



University Academy Charter High School

(80-8060-990)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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	University Academy Charter High School
Principal Name	Mr. Erie Lugo
Address	275 WEST SIDE AVENUE JERSEY CITY, NJ 07305
Phone Number	201-200-3200
Email Address	elugo@njcu.edu
Website	http://www.uachs.org



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	114	117	113
10	107	108	112
11	109	100	97
12	89	103	101
Total	419	428	423

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	50.9%	52.7%
Male	50.6%	49.1%	47.3%
Economically Disadvantaged Students	71.4%	75.9%	77.1%
Students with Disabilities	16.2%	18.0%	19.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.1%	3.5%	3.8%
Hispanic	31.0%	29.4%	29.8%
Black or African American	54.7%	57.9%	57.7%
Asian	11.2%	9.1%	8.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
Full Time Students	419	428	423
Shared Time Students	0	0	0
Full Time Equivalent	419	428	423

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	86.5%
Spanish	10.2%
Tagalog	1.7%
Other Languages	1.7%



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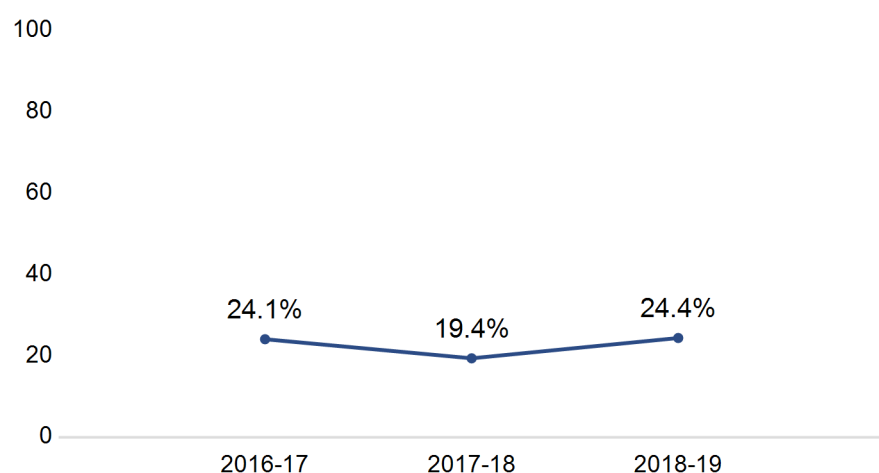
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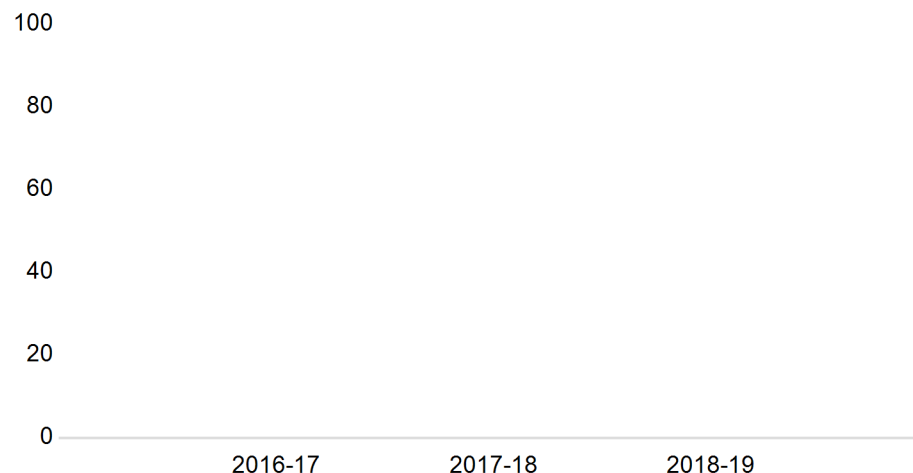
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.6%	99.6%	99.1%	99.6%	100.0%
Proficiency Rate for Federal Accountability	24.1%	19.4%	24.4%	*	*	*
Annual Target	27.6%	30.3%	33.1%	14.2%	17.6%	21.1%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	217	99.6	24.4	24.4	57.9	24.4	33.1	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	67	100.0	17.9	17.9	43.9	17.9	31.5	Not Met
Black or African American	126	99.2	19.8	19.8	38.5	19.8	28.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	123	99.2	25.2	25.2	64.8	25.2		
Male	94	100.0	23.4	23.4	51.3	23.4		
Economically Disadvantaged Students	171	99.4	24.0	24.0	40.0	24.0	33.8	Not Met
Non-Economically Disadvantaged Students	46	100.0	26.1	26.1	67.9	26.1		
Students with Disabilities	41	100.0	*	*	22.7	*	8	Met Target†
Students without Disabilities	176	99.5	*	*	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	217	99.6	24.4	24.4	60.6	24.4		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



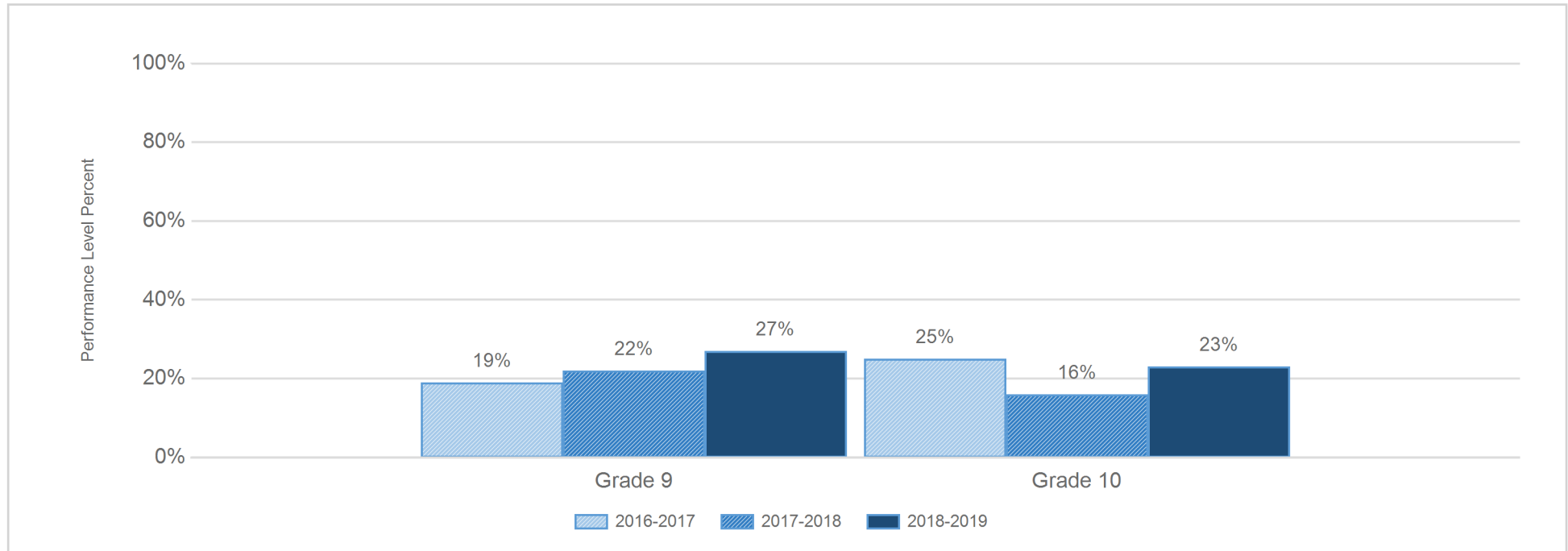
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	113	732	732	753	12%	24%	37%	*	*	27%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	38	731	731	737	*	26%	42%	*	*	21%	40%
Black or African American	63	727	727	732	16%	27%	35%	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	64	735	735	760	*	23%	41%	*	*	27%	63%
Male	49	728	728	746	*	24%	33%	*	*	27%	49%
Economically Disadvantaged Students	87	731	731	734	*	*	36%	*	*	25%	36%
Non-Economically Disadvantaged Students	26	737	737	762	*	*	42%	*	*	31%	65%
Students with Disabilities	19	710	710	717	*	*	*	*	*	*	17%
Students without Disabilities	94	736	736	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	113	732	732	755	12%	24%	37%	*	*	27%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	715	715	757	36%	25%	16%	*	*	23%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	33	717	717	738	30%	*	*	*	*	18%	43%
Black or African American	65	708	708	733	43%	28%	*	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	62	715	715	766	37%	26%	*	*	*	24%	66%
Male	48	715	715	749	35%	23%	*	*	*	21%	51%
Economically Disadvantaged Students	87	715	715	735	*	*	*	*	*	23%	40%
Non-Economically Disadvantaged Students	23	715	715	767	*	*	*	*	*	22%	67%
Students with Disabilities	22	674	674	711	*	*	*	*	*	*	19%
Students without Disabilities	88	725	725	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	110	715	715	760	36%	25%	16%	*	*	23%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	100.0	*	*	44.5	*	21.1	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	69	100.0	10.1	10.1	28.8	10.1	26.5	Not Met
Black or African American	126	100.0	*	*	23.0	*	15.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	37.5	37.5	76.5	37.5	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	124	100.0	*	*	44.9	*		
Male	95	100.0	*	*	44.2	*		
Economically Disadvantaged Students	172	100.0	*	*	26.3	*	18.8	Not Met
Non-Economically Disadvantaged Students	47	100.0	*	*	54.9	*		
Students with Disabilities	42	100.0	*	*	17.4	*	8	Not Met
Students without Disabilities	177	100.0	*	*	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	219	100.0	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



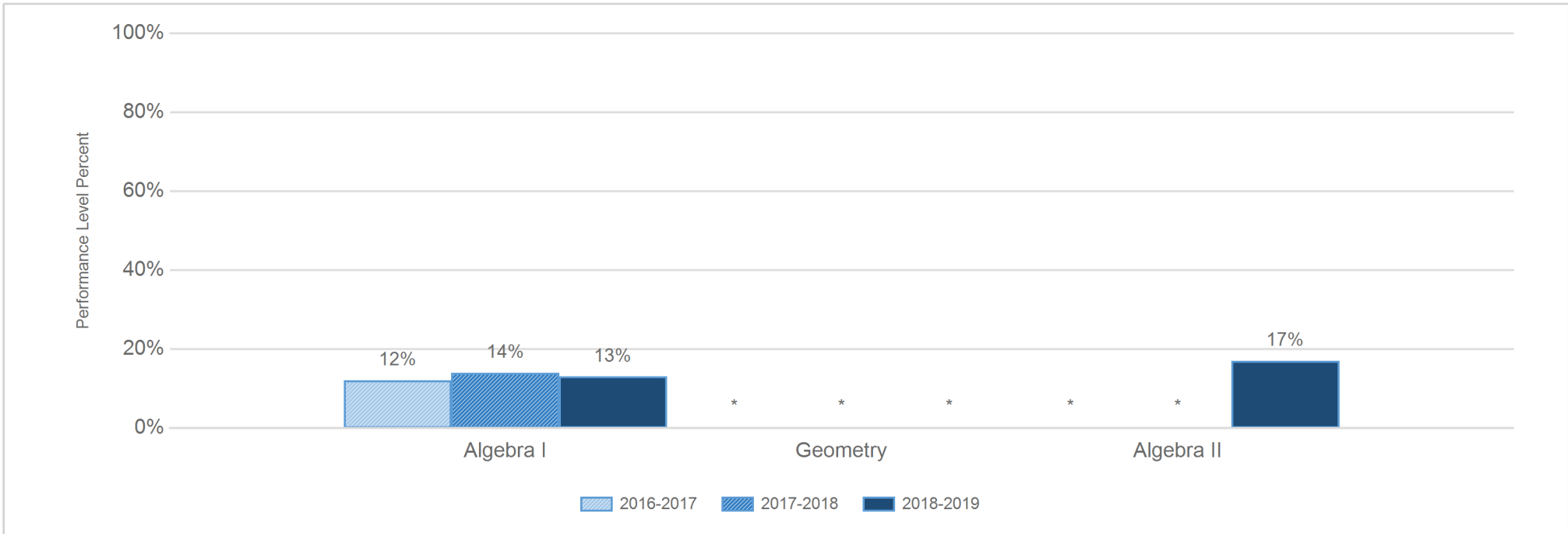
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	720	720	744	18%	49%	20%	*	*	13%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	40	722	722	728	*	48%	*	*	*	20%	24%
Black or African American	69	715	715	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	68	717	717	745	16%	53%	21%	*	*	10%	44%
Male	53	723	723	743	21%	43%	19%	*	*	17%	41%
Economically Disadvantaged Students	95	719	719	727	*	49%	*	*	*	13%	23%
Non-Economically Disadvantaged Students	26	721	721	752	*	46%	*	*	*	15%	52%
Students with Disabilities	21	703	703	717	*	*	*	*	*	*	12%
Students without Disabilities	100	723	723	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	121	720	720	745	18%	49%	20%	*	*	13%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	75	702	702	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	27	698	698	724	*	*	*	*	*	*	17%
Black or African American	43	705	705	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	43	705	705	738	*	*	*	*	*	*	36%
Male	32	698	698	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	57	701	701	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	18	702	702	743	*	*	*	*	*	*	43%
Students with Disabilities	18	696	696	712	*	*	*	*	*	*	*
Students without Disabilities	57	703	703	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	75	702	702	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	29	720	720	755	*	*	*	*	*	17%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	16	713	713	725	*	*	*	*	*	19%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	16	717	717	752	*	*	*	*	*	13%	55%
Male	13	725	725	758	*	*	*	*	*	23%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	29	720	720	755	*	*	*	*	*	17%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



University Academy Charter High School

(80-8060-990)

Grades Offered: 09-12

2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



University Academy Charter High School

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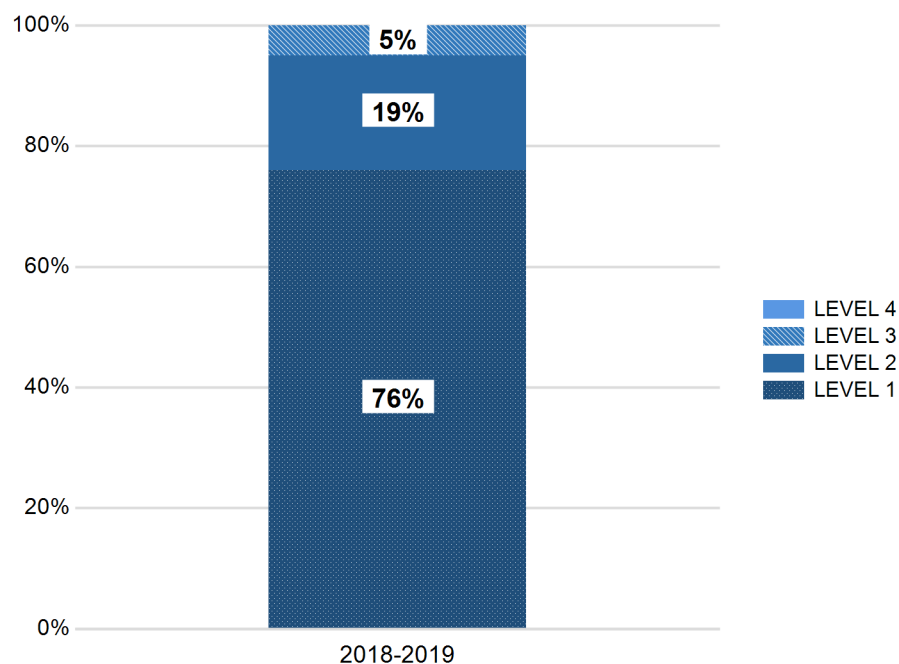
N No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	19	5	0
White	*	*	*	*
Hispanic	74	22	4	0
Black or African American	84	13	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	81	15	4	0
Male	71	22	6	0
Economically Disadvantaged Students	74	20	6	0
Non-Economically Disadvantaged Students	81	16	3	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	76	19	5	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	42.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	421	476	Grade 10: 430 Grade 11: 460	28%	61%
PSAT 10/NMSQT - Math	418	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	441	539	480	29%	70%
SAT - Math	443	541	530	16%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



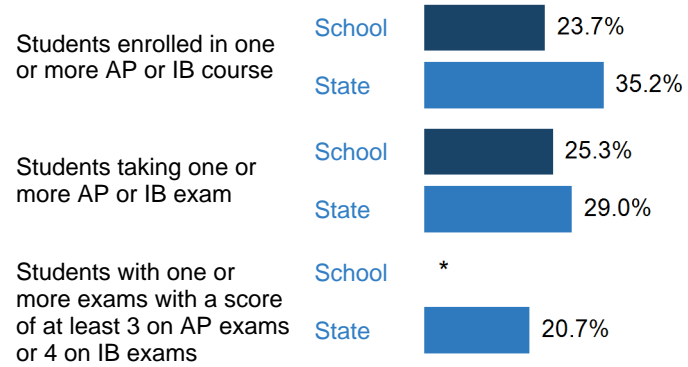
University Academy Charter High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** 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.



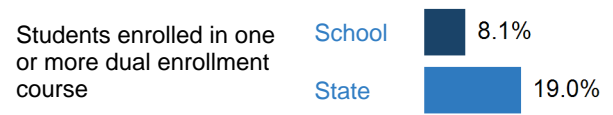
AP/ IB Courses Offered

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
AP Calculus AB	12	12
AP Computer Science A	17	0
AP Computer Science Principles	0	16
AP English Language and Composition	14	14
AP English Literature and Composition	16	16
AP Human Geography	0	10
Total Exams taken		68
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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 in grades 9 through 12 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.

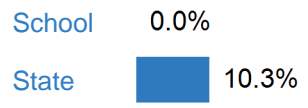
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

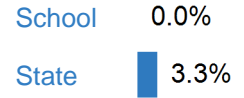
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	*	0.0%	7.3%	10.6%
Male	*	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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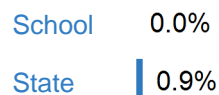
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



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
Marketing	*		
Total (All Clusters)	*	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
9	113	0	0	0	0	0	0
10	8	102	30	0	0	0	0
11	0	7	70	14	0	0	3
12	0	0	21	8	12	0	49
Total	121	109	121	22	12	0	52
Enrolled in AP/IB Course					12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	102	0
10	0	96	0	0	4	0
11	0	89	0	0	3	0
12	0	15	0	0	9	18
Total	0	200	0	0	118	18
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	0	0	0	0	60
10	0	94	2	0	3	13
11	0	88	67	0	28	0
12	88	3	14	0	39	0
Total	89	185	83	0	70	73
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	51	0	0	0	0	0	0
10	96	0	0	0	0	0	0
11	26	0	0	0	0	0	0
12	7	0	0	0	0	0	0
Total	180	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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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	14	0	0	0	0	0
12	3	0	0	0	0	0
Total	17	0	0	0	0	0
Enrolled in AP/IB Course	17		0			0
Enrolled in Dual Enrollment Course	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
Total	0



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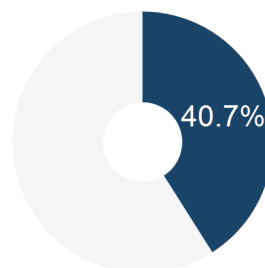
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Visual and Performing Arts – Course Participation

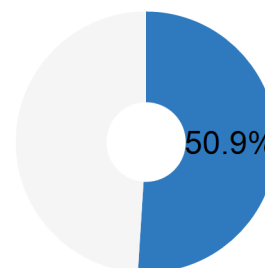
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

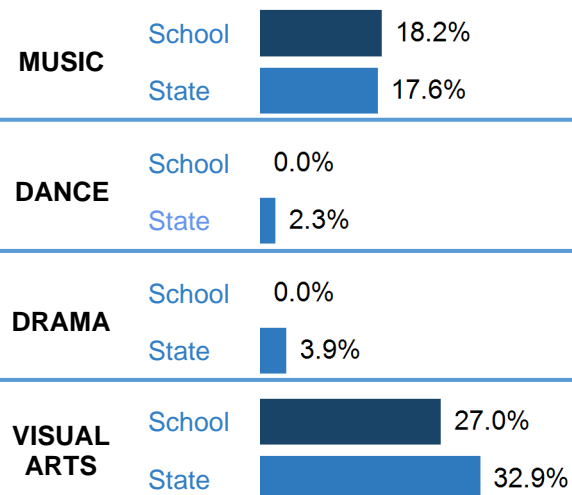


School



State

Students enrolled in one or more classes by discipline:





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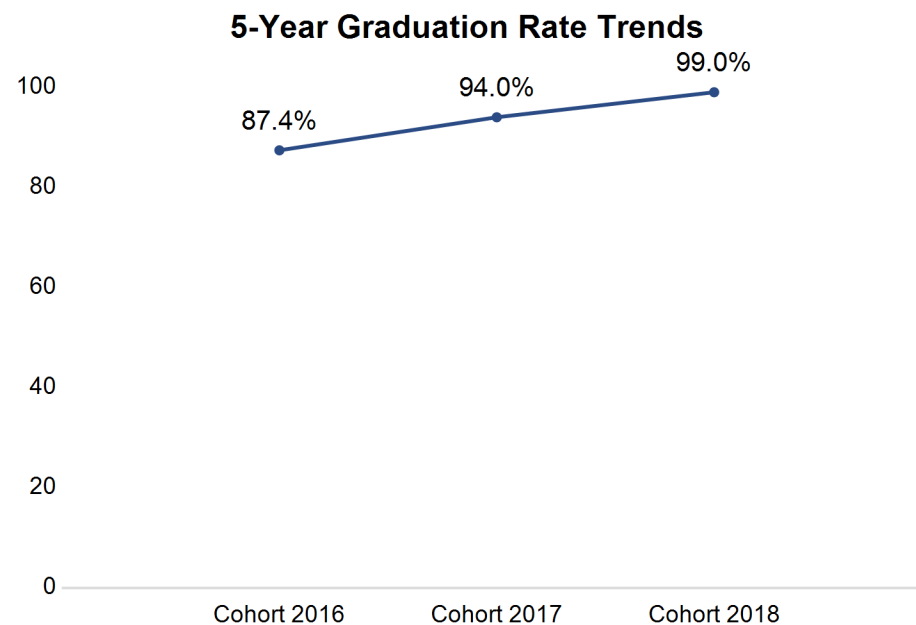
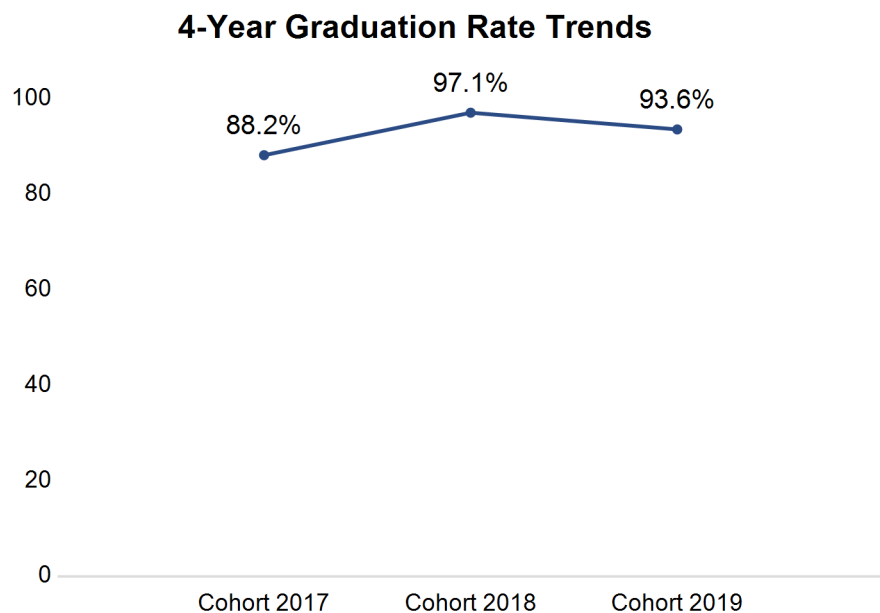
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	88.2%	97.1%	93.6%	87.4%	94.0%	99.0%
Annual Target	88.7%	N		93.9%	94.0%	
Met Annual Target?	Not Met	Met Goal		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.6%	90.6%	99.0%	92.5%	97.1%	N	Met Goal	94.0%	94.0%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	97.4%	N	Met Goal
Black or African American	88.7%	83.3%	100.0%	87.1%	98.0%	N	Met Goal	91.5%	91.4%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	96.2%	92.8%	100.0%	94.4%	100.0%			94.3%		
Male	91.2%	88.5%	98.1%	90.8%	94.5%			93.6%		
Economically Disadvantaged Students	92.6%	84.0%	98.6%	87.3%	96.1%	N	Met Goal	92.7%	93.9%	Not Met
Students with Disabilities	94.7%	79.2%	*	83.8%	90.0%	**	**	92.9%	**	**
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



University Academy Charter High School

(80-8060-990)

Grades Offered: 09-12

2018-2019

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

Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	54.9%	31.4%
Substitute Competency Test	13.7%	31.4%
Portfolio Appeals Process	12.7%	20.6%
Alternate Requirements specified in IEP	18.6%	16.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.7%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.5%	1.1%



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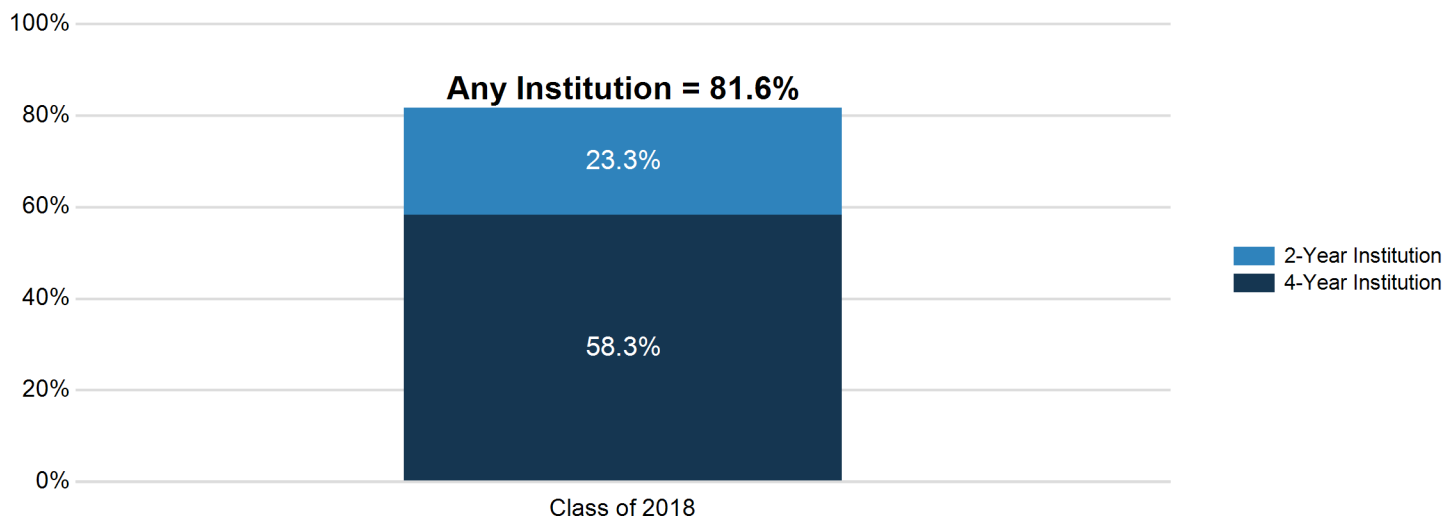
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	23.3%
% Enrolled in 4-Year Institution	58.3%
% Enrolled in Any Postsecondary Institution	81.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	68.6%	25.7%	74.3%
White	*	*	*
Hispanic	69%	25%	75%
Black or African American	66.7%	27.5%	72.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	70%	19.6%	80.4%
Students with Disabilities	59.1%	69.2%	30.8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.6%	28.6%	71.4%	86.9%	13.1%	94%	6%
White	*	*	*	*	*	*	*
Hispanic	81.3%	23.1%	76.9%	88.5%	11.5%	96.2%	3.8%
Black or African American	78.8%	34.1%	65.9%	85.4%	14.6%	92.7%	7.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	81.9%	30.5%	69.5%	88.1%	11.9%	91.5%	8.5%
Students with Disabilities	43.8%	57.1%	42.9%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

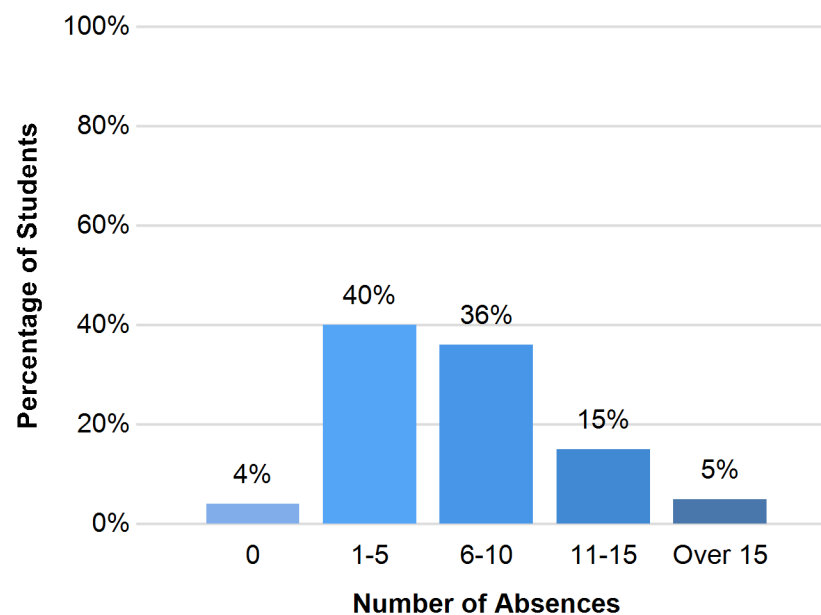
Chronic Absenteeism

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	6	1.4	14.2	Met
White	0	0	**	**
Hispanic	3	2.4	14.2	Met
Black or African American	2	0.8	14.2	Met
Asian, Native Hawaiian, or Pacific	1	2.6	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	4	1.8		
Male	2	1.0		
Economically Disadvantaged Students	4	1.2	14.2	Met
Students with Disabilities	2	2.4	14.2	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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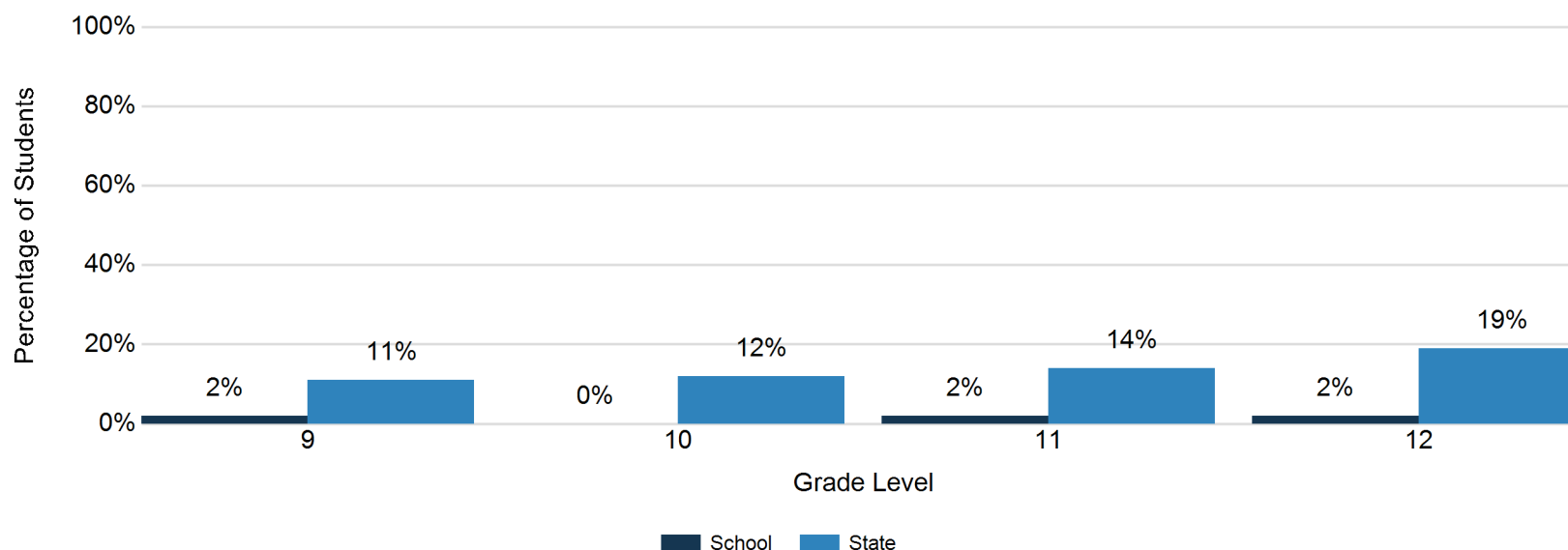
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Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	21
Weapons	0
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	8.27

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	13
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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	1	1	2
Other	0	4	4
No Identified Nature	4		4

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	21	5.0%
Out-of-School Suspensions	60	14.2%
Any Suspension	76	18.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
171



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	5.2	10.8
Percentage of Teachers with 4 or more years experience in the district	43.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	15.4	16.0
Average years experience in district	12.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	10:1	10:1
Students to Administrators	60:1	60:1
Teachers to Administrators	6:1	6:1
Students to Librarians/Media Specialists		N
Students to Nurses		423:1
Students to Counselors		212:1
Students to Child Study Team Members		141:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.7%	53.7%	42.9%	48.4%	77.1%	54.9%
Male	47.3%	46.3%	57.1%	51.6%	22.9%	45.1%
White	3.8%	53.7%	57.1%	42.4%	83.6%	77.4%
Hispanic	29.8%	22.0%	28.6%	29.9%	7.3%	7.2%
Black or African American	57.7%	24.4%	14.3%	15.0%	6.6%	13.9%
Asian	8.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

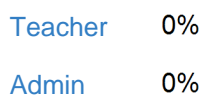
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	73.2%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	94.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.1%	19.4%	24.4%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	88.2%	97.1%	93.6%
5-Year Graduation Rate†	87.4%	94.0%	99.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	2.4%	1.6%	1.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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(80-8060-990)
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2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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Highlights:

- Curriculum emphasizes 21st-century skills and community involvement through project-based service learning.
- Data-driven instructional model offers students individualized learning plans in English and math.
- Tablets with unlimited Internet access are available for home use to any student and parent/guardian who requests one.



Mission, Vision, Theme:

The mission of University Academy Charter High School is based on the philosophy that everyone can contribute to the betterment of the world and individuals working together can make a significant difference. The school engages young people in an academic experience designed to encourage a desire for knowledge and a commitment to justice and service to others. Central to the philosophy is interaction with the city, New Jersey City University, and the community through service learning projects. Our vision is Educating Tomorrow's Leaders Today.



Awards, Recognition, Accomplishments:

University Academy held its third school-wide Community Service/Senior Day in June 2019, during which senior citizens were invited to the school for a day of activities. The school also organized and hosted its first Women's Day Celebration at NJCU, during which women representing a variety of careers and community organizations spoke to our female students about their plans for the future. Ten students earned paid summer internships through their participation in the NJ All-Stars mentoring program.



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 <p>Courses, Curriculum, Instruction:</p>	<p>The New Jersey Student Learning Standards-aligned curriculum is implemented through a data-driven differentiated instructional program that cultivates 21st century skills and success in college and careers. Our students are regularly assessed on their mathematics and literacy skills, and the data from these exams are analyzed by our staff and translated into individualized, student-centered learning experiences, support, and enrichment. Through our service-learning focus, University Academy emphasizes project-based learning and critical thinking that engages students in identifying and addressing issues in their community. Students have a range of opportunities to earn college credit while attending UACHS through multiple Advanced Placement courses including AP Calculus, AP Computer Science Principles, AP Human Geography, AP Language and Composition, and AP Literature and Composition, and a dual-credit college writing course offered in partnership with New Jersey City University.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>University Academy Charter High School had an exciting year in Athletics. Two of our senior female athletes were recognized at both our National Girls and Women in Sports Day and another as our New Jersey Interscholastic Athletic Association Scholar Athlete Honoree. One of the young ladies was recognized at the NJSIAA luncheons, where she received a college scholarship. The other young lady was honored at Seton Hall with all of the other honorees for the National Girls and Women in Sports Day. The Hudson County Interscholastic Athletic League honored a male and female senior athlete for both their academic and athletic high school achievements. Our HICIAL Scholar Athletes for 2019 were provided a scholarship for college that they received at the UACHS Athletic Banquet. UACHS had both male and female athlete recognized at their Holiday Basketball Tournaments, as one of the Most Valuable Players of the Tournament. UACHS for the first time had one of our female athletes receive a Fi</p>
 <p>Clubs and Activities:</p>	<p>Clubs and activities include: National Honor Society, The Interact Club (Community Service), the Young Men's and Women's Leadership Academy (Saturday Mentor Program), Class Committees (Fundraising/Activity Planning), Student Council, Drama, Art, Poetry, Computer Science, Chess, and Debate Clubs, Choir, the and Student Voice newspaper.</p>



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 <p>Before and After School Programs:</p>	<p>Computer lab is offered before and after school hours for students to complete research and school assignments. Tutoring in all subjects is also available after school.</p>
 <p>Staff and Professional Learning:</p>	<p>Faculty and staff participate in 5 professional development days each year, which include state-mandated training as well as workshops in identified areas of innovation and improvement, and are encouraged to seek out additional relevant, high-quality professional development outside the school to enhance their professional knowledge and practice. University Academy faculty and staff are also eligible to take up to 6 credits per semester under a tuition waiver at New Jersey City University. As a result, our faculty and staff are continually increasing their knowledge and improving their practice, and several faculty and staff members pursue and/or complete an advanced degree or certification at NJCU each year. Two administrators and one teacher are currently pursuing doctoral degrees.</p>
 <p>Postsecondary Information:</p>	<p>The class of 2019 had 90% of our students attend a 2 or 4-year college/university. The small percentage of students, whom chose a different path, went to a trade school or joined the workforce. We provide assistance to our students through various programs such as: admission counselor information sessions, attendance to college fairs/tours, individualized planning sessions with their counselors, use of Naviance a college/career tool, a NJ state Aid Department information session, a parent college planning workshop, offered the military enlistment test, and the PSAT/SAT. Our students apply and receive acceptances to many higher education institutions across the country. A large number attend in-state colleges/universities such as: New Jersey City University, Saint Peter's University, Montclair State University, William Paterson University, Kean University, and Hudson County Community College.</p>



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Student Supports and Services:

The Child Study and Intervention Referral Service teams each develop appropriate support and services to meet student needs. The IR&S team provides strategies and interventions for teachers, parents and students. They offer services including: weekly tutoring schedules, meetings with social workers or school counselors, and actions plans to address any issues of learning, behavioral or health concerns. The services they offer but not limited to include: weekly tutoring schedules, individualized meetings with social workers and/or school counselors, create action plans to address issues of learning, behavioral and/or health concerns. The CST, together with the school psychologist, school social worker and LDTC determine if a child warrants special services and develop an Individualized Education Program Plan. Services the IEP may include: classroom/test setting accommodations, academic modifications, counseling services, tutoring, action plans, and speech therapy sessions. To assist o



Student Health and Wellness:

Student health and wellness is an integral part of University Academy because healthy students learn more and miss less days of school. We promote health and wellness through various methods during the course of the school year. All students must have a cycle of health education in addition to three cycles of physical education as part of their class schedule. Health class provides instruction in nutrition, exercise, sexual health, mental health, and illness prevention. Through active participation in physical education class the students gain the benefits of physical activity. The school offers a full service breakfast and lunch program every day of the school year. Students receive nutritious and healthy meals, which meet all necessary state and federal guidelines for nutrition. We promote the food program with our school website, parent letters, colorful posters, and flyers.



Parent and Community Involvement:

University Academy Charter High School has a very active PTO. They go by their nonprofit name, Friends of UACHS, and meet one Saturday a month. The committee consists of four parents, three alumni, one administrator, and one teacher. On occasion, several more parents attend meetings. Their main mission is to support the school by planning activities that bring the home, school, and community together as well as raise money for scholarships. Friends of UACHS past events include a school supplies drive, college and career event, bake sales, fashion show, honor roll breakfast, teacher appreciation lunch, school dances, etc. They also partner with the Rotary Club and other community partners like the Boys and Girls Club, New Jersey City University, the All-Star Internship Project, and Starting Points Daycare. UACHS students have many opportunities to volunteer in the community. Most recently, we hosted a Senior Citizen Fun Day. Many community members and organizations were invited to ate



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers University Academy prioritizes a positive climate that supports student learning and social-emotional well-being. To that end, the school surveys students on their perceptions of themselves and the school twice each year and the staff, parents, and administrators are surveyed yearly. On the 2018-2019 surveys, students said they feel very safe at the school and trust faculty, staff, and peers to help them through stressful situations. They also indicated their strong belief that they will receive the support they need from teachers, support staff, and administration to do well in school. Teachers identified student behavior and commitment, technology, and teamwork as three main positive aspects. Parents identified effective student/parent/teacher interactions, mutual respect, and widely accepted the school's student expectations.</p>
 <p>Facilities:</p>	<p>Our school was built in 2002 as part of New Jersey City University's acquiring and renovation of the old Consolidated Laundries Facility here in the Greenville section of Jersey City. The school features exposed brick, hardwood floors, and urban loft feel. Our air-conditioned building has a computer lab, art room, music room, and multi-purpose room that functions as gym, cafeteria, and large group meeting space. Since opening in 2003 we have renovated the school kitchen, updated flooring, added Wi-Fi, and outfitted every classroom with enough iPads for every student. Our unique affiliation agreement with the University provides for our usage of the University science labs, library, and state of the art gymnasium for physical education classes.</p>
 <p>School Safety:</p>	<p>In accordance with the New Jersey Department of Education our appointed a School Safety Specialist Candidate has completed all of the necessary training requirements and continues to receive professional development in compliance with the State's School Safety regulations. This candidate will participate in FEMA training as well as training provided by the Office of School Preparedness and Emergency Planning as a part of the annual requirements. The Manual and Plan were both updated and approved by the UACHS Board of Trustees. The UACHS Emergency Response Procedures and Protocols Manual were provided to all stakeholders for implementation throughout the school year. Training was provided to the entire staff, so that they could confidently execute these procedures should there ever be a need. UACHS is in compliance with all New Jersey Security Drill Laws as well as all required training. The School Safety/Climate Team focused on creating engaging programs that would ensure greater par</p>



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Technology and STEM:

UACHS prioritizes 21st-century learning by providing Internet-enabled devices for student learning on a 1-to-1 basis. Each classroom has its own cart containing 20 iPads and/or laptops, so that each student can use their own device during class. In addition, several classrooms are equipped with a smart board. Teachers utilize Schoology for distributing assignments and learning resources to students online, so they can access them both at school and at home. All students have the opportunity to receive a free tablet with unlimited Internet access to use for their schoolwork at home for the entire time they are enrolled at UACHS. Teachers post grades online via PowerSchool, so students and parents can regularly check on students' progress. The school offers courses in micro computing, web design, and computer science and encourages students to learn computer coding by annually participating in the Week of Code.



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Other Information

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