, Junior Achievement, and Young Women's Leadership Conference; STEM Programs (the Fab Lab, Robotics, Urban Forest Project, Lockheed Drone Development, Sci Girls; and Service Learning through volunteer opportunities and partnerships with local organizations.</p>
 Before and After School Programs:	<p>LEAP offers an extended day and year and offers programming everyday for students and families. Tutoring is available through the Rutgers Yes Tutoring Program for all students. The Fab Lab offers a variety of programs for students interested in STEM; SAT preparation is provided to high school students. Parents can participate in Leadership Institutes, the Parent University, Fatherhood Program, ESL Classes for Parents and the Community Fitness Club.</p>








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 Staff and Professional Learning:	<p>Teachers participated in monthly professional development institutes when children are not in session. The focus is on improving instructional practice and support teachers in developing SGO's and PGP's , while focusing on improving instruction through planning and preparation. Topics included Improving Literacy Skills, Integrating Active Learning, Using Data to drive instruction, Effective Use of Formative and Interim Assessments, and Ed Connect.</p>
 Postsecondary Information:	<p>100% of graduating seniors were accepted to colleges and universities, including the Parsons New School of Design, Rochester Institute of Technology, George Mason University, Saint Joseph's University, Villanova University, Hofstra University, Temple University, Drexel University, Rutgers University, and Rowan University, amassing nearly 500 college and university acceptances nationwide. College Access Centers support and prepare students.</p>
 Student Supports and Services:	<p>LEAP provides a variety of support services for our students with a disability to ensure that they achieve proficiency and enjoy learning. Our students benefit from two teachers in a co-teaching model that provides instruction in the least restrictive environment. LEAP uses the SIOP instructional framework to make content and language more accessible to our English Language Learners. The framework allows instructors to make content accessible to all kinds of learners.</p>
 Student Health and Wellness:	<p>In November 2016, The LEAP opened a pediatric school based health center to provide convenient, accessible, and comprehensive health services for children and adolescents. The range of services varies from basic primary care, preventative medicine, including immunizations to urgent care. The Pediatric Center is open to the public, LEAP students and their siblings (birth to 23 years of age).</p>
 Parent and Community Involvement:	<p>Engaging our parents is at the core of the LEAP mission and we are committed to working with all of our families. This year, our parents participated in over 90 school events and completed over 9,000 Parent Volunteer hours. The LEAP Parent Engagement Center is present in every building and works with Principals to ensure that we advocate for the needs of our families. Our Parents are Our Partners!</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The annual survey is distributed to students, teachers, parents, and staff to assess the effectiveness and implementation of programs, academic supports, professional development, enrichment activities and facilities. Our results revealed that our school community is safe, the learning environment is engaging, and parents are our educational partners.</p>
 <div>Facilities:</div>	<p>LEAP operates five state-of-the-art buildings along Cooper Street in downtown Camden. Our campus has both indoor and outdoor basketball courts, a performance theatre, dance studio, fitness gym, STEM fabrication laboratory, greenhouse garden, and student library.</p>




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<div>  <div>Other Information:</div> </div>	<p>LEAP embraces the following design elements: A focus on building an educational pipeline that sustains children from infancy through college to ensure that the academic and socio-emotional needs of children are addressed as early as possible and that children exit this pipeline ready for college and careers; a systemic strategy for building capacity and cultivating excellent teachers and staff that is grounded on performance based evaluation and the ongoing provision of professional development; Extended day and year to allow time to provide experiences that lead to better outcomes for children and increased engagement with families and community; A college going culture across all grade levels; Support to alumni to ensure college completion; Strong and sustainable partnerships and collaborations with local universities, colleges, hospitals, businesses, non-profit organizations and community (social capital) to provide resources and capacity building to sustain and enrich the LEAP experience; and, Engagement of parents at all levels of the school’s organizational structure while also strengthening their capacity and self-sufficiency through a two-generation focus that binds families and children together. Each school building provides around the clock security and students wear uniforms while attending school 200 days. Enrollment is available for Camden City families through a random process. Continuing students and siblings receive enrollment preference. The school partners with the Rutgers Early Learning Academy for early childhood services from infancy through pre-school.</p>
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