NJ SCHOOL PERFORMANCE REPORT

STARS ACADEMY
(31-4010-025)
Grades Offered: 09-12
2017-2018

Report Key:
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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

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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	PASSAIC
District	PATERSON CITY
Principal Name	DR. HACKETT
Address	765 14TH AVENUE PATERSON, NJ 07504
Phone Number	(973)321-0568
Email Address	NHACKETT@PATERSON.K12.NJ.US
Website	https://stars-pps-nj.schoolloop.com/

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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
9	21	19	23
10	14	21	21
11	12	14	23
12	36	35	38
Total	83	89	105

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	37.3%	30.3%	29.5%
Male	62.7%	69.7%	70.5%
Economically Disadvantaged Students	75.9%	83.1%	85.7%
Students with Disabilities	97.6%	100.0%	100.0%
English Learners	2.4%	1.1%	1.9%
Homeless Students		0.0%	1.9%
Students in Foster Care		0.0%	1.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	2.4%	1.1%	3.8%
Hispanic	54.2%	60.7%	59.0%
Black or African American	39.8%	32.6%	32.4%
Asian	3.6%	5.6%	4.8%
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	2015-16	2016-17	2017-18
Full Time Students	83	89	105
Shared Time Students	0	0	0
Full Time Equivalent	83	89	105

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	68.6%
Spanish	28.6%
Bengali	2.9%

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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.

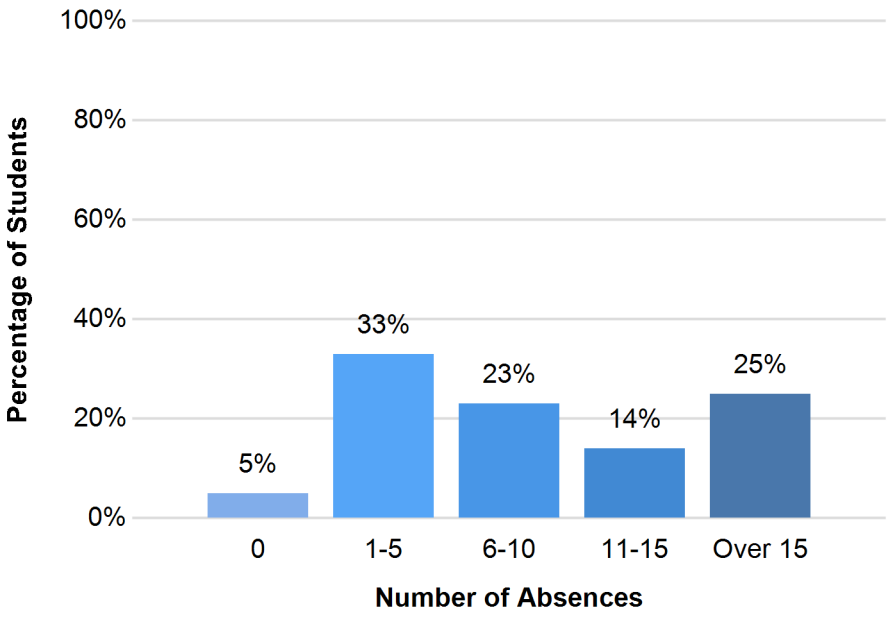
Chronic Absenteeism

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	20	19.4	14.9	Not Met
White	*	*	**	**
Hispanic	16	26.7	14.9	Not Met
Black or African American	1	2.9	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	18	20.2	14.9	Not Met
Students with Disabilities	20	19.4	14.9	Not Met
English Learners	*	*	**	**

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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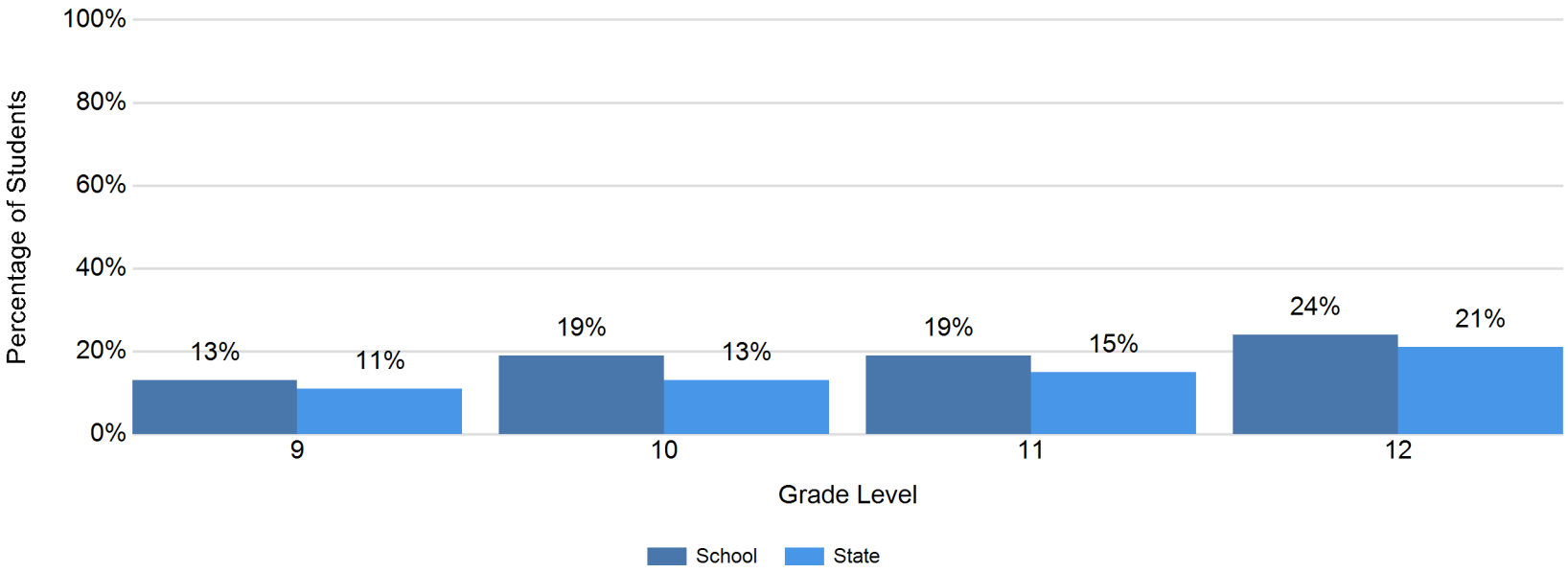
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	1.90

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

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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 Bulling (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	1	1	2
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 26 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	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	$1,148	$14,616	$15,764

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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	11	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	81.8%	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	232	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	93.1%	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	10:1	14:1
Students to Administrators	105:1	121:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		1224:1
Students to Nurses		587:1
Students to Counselors		414:1
Students to Child Study Team		303:1

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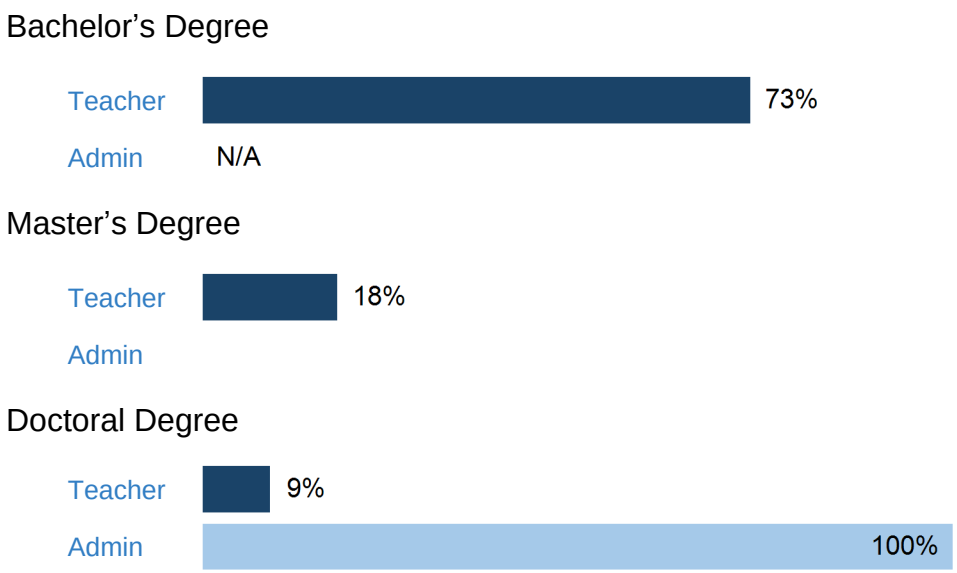
Teachers and Administrators - Level of Education

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.



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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	86.5%	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	93.0%

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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	63.6%	100.0%
Male	36.4%	0.0%
White	54.5%	0.0%
Hispanic	18.2%	0.0%
Black or African American	18.2%	100.0%
Asian	9.1%	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%

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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:	• STARS Academy was established in September 2000 as a means to enable high school students with disabilities to gain independence and transition into the workplace. • STARS Academy students are offered the opportunity to work in a variety of settings in the community until age 21, giving them experiential opportunities to acquire behaviors and skills for success. • The low student to staff ratio of 3:1 allows for the teachers/staff at STARS Academy to act as job coaches, which means that each student is able to receive individualized guidance.
Mission, Vision, Theme:	Mission: The mission of S.T.A.R.S. Academy is to prepare our students to become productive members of their community in the workplace through emphasis on honesty, responsibility, caring, trust, and respect for staff as well as others. Vision: S.T.A.R.S. Academy will encourage and promote transitioning from school to work. We expect all students to reach for the stars and to follow their own dreams of becoming a productive member of the Paterson community.
Awards, Recognition, Accomplishments:	4 Students at STARS Academy were bestowed the Art Educators of New Jersey, Passaic County Student Art Exhibition Award in 2018; # students came in 1st, second and 3rd place for the New Jersey Bus safety Poster Contest in 2018 (Our students have been recognized four 5 years in a row in this contest); 1 student represented STARS Academy at the New Jersey Department of Education NJ Easter Egg Design Contest

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Courses, Curriculum, Instruction:	STARS Academy students are challenged and expected to comply with the NJDOE core standards. They receive a non-discriminatory, rigorous, academic program and engage in an education commensurate with their peers. Students participate in state-mandated alternative assessments, a criterion for graduation, and receive a diploma upon completion of high school. Instruction is centered on life skill development and vocational readiness. Students learn core academic subjects through application of everyday life and career skills necessary for living independently. Students have the opportunity to engage in Structured Learning Experiences (SLE), working and volunteering at work sites to achieve necessary experiences for gainful employment. STARS' SLE program is in direct partnership with UMDNJ. The program's vision is to create partnerships where students learn career-readiness skills and community businesses recognize the abilities and credibility of hiring students with special needs.
Clubs and Activities:	STARS Academy has participated in Special Olympics for over 11 years as the Paterson Tigers. Our Special Olympics athletes participate in winter and summer events in bowling, as well as, Track and Field. As part of the program our athletes compete against other Passaic County Special Olympic programs and also compete in a state wide competition during Summer games at The College of NJ. Our athletes are committed to these events and show great excitement, motivation, and determination throughout the entire seasons. Every year the students, parents, and teachers become more involved and interested as the program popularity increases. This benefits the students as they become more sociable and interactive within society. Each year, students at S.T.A.R.S. Academy participate in an Autism Walk for Autism Awareness Week

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Staff and Professional Learning:	Instruction at STARS Academy is centered on life skill development and vocational readiness programs. Staff are trained in core academic subjects and enhancing the curriculum by applying the authentic application of everyday life and career skills necessary for living in an independent fashion. Staff also receive training through the Boggs Center at Rutgers University and turn-key opportunities to best provide students with the opportunity of engaging in Structured Learning Experiences in which they work and volunteer at various established work sites to achieve the experiences necessary for gainful employment

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Facilities:	19,138sqft

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Other Information:	Students also volunteer with City Green a local urban farm and garden organization that works to revitalize urban areas through agriculture & educational programming. Annual field trips and assembly programs are designed to allow students to become involved in community activities. In addition, an annual dinner dance/prom is coordinated for students each year. An annual carnival and ice cream social is held to provide students with rewarding activities. An annual talent show and themed assembly programs showcase student talents. Several students also participate in the 'Green Team' recycling program and work together with a staff advisor to recycle building-wide. Moreover, the Passaic County Sewage Commission presents workshops on recycling and environmental science initiatives. An elected body of student representatives also work together to represent the student council initiatives such as an annual coat drive, food drive and advisement to administration. Lastly, the entire student body participates in the March Madness Tournament to promote a positive school culture and maintaining healthy habits.