



**North Star Academy Charter School**  
2016-2017


**Grade Span KG-12**

80-7320-960  
CHARTERS  
North Star Academy Charter School  
10 WASHINGTON PLACE  
NEWARK, NJ 07102

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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	422	449	10
1	415	447	347
2	417	418	445
3	326	418	414
4	207	326	418
5	346	438	447
6	321	348	446
7	320	331	346
8	213	307	334
9	160	184	287
10	91	135	162
11	91	84	125
12	74	84	81
Ungraded	0	0	0
Total	3403	3969	3862

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	55%	54%	54%
Male	45%	46%	46%
Economically Disadvantaged Students	84%	85%	51%
Students with Disabilities	9%	8%	9%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	85.8%
Hispanic	11.1%
Asian	1.5%
White	1.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	442	449	10

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	3862
Shared Time Students	0
Full Time Equivalent	3862

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	4.5%
Other	1.5%



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## English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	2567	99.6	76.40	76.40	54.90	76.4	79.1	Not Met
White	*	*	*	100.00	63.90	100	N	N
Hispanic	312	100.0	74.40	74.40	39.80	74.4	79	Not Met
Black or African American	2174	99.5	76.80	76.80	35.20	76.8	79.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	53	100.0	66.10	66.10	80.70	66.1	78.5	Not Met
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	16	100.0	81.30	81.30	54.90	81.3	**	**
Female	1423	99.7	80.50	80.50	62.20	80.5		
Male	1144	99.4	71.30	71.30	48.10	71.3		
Economically Disadvantaged Students	2222	99.6	75.50	75.50	36.20	75.5	77.5	Not Met
Non-Economically Disadvantaged Students	345	99.5	82.00	82.00	65.80	82		
Students with Disabilities	247	99.3	30.80	30.80	20.50	30.8	41.3	Not Met
Students without Disabilities	2320	99.6	81.30	81.30	61.90	81.3		
English Learners	29	100.0	55.10	55.10	25.20	55.1	N	N
Non-English Learners	2538	99.6	76.70	76.70	57.40	76.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	419	781	781	749	*	*	14%	49%	28%	77%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	44	779	779	734	*	*	*	46%	30%	75%	35%
Black or African American	367	781	781	731	*	*	14%	50%	28%	78%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	243	786	786	754	*	*	14%	48%	32%	80%	55%
Male	176	775	775	745	*	*	13%	51%	22%	73%	46%
Economically Disadvantaged Students	368	780	780	731	*	*	*	49%	27%	77%	31%
Non-Economically Disadvantaged Students	51	790	790	762	*	*	*	51%	31%	82%	63%
Students with Disabilities	15	725	725	720	*	*	*	*	0%	27%	24%
Students without Disabilities	404	783	783	755	*	*	*	*	29%	79%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	420	778	778	753	*	*	12%	46%	37%	83%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	28	770	770	740	0%	*	*	64%	*	86%	40%
Black or African American	390	779	779	737	*	*	12%	44%	39%	83%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	215	785	785	758	*	*	9%	44%	44%	88%	61%
Male	205	771	771	749	*	*	15%	47%	31%	78%	51%
Economically Disadvantaged Students	364	777	777	737	*	*	*	45%	36%	81%	36%
Non-Economically Disadvantaged Students	56	786	786	764	*	*	*	46%	46%	93%	69%
Students with Disabilities	24	757	757	725	*	*	*	46%	*	63%	25%
Students without Disabilities	396	780	780	759	*	*	*	46%	*	84%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	772	772	756	*	*	18%	54%	22%	76%	59%
White	34	765	765	763	*	*	29%	56%	*	65%	69%
Hispanic	41	773	773	743	*	*	*	51%	27%	78%	44%
Black or African American	367	772	772	740	*	*	17%	55%	22%	77%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	214	779	779	761	*	*	13%	53%	29%	82%	66%
Male	234	766	766	750	*	*	22%	56%	15%	71%	53%
Economically Disadvantaged Students	389	770	770	740	*	*	*	54%	20%	74%	40%
Non-Economically Disadvantaged Students	59	788	788	765	*	*	*	54%	34%	88%	71%
Students with Disabilities	37	744	744	725	*	*	38%	38%	*	41%	22%
Students without Disabilities	411	775	775	762	*	*	16%	56%	*	79%	66%
English Learners	13	756	756	710	*	*	*	77%	0%	77%	12%
Non-English Learners	435	773	773	757	*	*	*	54%	22%	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	444	765	765	752	3%	5%	23%	50%	20%	70%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	71	760	760	740	*	*	35%	44%	16%	59%	38%
Black or African American	366	766	766	736	3%	5%	21%	51%	21%	71%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	236	768	768	758	*	*	24%	52%	21%	73%	61%
Male	208	762	762	746	*	*	21%	49%	18%	67%	46%
Economically Disadvantaged Students	386	764	764	737	*	*	23%	51%	18%	69%	34%
Non-Economically Disadvantaged Students	58	774	774	761	*	*	22%	47%	29%	76%	65%
Students with Disabilities	61	734	734	722	*	*	46%	18%	*	21%	17%
Students without Disabilities	383	770	770	758	*	*	19%	55%	*	78%	61%
English Learners	12	730	730	710	*	*	*	*	0%	25%	*
Non-English Learners	432	766	766	753	*	*	*	*	20%	71%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	774	774	756	3%	3%	15%	38%	41%	78%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	29	775	775	742	*	*	*	41%	38%	79%	44%
Black or African American	315	774	774	737	4%	4%	15%	38%	40%	78%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	195	778	778	764	*	*	16%	35%	46%	81%	68%
Male	153	769	769	749	*	*	14%	41%	34%	75%	51%
Economically Disadvantaged Students	304	773	773	739	*	4%	*	38%	40%	77%	40%
Non-Economically Disadvantaged Students	44	781	781	766	*	0%	*	36%	48%	84%	70%
Students with Disabilities	35	726	726	719	*	*	*	*	*	29%	19%
Students without Disabilities	313	779	779	763	*	*	*	*	*	84%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	328	783	783	757	*	*	10%	50%	36%	86%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	50	789	789	742	*	*	*	56%	40%	96%	44%
Black or African American	266	783	783	738	*	*	9%	49%	36%	85%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	209	788	788	766	*	*	7%	51%	40%	91%	68%
Male	119	774	774	749	*	*	15%	49%	29%	77%	50%
Economically Disadvantaged Students	287	782	782	739	*	*	*	51%	35%	86%	40%
Non-Economically Disadvantaged Students	41	789	789	766	*	*	*	42%	46%	88%	69%
Students with Disabilities	40	738	738	718	*	*	38%	35%	0%	35%	18%
Students without Disabilities	288	789	789	764	*	*	6%	52%	41%	93%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	761	761	749	5%	8%	20%	49%	18%	67%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	53	765	765	733	*	*	23%	45%	23%	68%	35%
Black or African American	192	759	759	730	6%	9%	19%	49%	17%	66%	30%
Asian, Native Hawaiian, or Pacific Islander	34	766	766	777	0%	*	*	47%	*	71%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	172	767	767	756	*	*	19%	51%	23%	74%	60%
Male	113	751	751	741	*	*	22%	46%	11%	57%	43%
Economically Disadvantaged Students	239	760	760	731	*	*	*	47%	*	65%	32%
Non-Economically Disadvantaged Students	46	765	765	758	*	*	*	59%	*	76%	62%
Students with Disabilities	34	722	722	714	*	*	*	*	*	18%	13%
Students without Disabilities	251	766	766	754	*	*	*	*	*	74%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	285	761	761	752	5%	8%	20%	49%	18%	67%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	754	754	743	10%	13%	22%	36%	19%	55%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	18	763	763	728	*	*	*	*	*	61%	34%
Black or African American	134	751	751	725	11%	12%	25%	34%	17%	52%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	87	760	760	752	*	*	30%	33%	22%	55%	54%
Male	74	746	746	734	*	*	14%	39%	15%	54%	39%
Economically Disadvantaged Students	136	755	755	726	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	25	748	748	751	*	*	*	*	*	48%	54%
Students with Disabilities	26	717	717	704	*	*	*	*	*	12%	12%
Students without Disabilities	135	761	761	749	*	*	*	*	*	63%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	161	754	754	745	10%	13%	22%	36%	19%	55%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

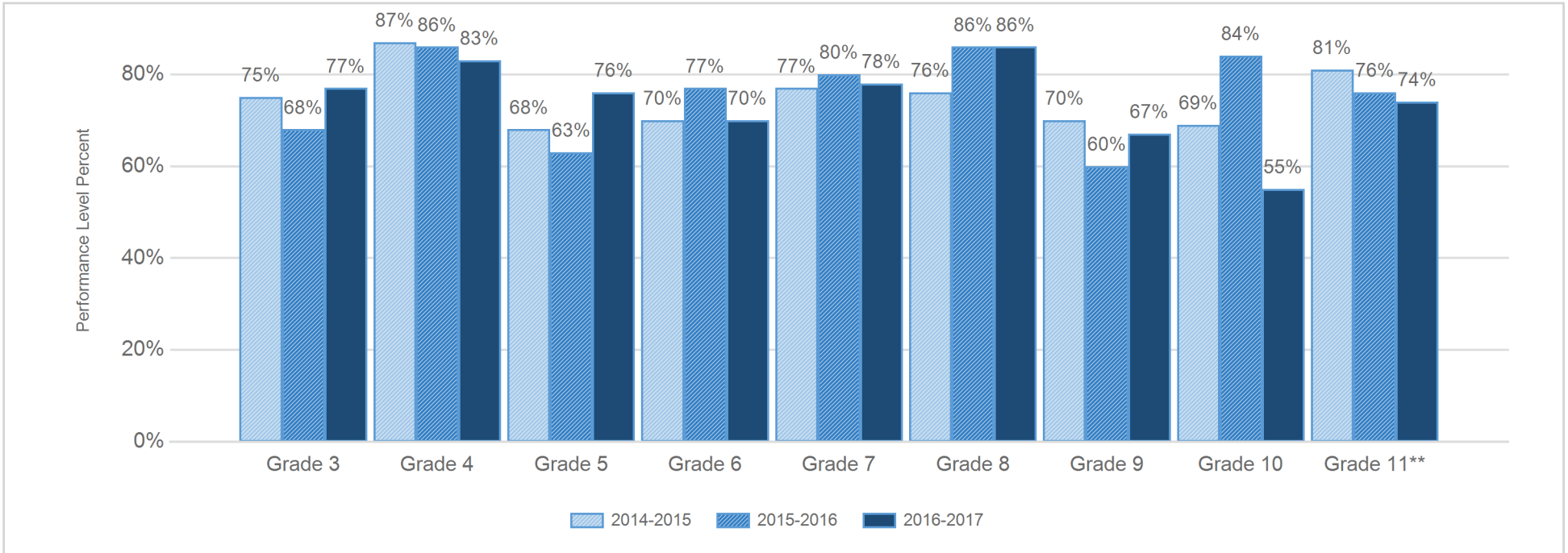
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	770	770	736	*	*	17%	49%	25%	74%	38%
White	N	N	N	738	N	N	N	N	N	N	40%
Hispanic	23	767	767	731	*	*	*	*	*	65%	34%
Black or African American	102	771	771	728	*	*	15%	51%	25%	76%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	71	775	775	744	*	*	*	54%	28%	82%	46%
Male	54	764	764	729	*	*	*	43%	20%	63%	31%
Economically Disadvantaged Students	87	765	765	729	*	*	*	52%	18%	70%	32%
Non-Economically Disadvantaged Students	38	783	783	740	*	*	*	42%	40%	82%	42%
Students with Disabilities	11	734	734	709	*	*	*	*	*	18%	12%
Students without Disabilities	114	774	774	741	*	*	*	*	*	79%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	125	770	770	737	*	*	17%	49%	25%	74%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	2567	99.5	65.80	65.80	43.50	65.8	69.9	Not Met
White	*	*	*	70.00	52.40	70	N	N
Hispanic	312	100.0	68.60	68.60	27.60	68.6	72.2	Met Target†
Black or African American	2174	99.5	65.60	65.60	21.70	65.6	69.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	53	100.0	62.20	62.20	75.60	62.2	71.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	16	100.0	68.80	68.80	44.90	68.8	**	**
Female	1424	99.8	69.20	69.20	44.10	69.2		
Male	1143	99.2	61.70	61.70	42.90	61.7		
Economically Disadvantaged Students	2222	99.6	65.10	65.10	25.10	65.1	68.7	Not Met
Non-Economically Disadvantaged Students	345	99.2	71.30	71.30	54.30	71.3		
Students with Disabilities	246	98.9	27.20	27.20	16.50	27.2	30	Met Target†
Students without Disabilities	2321	99.6	70.00	70.00	48.80	70		
English Learners	29	95.3	58.60	58.60	23.30	58.6	N	N
Non-English Learners	2538	99.6	66.00	66.00	45.20	66		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





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## Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	419	773	773	751	*	*	16%	54%	27%	81%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	44	773	773	738	0%	*	*	46%	32%	77%	37%
Black or African American	367	773	773	733	*	*	16%	55%	26%	81%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	243	773	773	751	*	*	15%	54%	28%	83%	52%
Male	176	772	772	751	*	*	17%	53%	25%	78%	53%
Economically Disadvantaged Students	368	772	772	736	*	*	*	55%	26%	81%	34%
Non-Economically Disadvantaged Students	51	779	779	761	*	*	*	49%	33%	82%	65%
Students with Disabilities	15	745	745	729	*	*	*	*	0%	40%	29%
Students without Disabilities	404	774	774	755	*	*	*	*	28%	82%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%





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## Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	420	764	764	747	*	*	20%	64%	9%	73%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	28	768	768	734	0%	0%	*	68%	*	79%	30%
Black or African American	390	764	764	729	*	*	20%	63%	9%	73%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	215	767	767	747	*	5%	19%	64%	*	76%	47%
Male	205	761	761	747	*	8%	21%	63%	*	70%	48%
Economically Disadvantaged Students	364	764	764	732	*	*	20%	64%	*	73%	27%
Non-Economically Disadvantaged Students	56	767	767	757	*	*	20%	66%	*	77%	61%
Students with Disabilities	24	752	752	724	*	*	*	54%	*	58%	22%
Students without Disabilities	396	765	765	751	*	*	*	64%	*	74%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	755	755	747	3%	10%	31%	47%	10%	57%	46%
White	34	757	757	754	0%	*	38%	56%	*	59%	57%
Hispanic	41	763	763	735	*	*	*	59%	*	71%	30%
Black or African American	367	754	754	729	3%	11%	32%	45%	10%	55%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	214	759	759	747	*	*	29%	52%	10%	62%	47%
Male	234	752	752	746	*	*	33%	42%	10%	52%	46%
Economically Disadvantaged Students	389	753	753	732	3%	*	33%	46%	*	55%	27%
Non-Economically Disadvantaged Students	59	767	767	756	0%	*	20%	56%	*	71%	59%
Students with Disabilities	37	731	731	725	*	*	46%	*	0%	19%	19%
Students without Disabilities	411	757	757	751	*	*	30%	*	11%	60%	52%
English Learners	13	749	749	717	*	*	*	*	0%	54%	12%
Non-English Learners	435	755	755	748	*	*	*	*	10%	57%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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### Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	444	749	749	743	6%	12%	30%	47%	6%	53%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	71	750	750	731	*	*	37%	48%	*	51%	27%
Black or African American	366	749	749	724	6%	13%	29%	46%	6%	53%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	236	751	751	745	*	11%	29%	53%	*	57%	45%
Male	208	748	748	742	*	13%	31%	41%	*	48%	43%
Economically Disadvantaged Students	386	748	748	728	*	*	30%	47%	*	52%	24%
Non-Economically Disadvantaged Students	58	755	755	752	*	*	28%	47%	*	59%	56%
Students with Disabilities	61	721	721	717	*	25%	28%	*	*	20%	13%
Students without Disabilities	383	754	754	748	*	10%	30%	*	*	58%	50%
English Learners	12	727	727	710	*	*	*	*	0%	25%	*
Non-English Learners	432	750	750	745	*	*	*	*	6%	54%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	347	756	756	741	*	9%	25%	57%	*	65%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	29	757	757	730	0%	*	*	59%	*	66%	23%
Black or African American	314	756	756	726	*	9%	25%	56%	*	64%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	195	757	757	743	*	*	23%	62%	*	68%	41%
Male	152	755	755	740	*	*	28%	49%	*	60%	38%
Economically Disadvantaged Students	303	755	755	729	*	*	25%	57%	*	64%	22%
Non-Economically Disadvantaged Students	44	762	762	749	*	*	23%	55%	*	71%	50%
Students with Disabilities	34	728	728	716	*	*	35%	*	0%	21%	11%
Students without Disabilities	313	759	759	746	*	*	24%	*	9%	69%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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### Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	*	*	*	730	*	*	*	*	*	*	30%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	497	766	766	743	2%	9%	19%	63%	8%	71%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	79	772	772	728	*	*	14%	71%	*	80%	24%
Black or African American	384	765	765	724	*	9%	19%	61%	*	70%	19%
Asian, Native Hawaiian, or Pacific Islander	27	755	755	774	0%	*	*	63%	0%	63%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	308	769	769	744	*	*	19%	66%	*	74%	43%
Male	189	760	760	741	*	*	19%	58%	*	65%	40%
Economically Disadvantaged Students	433	766	766	727	*	*	*	62%	*	70%	23%
Non-Economically Disadvantaged Students	64	766	766	751	*	*	*	69%	*	78%	52%
Students with Disabilities	57	736	736	714	*	*	30%	26%	*	28%	10%
Students without Disabilities	440	770	770	747	*	*	18%	67%	*	76%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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# Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	747	747	734	*	14%	30%	51%	*	54%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	42	755	755	722	*	*	29%	64%	*	64%	14%
Black or African American	202	745	745	719	*	16%	30%	48%	*	51%	*
Asian, Native Hawaiian, or Pacific Islander	17	753	753	758	0%	*	*	*	*	59%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	158	747	747	735	*	13%	34%	48%	*	51%	31%
Male	113	749	749	733	*	15%	24%	54%	*	58%	30%
Economically Disadvantaged Students	223	748	748	721	*	*	29%	52%	*	54%	13%
Non-Economically Disadvantaged Students	48	746	746	740	*	*	33%	46%	*	52%	39%
Students with Disabilities	35	724	724	711	*	51%	*	*	*	20%	*
Students without Disabilities	236	751	751	738	*	8%	*	*	*	59%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	271	747	747	735	*	14%	30%	51%	*	54%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*





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## Mathematics Assessment - Performance by Test: Algebra II

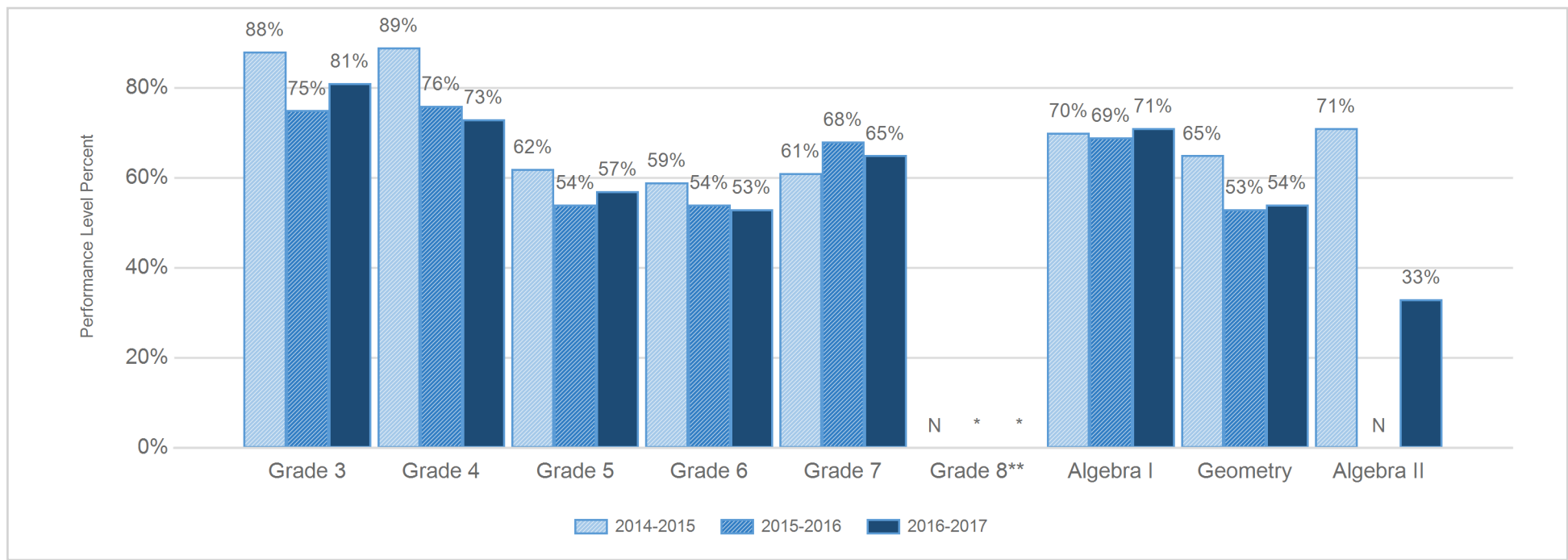
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	732	732	725	17%	27%	24%	33%	0%	33%	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	15	726	726	710	*	*	*	*	0%	20%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	45	726	726	725	*	*	22%	27%	*	27%	27%
Male	40	737	737	725	*	*	25%	40%	*	40%	29%
Economically Disadvantaged Students	64	732	732	708	*	*	*	*	0%	34%	13%
Non-Economically Disadvantaged Students	21	730	730	733	*	*	*	*	0%	29%	35%
Students with Disabilities	10	702	702	692	*	*	*	*	*	10%	*
Students without Disabilities	75	735	735	729	*	*	*	*	*	36%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	85	732	732	726	17%	27%	24%	33%	0%	33%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



# Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	53.8%	46.2%
2	16	62.5%	37.5%
3	11	36.4%	63.6%
4	*	*	*
5+	*	*	*



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

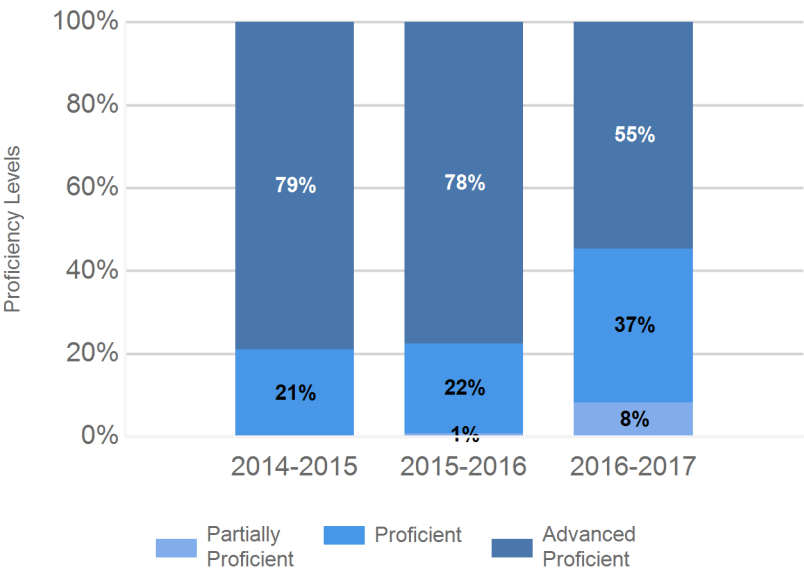
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	55%	37%	8%
White	N	N	N
Hispanic	*	*	*
Black or African American	54%	39%	8%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	53%	39%	8%
Students with Disabilities	16%	68%	16%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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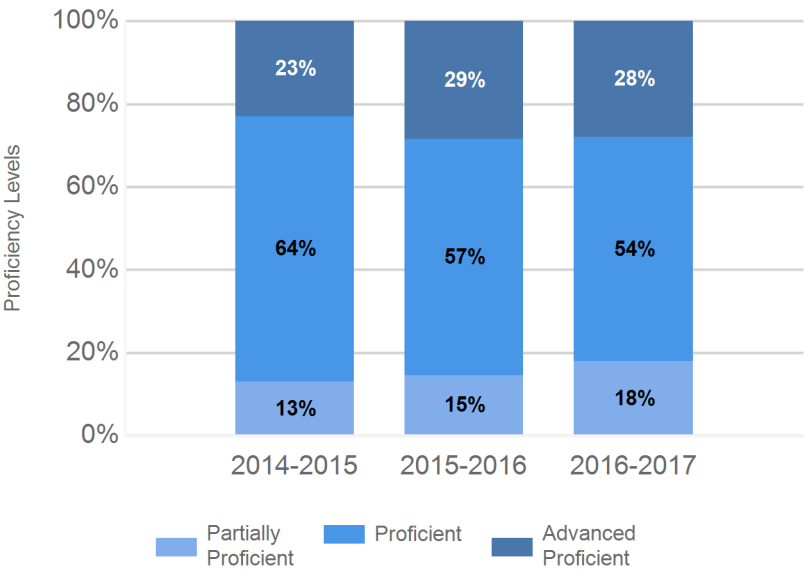
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	54%	18%
White	*	*	*
Hispanic	*	51%	12%
Black or African American	27%	55%	18%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	27%	54%	18%
Students with Disabilities	5%	33%	62%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

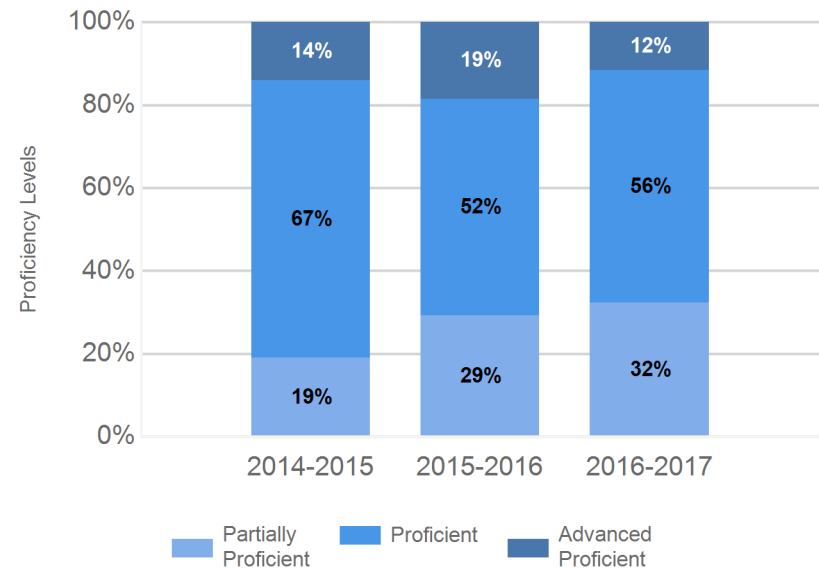
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	56%	32%
White	N	*	N
Hispanic	14%	58%	28%
Black or African American	11%	57%	32%
Asian, Native Hawaiian, or Pacific Islander	12%	61%	27%
American Indian or Alaska Native	N	N	N
Two or More Races	6%	*	63%
Economically Disadvantaged Students	12%	57%	32%
Students with Disabilities	13%	21%	67%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	60	50	Exceeds Target	50	50	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	66	66	49	Exceeds Target	60	60	47	Exceeds Target
Black or African American	59	59	45	Met Target	49	49	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	44	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	60	60	47	Exceeds Target	51	51	46	Met Target
Students with Disabilities	50.5	50.5	41	Met Target	41	41	43	Met Target
English Learners	70.5	70.5	53	Exceeds Target	74	74	51	Exceeds Target

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



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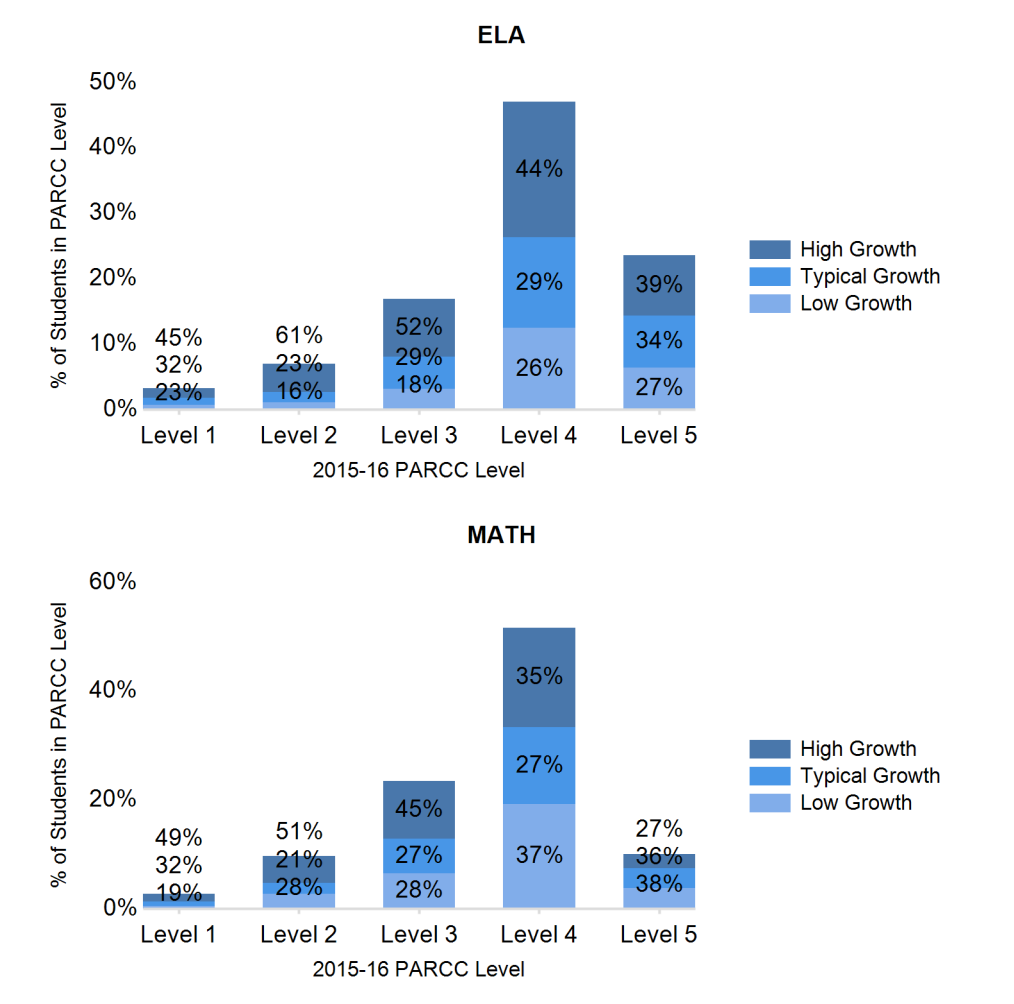
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

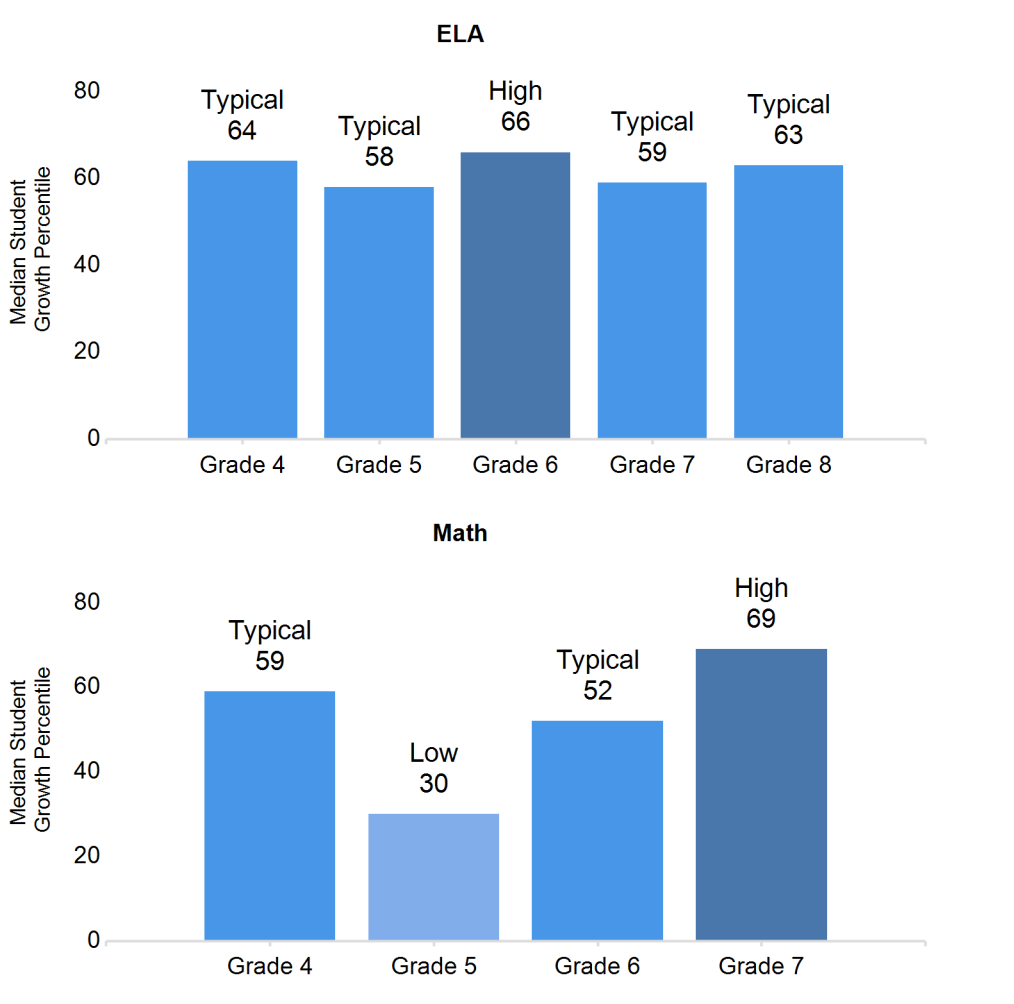
Student Growth by Performance Level

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



Student Growth by Grade

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





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

**PSAT/SAT/ACT - Participation**

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

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

**PSAT/SAT/ACT - Performance**

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	459	481	Varies By Grade	67%	67%
PSAT - Math	485	483	Varies By Grade	60%	49%
SAT - Reading and Writing	563	551	480	85%	77%
SAT - Math	577	552	530	81%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%





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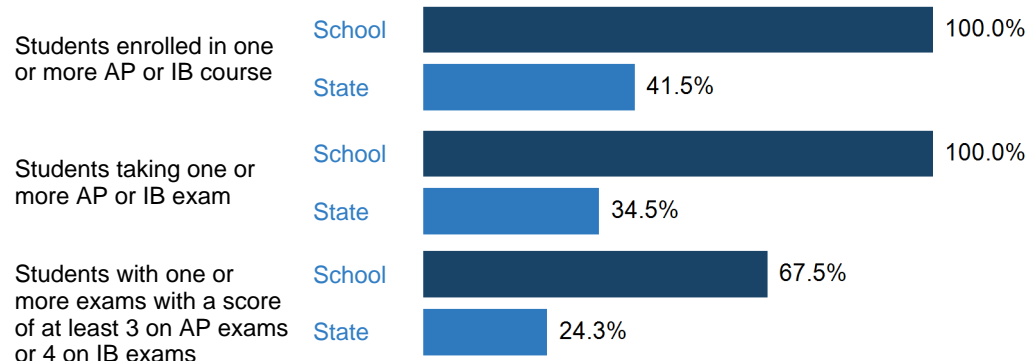
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

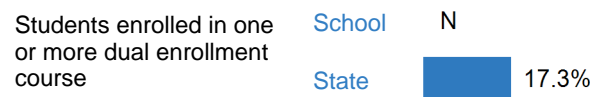
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	20
AP Calculus AB	24	24
AP Calculus BC	22	22
AP Chemistry	34	33
AP Computer Science A	25	25
AP English Language and Composition	52	52
AP English Literature and Composition	33	33
AP French Language and Culture	0	1
AP Physics 1	0	24
AP Physics B	25	0
AP Spanish Language	0	10
AP U.S. History	70	65
AP World History	73	71
Total Exams Taken		380
Exams with scores of at least 3 on AP exams or 4 on IB exams		235



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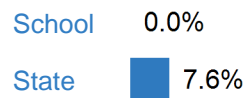
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

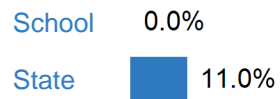
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

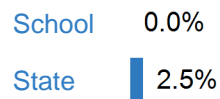
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	439
7	0	0	0	0	0	0	343
8	321	0	0	0	0	0	8
9	0	104	0	0	0	0	182
10	0	161	0	0	0	0	1
11	0	1	85	0	39	0	0
12	0	0	0	13	62	0	4
Schoolwide	321	266	85	13	101	0	977
Enrolled in AP/IB Course					46	0	0



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**Science - Course Participation**

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	287	0	0	0	0	0
10	0	162	0	0	0	0
11	8	33	0	52	67	0
12	16	1	4	6	31	0
Schoolwide	311	196	4	58	98	0
Enrolled in AP/IB Course	21	34		0	25	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	281	0	0	0	0	5
10	161	0	0	0	0	1
11	0	121	0	0	0	3
12	0	1	0	0	0	53
Schoolwide	442	122	0	0	0	62
Enrolled in AP/IB Course	73	70	0	0	0	0



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**World Languages - Course Participation**

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

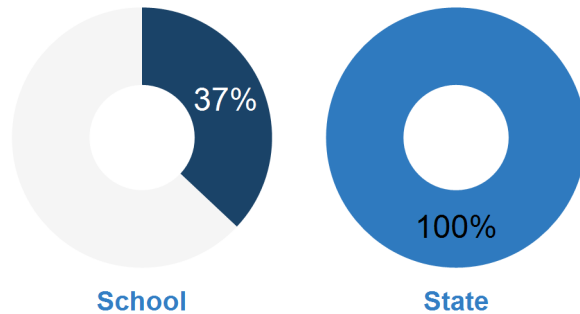
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	79	0	0	0	0	0	0
7	71	0	0	0	0	0	0
8	63	0	0	0	0	0	0
9	261	0	0	0	0	0	0
10	137	0	0	0	0	0	0
11	81	0	0	0	0	0	0
12	N	N	N	N	N	N	N
Schoolwide	692	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	81	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

## Visual and Performing Arts – Course Participation

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

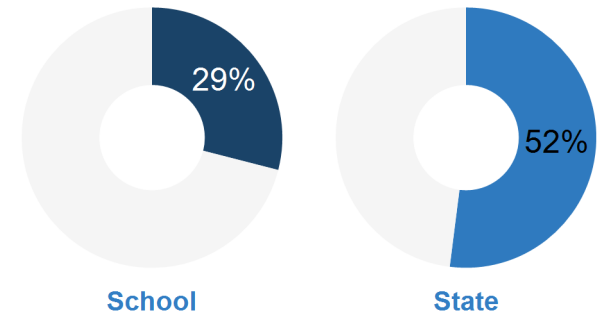
### Grades 6-8:

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

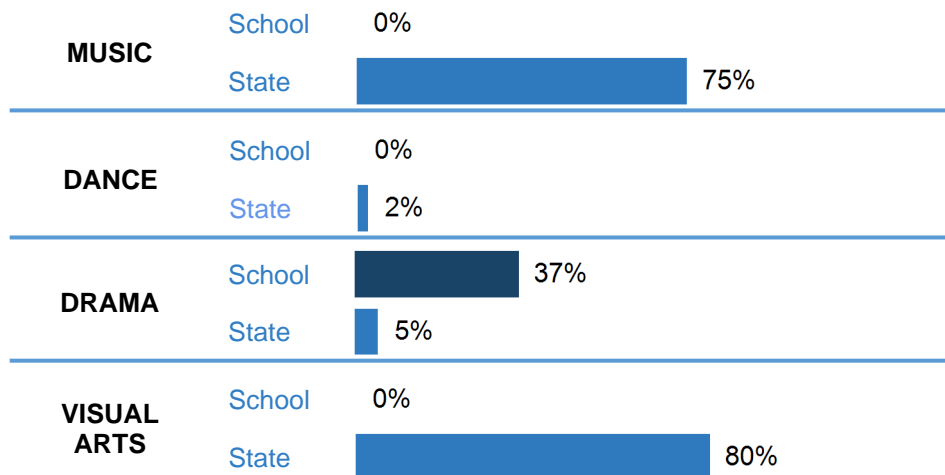


### Grades 9-12:

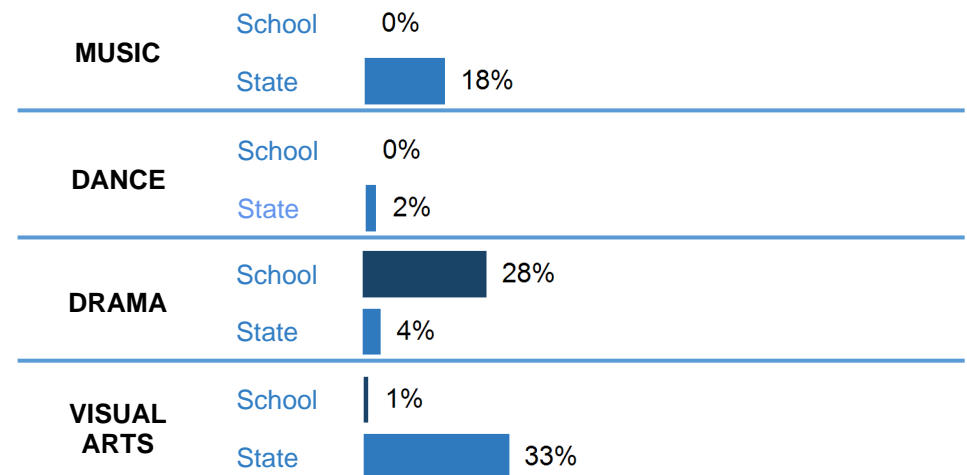
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.2%	90.5%	98.8%	91.8%	95.3%	N	Met Goal	95.8%	N	Met Goal
White	*	94.5%	N	95.1%	N	N	N	N	N	N
Hispanic	*	84.3%	100.0%	86.3%	*	**	**	*	**	**
Black or African American	97.2%	83.4%	*	85.3%	95.5%	N	Met Goal	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	95.1%	83.9%	98.7%	85.6%	96.1%	N	Met Goal	94.7%	96.0%	Not Met
Students with Disabilities	100.0%	78.8%	100.0%	82.1%	100.0%	**	**	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.2%	-
2016	95.3%	98.8%
2015	86.7%	95.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.7%	1.1%

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





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.5%	5.8%	94.2%
White	N	N	N
Hispanic	*	0%	*
Black or African American	88.6%	6.5%	93.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	86.5%	6.3%	93.8%
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	93.8%	2.6%	97.4%	48.7%	51.3%	47.4%	52.6%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	92.2%	3.4%	96.6%	50.9%	49.2%	50.9%	49.2%
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	93.2%	3.6%	96.4%	50.9%	49.1%	49.1%	50.9%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

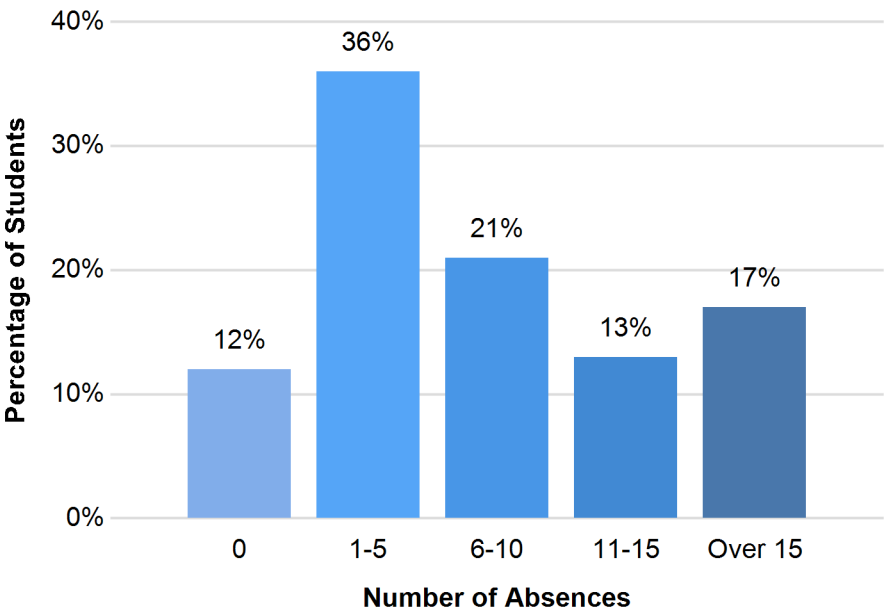
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.30	10.30	Not Met
White	4.30	10.30	Met Target
Hispanic	12.80	10.30	Not Met
Black or African American	12.10	10.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	24.10	10.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	10.30	Met Target
Students with Disabilities	20.60	10.30	Not Met
English Learners	2.40	10.30	Met Target

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

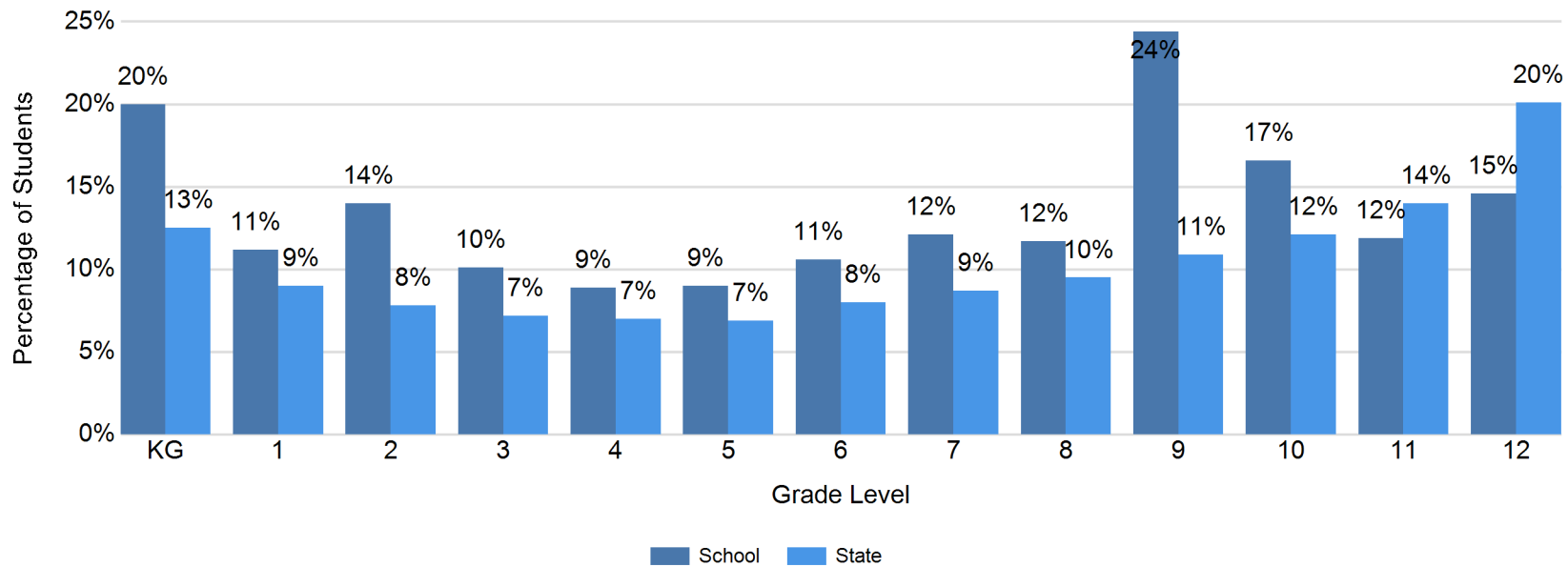
Days Absent

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



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	9
Vandalism	1
Weapons	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	0.41

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	10.0%
Out-of-School Suspensions	17.6%
Any Suspension	23.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	2



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.9:1	258.9 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$918	\$14,483	\$15,401



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	275	120,724
Average years experience in public schools	3.6	11.8
Average years experience in district	2.4	10.5
Teachers in district for 4 or more years	23%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	81%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	241:1	241:1
Librarian/Media Specialists		N
Nurses		3862:1
Counselors		N
Child Study Team		483:1



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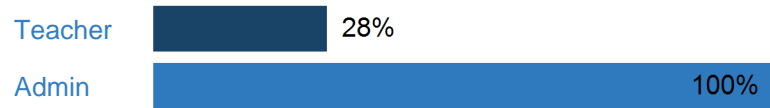
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
2015-16 Administrators: Same district 2016-17	60%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%





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### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91.5	12.5%
Mathematics Proficiency	95.7	12.5%
Graduation - 4-Year	61.7	15.0%
Graduation - 5-Year	62.2	15.0%
English Language Arts Growth	91.5	15.0%
Mathematics Growth	68.2	15.0%
Chronic Absenteeism	48.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		73.3
<b>Summative Rating:</b> Percentile rank of Summative Score		80.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.3	19.6	No	Not Met	Not Met	Not Met	Met Goal	Met Goal	Exceeds Target	Met Target	No
White	**	**	No	N	N	Met Target	N	N	**	**	No
Hispanic	82.6	11.9	No	Not Met	Met Target†	Not Met	**	**	Exceeds Target	Exceeds Target	No
Black or African American	75.4	19.6	No	Not Met	Not Met	Not Met	Met Goal	Met Goal	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Not Met	Met Target†	Not Met	**	N	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	78.7	19.6	No	Not Met	Not Met	Met Target	Met Goal	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	58.3	11.9	No	Not Met	Met Target†	Not Met	**	**	Met Target	Met Target	No
English Learners	92.2	11.9	No	N	N	Met Target	N	N	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Michael Ambriz	<b>Email Address:</b>	<a href="mailto:kgerald@uncommonschoools.org">kgerald@uncommonschoools.org</a>
<b>Address:</b>	10 WASHINGTON PLACE NEWARK, NJ 07102	<b>Website:</b>	<a href="http://www.northstaracademy.org">www.northstaracademy.org</a>
<b>Phone:</b>	(973)642-0101 EXT. 1803	<b>Facebook:</b>	<a href="https://www.facebook.com/uncommon.newark">https://www.facebook.com/uncommon.newark</a>
		<b>Twitter:</b>	<a href="https://twitter.com/Uncommon_Newark">https://twitter.com/Uncommon_Newark</a>

**School Narrative**

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 100% of students applied to and were accepted to college during the 16-17 school year.</li> <li>• North Star was the top ranked high school in the city of Newark by US News and World Reports.</li> <li>• North Star's academic achievement has opened doors of collaboration with Newark Public Schools around staff development.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>North Star Academy 's mission is to serve Newark children by building an uncommon school where students partake of a rigorous, 10-month, extended day academic program that gives them the means to beat the odds in school and life. North Star prepares each student to enter, succeed in and ultimately graduate from a four-year college. The education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>North Star is incredibly proud of all of its talented and hard-working students and staff. Several North Star's students were the recipients of local and national awards, including but not limited to: 1 POSSE Scholar Awardee; 6 Cooperman Scholars; 2 Jack Kent Cooke Scholar Semi-Finalists, and 1 Wight Foundation Scholar. Three staff members were also recognized with awards, consisting of one finalist for the prestigious Ryan Award, and two through the Governor's Educator of the Year program.</p>







**North Star Academy Charter School  
2016-2017**

**Grade Span KG-12**

**80-7320-960  
CHARTERS  
North Star Academy Charter School  
10 WASHINGTON PLACE  
NEWARK, NJ 07102**

**School Narrative**

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 <b>Courses, Curriculum, Instruction:</b>	<p>K-4 Reading &amp; Math Models: new models built around Math and Reading instruction; High School Instructional Lesson Types: lesson types to bridge the gap from K-8 instruction to college; Student Advisories: small groups of students who gather to support and push each other to even greater heights; University Science Partnership: ground-breaking partnerships so that every HS senior participates in a college research project under the direct tutelage of a college science professor.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Basketball (Boys &amp; Girls), Soccer (Boys), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>North Star has placed a stronger focus on the sports program, and entered the Super Essex Conference with great excitement. Out of the 36 full members, North Star is the first charter school to be accepted into the conference as a full member. This has had a direct influence on sports participation. Although there has been an upward trend over the years, student participation increased by 14% in 2016-17. Now, 36% of North Star's high school students compete in one or more sports.</p>
 <b>Clubs and Activities:</b>	<p>North Star has made great strides in creating partnerships to bring strong programs to our students such as: • Mock Trial - uses law to inspire and prepare students to perform at the highest academic level. • Girls Who Code - teaches high school girls computing skills like programming, robotics, and web design • Model UN – interactive activities that teaches students about diplomacy, international relations and the United Nations.</p>
 <b>Before and After School Programs:</b>	<p>North Star has developed a wide array of offerings to help students become well-rounded individuals. At the elementary school level, after school programs include step, dance, art, capoeira, double-dutch, yoga and karate. In addition to athletic programs, middle and high schools offer yearbook, debate, gardening, and entrepreneurship. Performing arts are used to develop the confidence and professionalism in public speaking.</p>








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 <b>Staff and Professional Learning:</b>	<p>North Star provides high-quality professional development that well exceeds the 100 hour minimum requirement of the NJDOE. Every new teacher has 3-4weeks and returning staff members have two weeks of summer professional development. During the year, staff participates in weekly professional development meetings. North Star does not lock in set topics for the year but rather responds to the needs of the teachers based on leader observations and interim assessment results.</p>
 <b>Postsecondary Information:</b>	<p>North Star has a College Access &amp; Success Team of four full-time counselors who support seniors through the college process, as well as alums. Seniors receive support with college application processes, Questbridge, POSSE and Cooperman Scholars applications, parent engagement workshops, one-on-one family meetings, and FAFSA/CSS Profile workshops. Graduates enroll in institutions such as the University of Pennsylvania, MIT, Princeton, Cornell, Oberlin, Rutgers, Syracuse, NYU, and Spelman.</p>
 <b>Student Supports and Services:</b>	<p>All Students – Intervention and referral services (e.g. tutoring, homework support, counseling, etc) designed to assist students who are experiencing learning, behavior, emotional or health difficulties; Students with Disabilities – students are provided individual pull-out instruction, small group instruction, and in-class support; as well as Occupational Therapy, Physical Therapy, and Speech &amp; Language are also available; English Language Learners – ESL instruction and classroom accommodations</p>
 <b>Student Health and Wellness:</b>	<p>North Star participates in the national child nutrition program, and as such is committed to: • Providing students with healthy and nutritious foods; • Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; • Supporting healthy eating through nutrition education; • Encouraging students to select and consume all components of the school meal; and. • Providing students with the opportunity to engage in daily physical activity</p>
 <b>Parent and Community Involvement:</b>	<p>North Star values our families and neighbors as partners. Parents are engaged through Meet Your Teacher/Back to School Night; Parent University, Math/Literacy Nights; Parent Appreciation Week; and Cultural Celebrations (Latino Heritage, Black History, Kwanzaa, etc.). The Parent Council assists with student fundraising efforts and events. Community partnerships include Parent Partners for Advocacy Coalition; Vailsburg Assembly of God Church; Warming Hope Station; and The Community Academy.</p>



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Other Information:

Twenty years ago in Newark, New Jersey, 72 students became the pioneering class of North Star Academy Charter School. Today, North Star Academy is the largest charter school in New Jersey, serving over 5,000 students in Newark across 13 campuses. With approximately 84% of students qualifying for free or reduced priced lunch, North Star Academy has gone on to prove that low income students from Newark can achieve at the highest levels. North Star Academy is a free, public K-12 charter school. There is no entrance requirement to apply. North Star participates in Newark Enrolls, a universal enrollment application which allows families to apply to district and charters school on one single application. This application is open to Newark residents. From Kindergarten through 12th grade, students engage in a challenging curriculum for a longer school day and a longer school year. Teachers use student assessment data to target their daily lessons to meet the unique needs of each student, at every academic level, and guide students to success. Technology is a part of each school day, with all students utilizing Chromebooks weekly as part of the curriculum. North Star Academy believes students flourish in a safe and supportive environment. Student culture is not formed by motivational speeches or statements of values. It is formed by repeated practice—using every minute of every day to build good habits. From opening morning routines to the final bell, students receive a constant message that nothing is as important—and engaging—as learning. As such, uniforms must be worn at all times in order to stress the fundamental equality of all students and to remove the distractions created by the status consciousness associated with clothing and footwear fashion. Positive student culture and safety procedures ensure our students feel safe at school so they can focus on learning.