



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
(80-7109-931)
Grades Offered: KG-12
2017-2018

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	CHARTERS
District	LEAP ACADEMY UNIVERSITY CS
Principal Name	MR. DELGADO
Address	130 NORTH BROADWAY CAMDEN, NJ 08102
Phone Number	(856)614-3234
Email Address	MDELGADO@LEAP.RUTGERS.EDU
Website	http://www.leapacademycharter.org
Facebook	http://www.facebook.com/leapacademyNJ/
Twitter	https://twitter.com/leapacademy



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	118	119	119
1	116	117	122
2	119	122	116
3	120	124	116
4	120	122	121
5	118	121	121
6	121	122	120
7	59	122	121
8	62	118	119
9	123	116	116
10	114	120	109
11	127	117	120
12	111	118	105
Total	1,428	1,558	1,525

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	55.0%	54.2%	53.7%
Male	45.0%	45.8%	46.3%
Economically Disadvantaged Students	81.7%	88.1%	86.4%
Students with Disabilities	9.0%	8.0%	8.9%
English Learners	6.0%	6.5%	4.8%
Homeless Students		0.6%	0.8%
Students in Foster Care		0.1%	0.4%
Military-Connected Students		0.1%	0.0%
Migrant Students		0.1%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.2%	0.2%	0.1%
Hispanic	55.0%	54.1%	54.3%
Black or African American	42.7%	44.3%	44.3%
Asian	1.6%	1.3%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.3%	0.1%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	118	119	119

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,428	1,558	1,525
Shared Time Students	0	0	0
Full Time Equivalent	1,428	1,558	1,525

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	78.8%
Spanish	20.2%
Other Languages	1.0%



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Student growth is a measure of 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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	48	50	Met Standard	45	45	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	51	51	49	Met Standard	47	47	48	Met Standard
Black or African American	45	45	44	Met Standard	40	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	67	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	50	50	48	Met Standard	43	43	47	Met Standard
Students with Disabilities	56	56	41	Met Standard	48.5	48.5	43	Met Standard
English Learners	24	24	54	**	38	38	51	**



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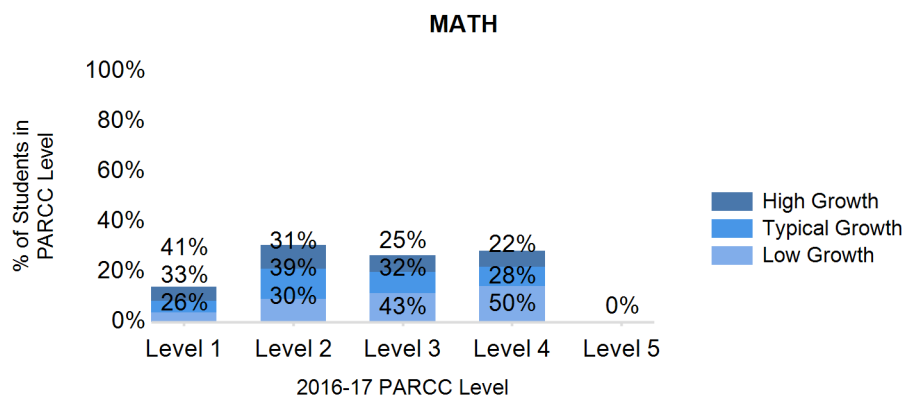
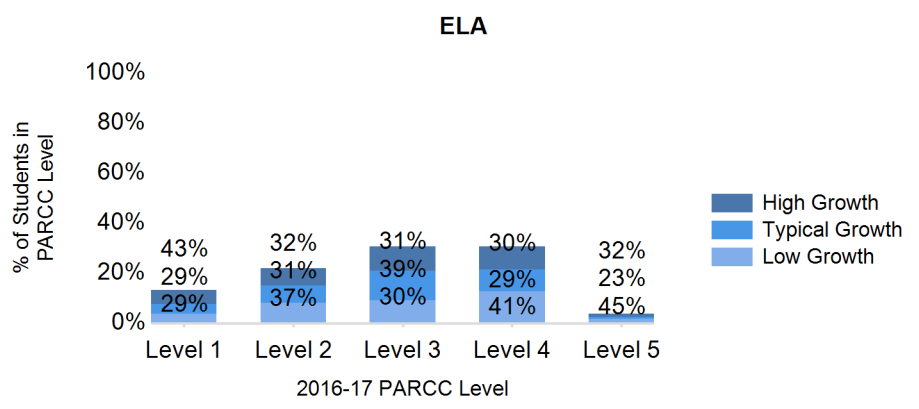
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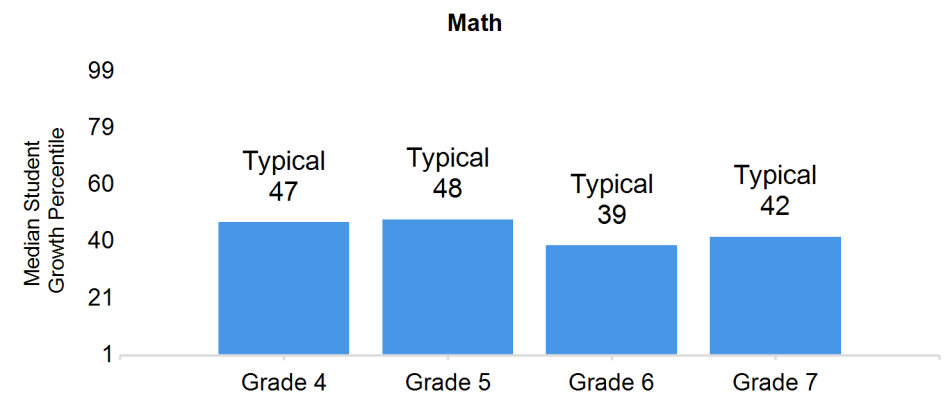
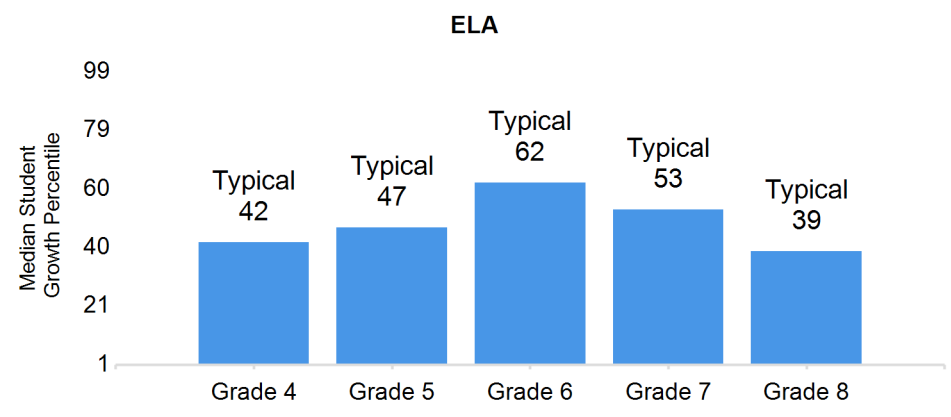
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	932	99.7	31.8	31.8	56.7	31.8	40	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	521	99.6	34.6	34.6	42.5	34.6	40.3	Not Met
Black or African American	393	99.7	26.4	26.4	37.3	26.4	37.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	492	99.8	37.4	37.4	64.5	37.4		
Male	440	99.6	25.7	25.7	49.4	25.7		
Economically Disadvantaged Students	809	99.6	30.5	30.5	38.5	30.5	38.9	Not Met
Non-Economically Disadvantaged Students	123	100.0	40.7	40.7	67.5	40.7		
Students with Disabilities	102	98.1	*	*	21.6	*	16.6	Not Met
Students without Disabilities	830	99.9	*	*	63.9	*		
English Learners	45	97.9	*	*	27.3	*	24.2	Not Met
Non-English Learners	887	99.8	*	*	59.4	*		
Homeless Students	10	90.9	30.0	30.0	27.7	30.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	716	716	750	36%	20%	30%	*	*	15%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	71	719	719	736	35%	15%	30%	*	*	20%	38%
Black or African American	50	713	713	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	59	721	721	756	29%	17%	37%	*	*	17%	57%
Male	62	712	712	744	42%	23%	23%	*	*	13%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	727	727	756	21%	25%	31%	*	*	23%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	68	728	728	744	22%	24%	31%	*	*	24%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	65	734	734	762	*	22%	32%	*	*	32%	63%
Male	55	719	719	751	*	29%	29%	*	*	13%	53%
Economically Disadvantaged Students	106	726	726	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	14	735	735	767	*	*	*	*	*	36%	70%
Students with Disabilities	15	702	702	726	*	*	*	*	*	*	25%
Students without Disabilities	105	731	731	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	742	742	755	*	19%	40%	*	*	36%	58%
White	N	N	N	763	N	N	N	N	N	N	68%
Hispanic	61	742	742	743	*	*	36%	38%	0%	38%	43%
Black or African American	62	741	741	738	*	18%	44%	*	*	34%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	70	746	746	762	*	*	37%	*	*	43%	66%
Male	53	736	736	749	*	*	43%	*	*	26%	51%
Economically Disadvantaged Students	102	739	739	739	*	*	*	*	*	30%	39%
Non-Economically Disadvantaged Students	21	754	754	766	*	*	*	*	*	62%	71%
Students with Disabilities	10	718	718	724	*	*	*	*	*	*	22%
Students without Disabilities	113	744	744	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	745	745	754	*	18%	36%	*	*	43%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	68	745	745	742	*	16%	31%	*	*	47%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	66	748	748	761	*	*	38%	*	*	47%	64%
Male	54	740	740	748	*	*	33%	*	*	37%	48%
Economically Disadvantaged Students	103	744	744	739	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	17	749	749	764	*	*	*	*	*	47%	68%
Students with Disabilities	17	727	727	723	*	*	*	*	*	18%	18%
Students without Disabilities	103	747	747	760	*	*	*	*	*	47%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	743	743	760	13%	17%	23%	36%	10%	46%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	75	743	743	746	16%	13%	19%	*	*	52%	49%
Black or African American	43	745	745	740	*	23%	33%	*	*	37%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	66	748	748	769	*	*	27%	*	*	50%	72%
Male	55	738	738	752	*	*	18%	*	*	42%	54%
Economically Disadvantaged Students	105	743	743	742	*	*	*	*	*	48%	44%
Non-Economically Disadvantaged Students	16	742	742	771	*	*	*	*	*	38%	73%
Students with Disabilities	12	709	709	721	*	*	*	*	*	*	22%
Students without Disabilities	109	747	747	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
 (80-7109-931)
 Grades Offered: KG-12
 2017-2018

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 N No Data is available to display
 † This indicates a table specific note, see note below table

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	744	744	759	8%	16%	36%	*	*	39%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	65	738	738	744	*	20%	35%	*	*	32%	45%
Black or African American	45	746	746	739	*	*	40%	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	61	747	747	768	*	*	36%	*	*	44%	69%
Male	58	740	740	751	*	*	36%	*	*	34%	52%
Economically Disadvantaged Students	100	742	742	740	*	*	*	*	*	37%	42%
Non-Economically Disadvantaged Students	19	752	752	769	*	*	*	*	*	53%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	726	726	752	18%	27%	34%	*	*	21%	55%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	63	725	725	735	24%	21%	29%	*	*	27%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	59	732	732	759	*	22%	46%	*	*	22%	63%
Male	60	719	719	744	*	32%	22%	*	*	20%	46%
Economically Disadvantaged Students	104	725	725	733	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	15	730	730	761	*	*	*	*	*	20%	65%
Students with Disabilities	15	700	700	716	*	*	*	*	*	*	15%
Students without Disabilities	104	729	729	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	726	726	749	25%	21%	25%	*	*	28%	51%
White	N	N	N	756	N	N	N	N	N	N	58%
Hispanic	65	729	729	733	25%	17%	26%	*	*	32%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	58	731	731	759	21%	17%	28%	*	*	34%	60%
Male	52	720	720	739	31%	25%	23%	*	*	21%	42%
Economically Disadvantaged Students	97	726	726	730	*	*	*	*	*	28%	34%
Non-Economically Disadvantaged Students	13	724	724	758	*	*	*	*	*	31%	59%
Students with Disabilities	18	709	709	707	*	*	*	*	*	17%	15%
Students without Disabilities	92	729	729	756	*	*	*	*	*	30%	57%
English Learners	10	670	670	684	*	*	*	*	*	*	*
Non-English Learners	100	732	732	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	743	743	736	10%	12%	34%	*	*	44%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	69	743	743	731	*	*	35%	*	*	45%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	76	745	745	745	*	*	33%	*	*	46%	48%
Male	45	741	741	728	*	*	36%	*	*	40%	31%
Economically Disadvantaged Students	93	746	746	730	*	*	33%	*	*	45%	33%
Non-Economically Disadvantaged Students	28	735	735	739	*	*	36%	*	*	39%	42%
Students with Disabilities	14	715	715	708	*	*	*	*	*	14%	13%
Students without Disabilities	107	747	747	742	*	*	*	*	*	48%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

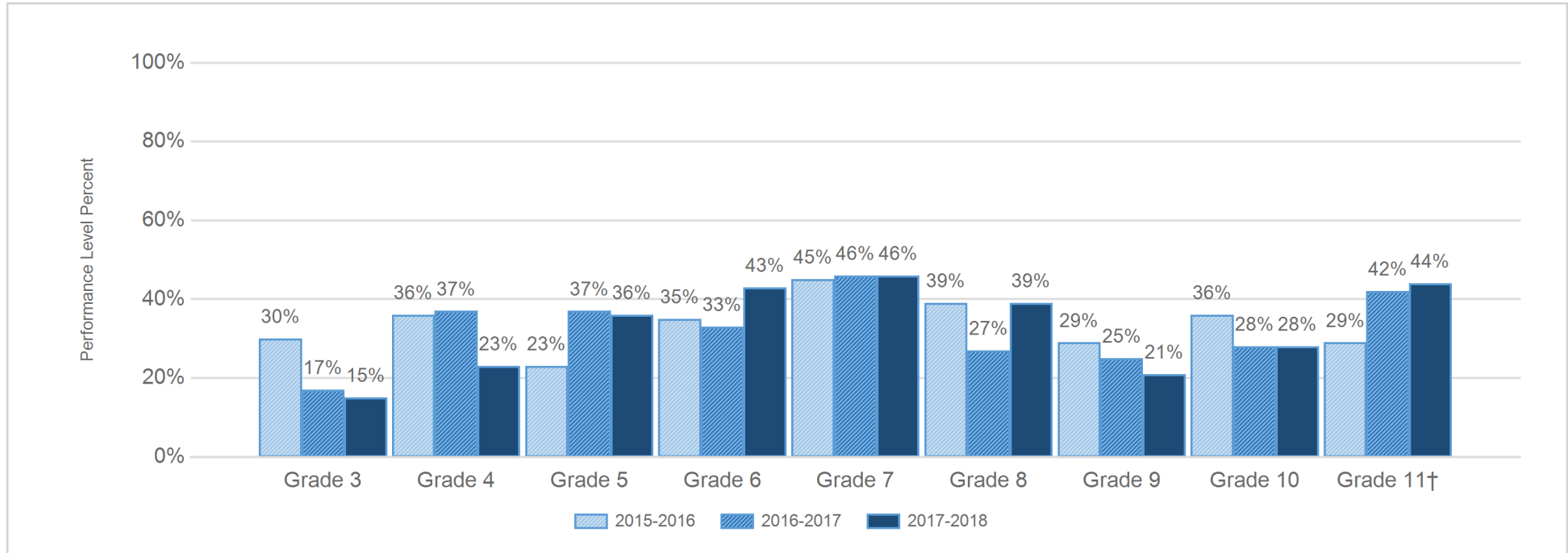


LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	926	99.8	19.6	19.6	45.0	19.6	27	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	516	99.8	22.1	22.1	29.2	22.1	28.2	Not Met
Black or African American	393	99.7	15.3	15.3	23.4	15.3	23.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	489	100.0	19.4	19.4	46.0	19.4		
Male	437	99.6	19.7	19.7	43.9	19.7		
Economically Disadvantaged Students	804	99.8	18.8	18.8	26.6	18.8	24.8	Not Met
Non-Economically Disadvantaged Students	122	100.0	24.6	24.6	55.9	24.6		
Students with Disabilities	102	99.1	*	*	17.1	*	10.4	Not Met
Students without Disabilities	824	99.9	*	*	50.5	*		
English Learners	45	100.0	*	*	24.6	*	18.8	Not Met
Non-English Learners	881	99.8	*	*	46.9	*		
Homeless Students	10	100.0	10.0	10.0	17.3	10.0		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.



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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	729	729	752	20%	29%	26%	*	*	26%	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	71	735	735	739	14%	27%	27%	*	*	32%	38%
Black or African American	50	720	720	734	28%	32%	24%	*	*	16%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	59	730	730	752	19%	25%	29%	*	*	27%	53%
Male	62	728	728	751	21%	32%	23%	*	*	24%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	729	729	748	10%	43%	25%	*	*	23%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	68	729	729	737	*	37%	26%	*	*	25%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	65	731	731	748	*	40%	28%	*	*	25%	50%
Male	55	726	726	748	*	45%	22%	*	*	20%	49%
Economically Disadvantaged Students	106	728	728	733	11%	*	*	*	*	22%	30%
Non-Economically Disadvantaged Students	14	739	739	758	0%	*	*	*	*	29%	62%
Students with Disabilities	15	714	714	725	*	*	*	*	*	*	22%
Students without Disabilities	105	731	731	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	735	735	748	10%	26%	33%	*	*	32%	49%
White	N	N	N	756	N	N	N	N	N	N	60%
Hispanic	61	738	738	736	*	25%	33%	*	*	34%	32%
Black or African American	62	733	733	730	*	27%	32%	*	*	29%	26%
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	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	70	738	738	749	*	29%	24%	*	*	40%	50%
Male	53	732	732	747	*	23%	43%	*	*	21%	48%
Economically Disadvantaged Students	102	733	733	733	12%	*	*	*	*	28%	29%
Non-Economically Disadvantaged Students	21	749	749	758	0%	*	*	*	*	48%	62%
Students with Disabilities	10	709	709	726	*	*	*	*	*	*	20%
Students without Disabilities	113	738	738	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%



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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	727	727	744	9%	36%	40%	*	*	15%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	68	727	727	731	*	32%	46%	*	*	13%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	66	726	726	745	*	32%	39%	*	*	17%	45%
Male	54	728	728	742	*	41%	41%	*	*	13%	42%
Economically Disadvantaged Students	103	727	727	729	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	17	728	728	753	*	*	*	*	*	18%	56%
Students with Disabilities	17	716	716	717	*	*	*	*	*	*	13%
Students without Disabilities	103	729	729	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
 (80-7109-931)
 Grades Offered: KG-12
 2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	729	729	743	12%	39%	26%	*	*	22%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	75	732	732	732	13%	29%	29%	*	*	28%	27%
Black or African American	43	723	723	727	*	56%	23%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	66	725	725	745	*	42%	30%	*	*	14%	45%
Male	55	733	733	741	*	35%	22%	*	*	33%	42%
Economically Disadvantaged Students	105	728	728	730	*	*	*	*	*	21%	24%
Non-Economically Disadvantaged Students	16	731	731	751	*	*	*	*	*	31%	55%
Students with Disabilities	13	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	108	731	731	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	691	691	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	24	688	688	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	21	689	689	731	*	*	*	*	*	*	31%
Male	19	694	694	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	185	717	717	746	24%	38%	24%	13%	0%	13%	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	96	718	718	730	23%	41%	22%	15%	0%	15%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	95	720	720	748	22%	35%	31%	13%	0%	13%	48%
Male	90	715	715	745	27%	42%	18%	13%	0%	13%	44%
Economically Disadvantaged Students	154	717	717	729	*	38%	*	*	*	12%	25%
Non-Economically Disadvantaged Students	31	721	721	756	*	39%	*	*	*	16%	57%
Students with Disabilities	15	708	708	716	*	*	*	*	*	*	13%
Students without Disabilities	170	718	718	752	*	*	*	*	*	*	52%
English Learners	11	683	683	710	*	*	*	*	*	*	*
Non-English Learners	174	720	720	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	723	723	735	14%	40%	32%	15%	0%	15%	30%
White	N	N	N	740	N	N	N	N	N	N	37%
Hispanic	64	724	724	723	*	36%	34%	*	*	16%	14%
Black or African American	46	721	721	719	*	46%	28%	*	*	13%	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	55	720	720	736	*	*	*	*	*	*	30%
Male	55	725	725	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	19	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	91	725	725	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	694	694	727	*	*	*	*	*	*	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	64	694	694	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	69	695	695	728	*	*	*	*	*	*	30%
Male	40	692	692	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	82	695	695	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	27	691	691	736	*	*	*	*	*	*	37%
Students with Disabilities	13	686	686	693	*	*	*	*	*	*	*
Students without Disabilities	96	695	695	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

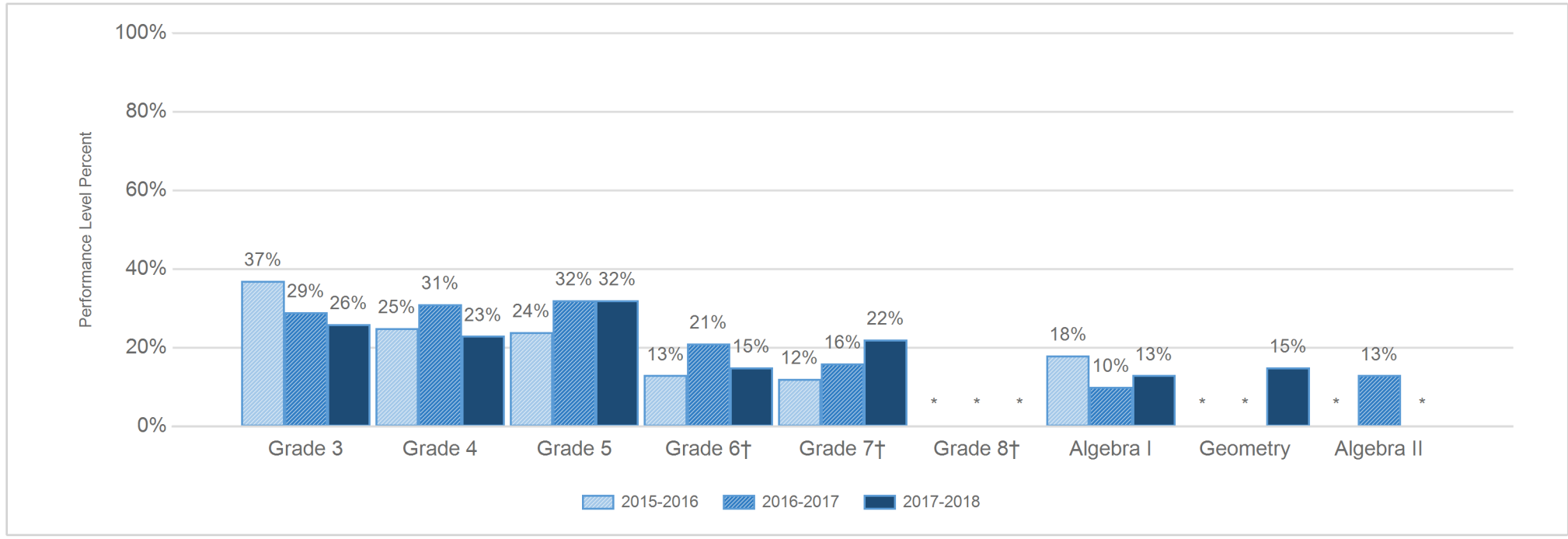


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	41.5%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	47	*	*
3-4	24	*	*
5 or more	*	*	*



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	45.9%	85.0%
12th graders taking SAT in 2017-18 or prior years	99.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	384	478	Grade 10: 430 Grade 11: 460	34%	62%
PSAT 10/NMSQT - Math	405	478	Grade 10: 480 Grade 11: 510	19%	42%
SAT - Reading and Writing	442	542	480	29%	72%
SAT - Math	432	543	530	13%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%



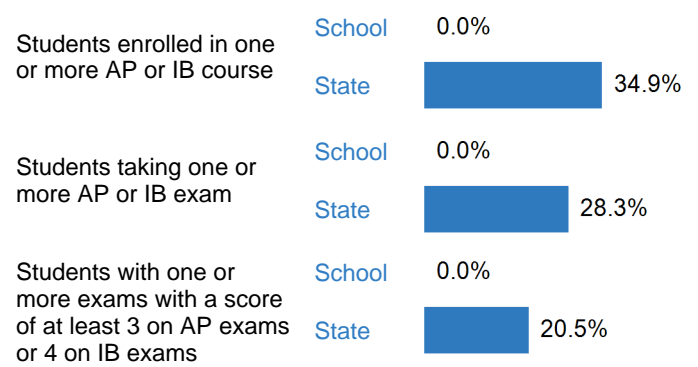
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



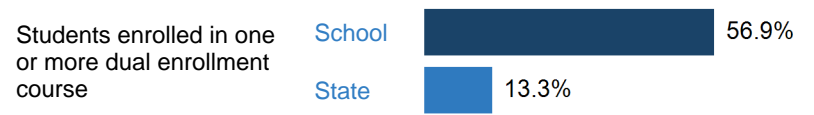
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		0

Dual Enrollment Coursework - Participation

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





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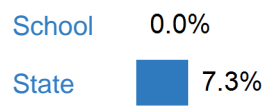
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

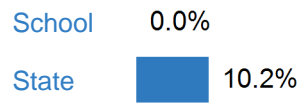
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

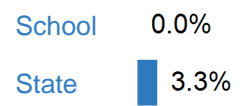
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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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/>.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	127
7	0	0	0	0	0	0	124
8	86	0	0	0	0	0	41
9	128	19	23	0	0	0	0
10	4	127	12	6	0	0	0
11	0	3	113	33	2	0	0
12	1	1	6	18	0	0	93
Total	219	150	154	57	2	0	385
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	25	2	0	93

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	133	50
10	1	127	0	0	14	37
11	118	7	0	0	4	32
12	111	4	0	0	1	3
Total	230	138	0	0	152	122
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	111	0	0	0	0	0



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL

(80-7109-931)

Grades Offered: KG-12

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	132	0	0	0	2	37
10	20	127	0	0	3	66
11	34	122	0	0	11	64
12	1	9	0	0	0	111
Total	187	258	0	0	16	278
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	16	123

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	N	N	N	N	N	N	N
10	126	0	0	0	0	0	0
11	63	0	0	0	0	0	0
12	1	0	0	0	0	0	0
Total	190	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Spanish	*
Total	*



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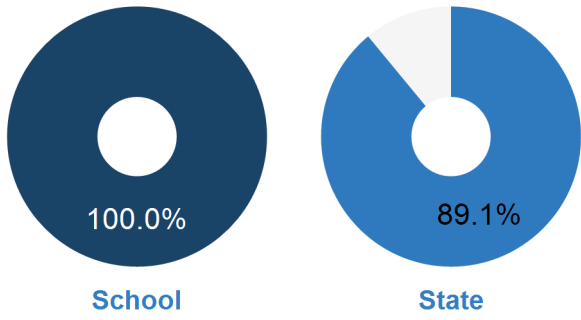
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Visual and Performing Arts – Course Participation

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

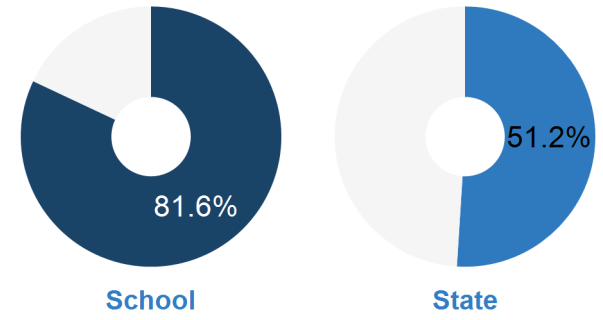
Grades 6-8:

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

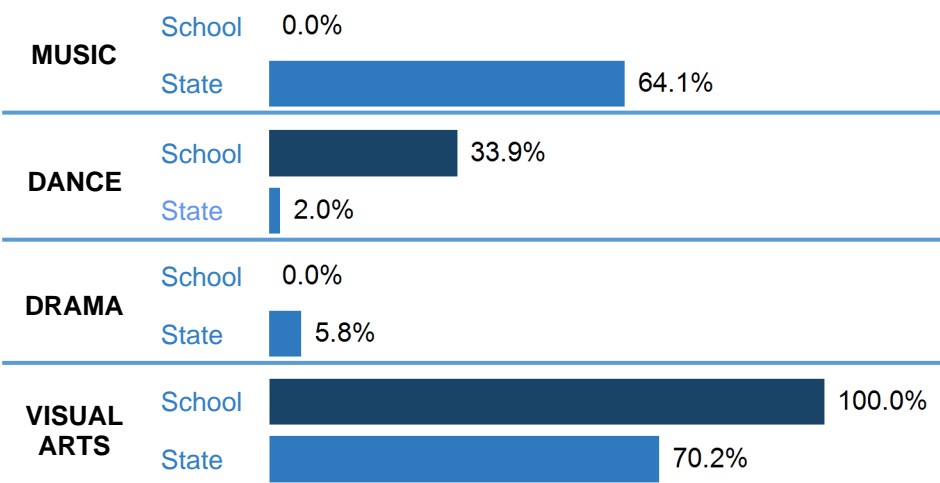


Grades 9-12:

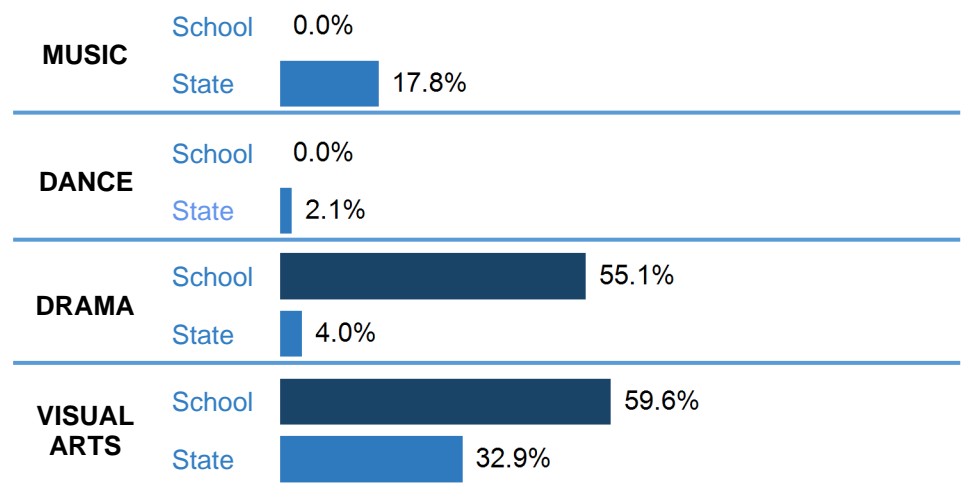
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.5%	90.9%	100.0%	92.4%	99.2%	N	Met Goal	99.1%	N	Met Goal
White	N	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	93.7%	84.8%	100.0%	87.3%	98.5%	N	Met Goal	98.4%	N	Met Goal
Black or African American	*	84.2%	100.0%	86.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	95.8%	84.6%	100.0%	87.0%	99.0%	N	Met Goal	99.0%	N	Met Goal
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	*	**	**
English Learners	*	75.8%	100.0%	81.8%	94.1%	**	**	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	71.7%	47.2%
Substitute Competency Test	10.4%	41.5%
Portfolio Appeals Process	17.0%	9.4%
Alternate Requirements specified in IEP	0.9%	1.9%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.5%	-
2017	99.2%	100.0%
2016	93.1%	99.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	1.3%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.0%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	53.8%	19.6%	80.4%
White	N	N	N
Hispanic	36.8%	28.6%	71.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	52.7%	25.6%	74.4%
Students with Disabilities	*	*	*
English Learners	*	*	*

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	66.7%	34.6%	65.4%	84.6%	15.4%	87.2%	12.8%
White	N	N	N	N	N	N	N
Hispanic	61.5%	35%	65%	85%	15%	82.5%	17.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66%	35.9%	64.1%	84.4%	15.6%	87.5%	12.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

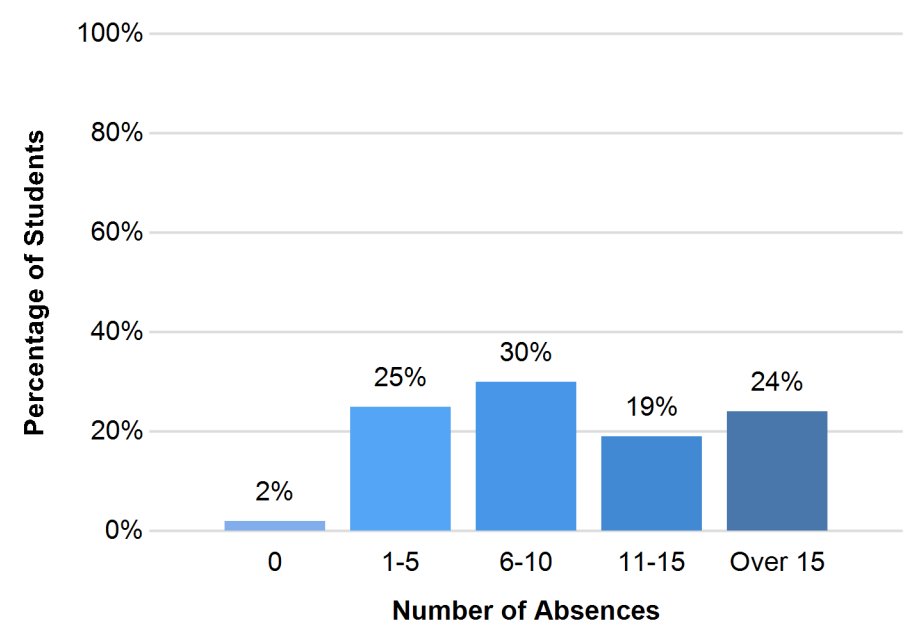
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	151	9.8	10.9	Met
White	*	*	**	**
Hispanic	67	8.0	10.9	Met
Black or African American	84	12.4	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	10.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	123	9.3	10.9	Met
Students with Disabilities	25	17.4	10.9	Not Met
English Learners	4	5.5	10.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





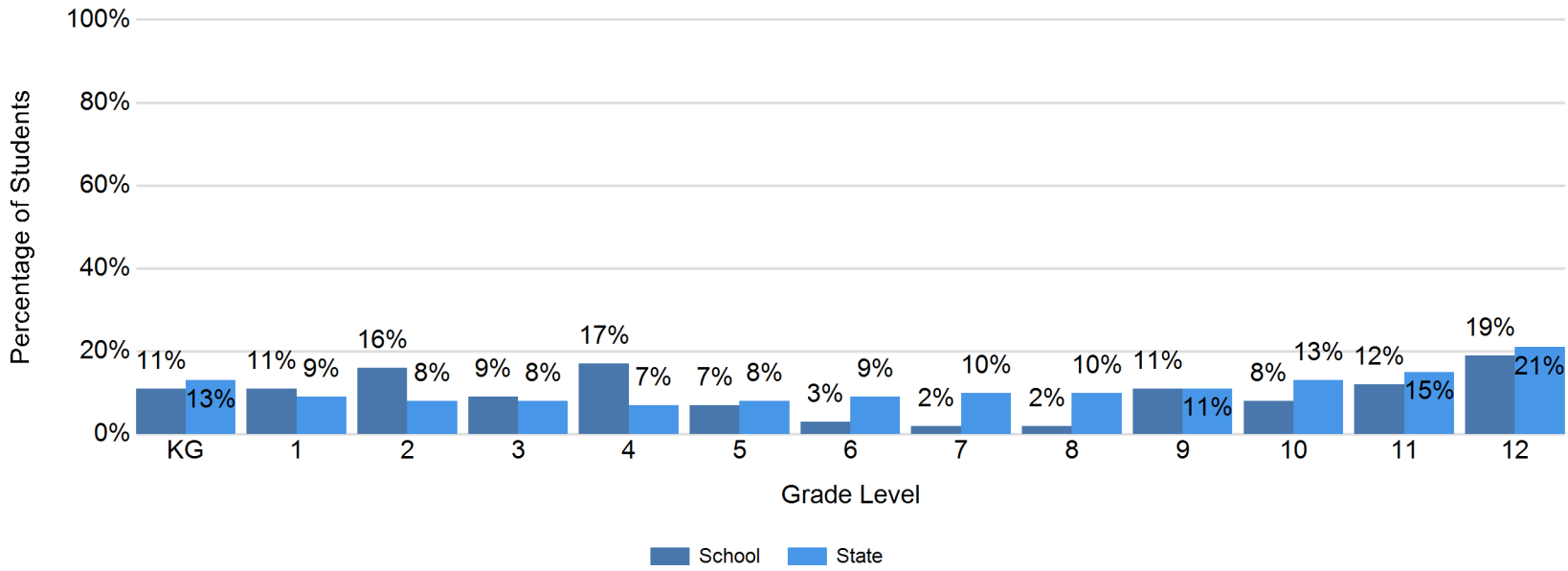
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.66

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	101	6.6%
Any Suspension	101	6.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
332



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	4:00 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$993	\$11,952	\$12,945



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	103	117,464
Average years experience in public schools	4.3	12.0
Average years experience in district	3.7	10.7
Teachers in district for 4 or more years	29.1%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	8.3	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	254:1	254:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		1525:1
Students to Child Study Team		N



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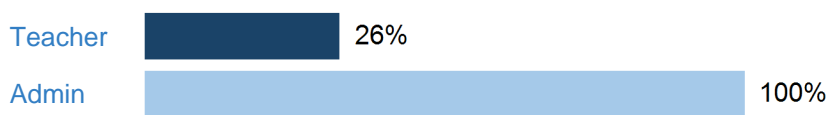
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

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 this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	70.2%	90.2%
2016-17 Administrators: Same district 2017-18	44.4%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.4%



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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	73.8%	66.7%
Male	26.2%	33.3%
White	84.5%	66.7%
Hispanic	6.8%	33.3%
Black or African American	5.8%	0.0%
Asian	2.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



LEAP ACADEMY UNIVERSITY CHARTER SCHOOL
 (80-7109-931)
 Grades Offered: KG-12
 2017-2018

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	10.42	10.0%
Mathematics Proficiency	18.75	10.0%
Graduation Rate - 4-Year	89.36	12.5%
Graduation Rate - 5-Year	85.11	12.5%
English Language Arts Growth	66.67	12.5%
Mathematics Growth	53.33	12.5%
Progress Towards English Language Proficiency	33.33	20.0%
Chronic Absenteeism	61.36	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.53	n/a
Summative Rating: Percentile Rank of Summative Score	56.25	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	Met Target†	Met	No
White	**	**	No	**	**	N	N	**	**	n/a	**	No
Hispanic	65.50	21.20	No	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	56.42	21.20	No	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.12	21.20	No	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	46.75	14.08	No	Not Met	Not Met	**	**	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	**	**	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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School Narrative

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

 Highlights:	<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>






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 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), Cheerleading (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, will join the University of Rhode Island and continue her basketball career. Ediberto Santos, last year's male student-athlete of the year will continue his college career at Rutgers University- Camden while playing basketball.</p>
 Clubs and Activities:	<p>Academic enrichment is embedded in the instructional core through programs like band, art, dance, and theater clubs; Leadership development (Student Council, Junior Achievement, and Young Women's Leadership Conference; STEM Programs such as the Fab Lab, Robotics, Urban Forest Project, Lockheed Drone Development, Sci Girls, and Service Learning through volunteer opportunities and partnerships with local organizations</p>






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 <p>Before and After School Programs:</p>	<p>LEAP offers an extended day (8 hours) and year (200 days) from August through June and offers meaningful programming every day for students and families. Students have access to afterschool programs and clubs: The Fab Lab provides a variety of afterschool programs for students interested in STEM; SAT preparation for high school students; band club; drone club; dance club; art club; and intramural sports. Parents can participate in Leadership Institutes, Parent University, Fatherhood Program, ESL Classes for Parents and, the Community Fitness Club.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers participate in monthly professional development institutes as part of the year-long PD plan. PD is offered every month for teachers when students are not in session as well as integrated sessions that occur in the classroom on a regular day with a focus on applied learning and coaching. Teachers are provided support in developing student growth objectives while focusing on instruction through planning. Data-driven instruction has been at the forefront and the school partnered with NWEA to engage in learning and discussing strategies on how to best MAP data to drive instruction. PD topics include Responsive Classroom, improving literacy skills, Integrating Active Learning, using data to drive instruction, effective use of formative and interim assessments, and Ed Connect. All non-instructional staff receives professional development training, which provides many informal learning opportunities.</p>
 <p>Postsecondary Information:</p>	<p>LEAP has continued to meet its expectation of 100% high school graduation and college placement for all of its seniors. This year, the school implemented the Early College Program that provides for all of the seniors to attend college classes at Rutgers and Rowan Universities. This program transforms the senior year experience for all of LEAP's seniors as they finished the year with between 12 and 30 college credits. The school continued its dual enrollment offering with Rutgers and Carhini Universities and students in 10th and 11th grade were able to enroll in college-level courses. The results-- 100% of graduating seniors were accepted to colleges and universities, including 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.</p>






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 <p>Student Supports and Services:</p>	<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. Students also have access to SIOP Instructional Framework to make content and language more accessible to our English Language Learners. The teachers are trained to provide specialized instruction in the English language. Special Education Services are provided to students to ensure that everyone is at the academic level needed to achieve proficiency. LEAP's Behavioral Health team is staffed with two master level social workers and behavioral specialists to address the social-emotional and behavioral needs of the students. LEAP provides additional assistance to students through the YES Tutoring Program to help students accomplish their goals.</p>
 <p>Student Health and Wellness:</p>	<p>In November 2016, LEAP opened a pediatric school-based health center to provide convenient, accessible, and comprehensive health services for children and adolescents. Staffed by a full-time pediatrician and with nursing and health support staff, the center offers a range of services from basic primary care, preventative medicine, immunizations, and physicals for student's participating in sports. The Pediatric Center is open to the public and LEAP students and siblings--birth to 23 years of age. In two years, the LEAP Health and Wellness Center enrolled and provided care to 632 patients. Medical staff conducts necessary screenings, administers medications, and offers post-natal care to new parents in the community. Through this wellness portfolio, the Clinic provides seminars, interventions, and health education to our children and families.</p>
 <p>Parent and Community Involvement:</p>	<p>Engaging our parents is at the core of LEAP's mission and has been since the inception of the school. We involve our parents as Parent Council members, board members, staff, and volunteers. This year, our parents participated in over 55 school events and completed over 5300 Parent Volunteer hours. The LEAP Parent Center works daily with all families to facilitate engagement and provide support. Parents are also provided access to the Oncourse parent portal so they can monitor their child's work and growth. Our Parents are Our Partners!</p>






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 <p>Climate Surveys:</p>	<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 support systems, 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>
 <p>Facilities:</p>	<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 a student library.</p>
 <p>School Safety:</p>	<p>LEAP Academy Charter School takes proactive measures to maintain a secure environment for all students and staff with 11 full time and two part-time security personnel located in each building. LEAP trains and certifies all security staff in SORA, and the Director holds Certification on Multi-Hazard Emergency Planning for schools through FEMA, Homeland Security, and the NJ State Police.</p>



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<p>Technology and STEM:</p>	<p>LEAP provides a rigorous curriculum that focuses on college preparation and STEM/STEAM learning. Students are challenged to think deeply and become innovators, who can solve many of today's challenges. The Fabrication Lab is at the epicenter of innovation at the school. The state-of-the-art Rutgers CLC/LEAP Fab Lab serves as a launch pad for discovery where students collaborate to design, test, and apply innovative solutions to real-world problems. Through the Fab Lab, LEAP Academy graduates enter college with previous experience in model design creation and interpretation; computer-aided modeling; precision digital fabrication machining; layout and planning; and a solid understanding of the importance of following safety procedures; and working in teams. Graduates have matriculated to the Rutgers School of Engineering, Rochester Institute of Technology, and Parsons School of Design.</p>
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 <p>Other Information:</p>	<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. 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 is essential. We offer an extended day and year to allow time to provide experiences that lead to better outcomes for children and increased engagement with families and community with a college-going culture across all grade levels. Support to alumni to ensure college completion; and strong partnerships with local universities, colleges, hospitals, businesses, non-profit organizations and community to provide resources and capacity building enrich the LEAP experience. 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.</p>
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