



State of New Jersey
2015-2016

Grade Span KF-12

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

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Enrollment by Grade

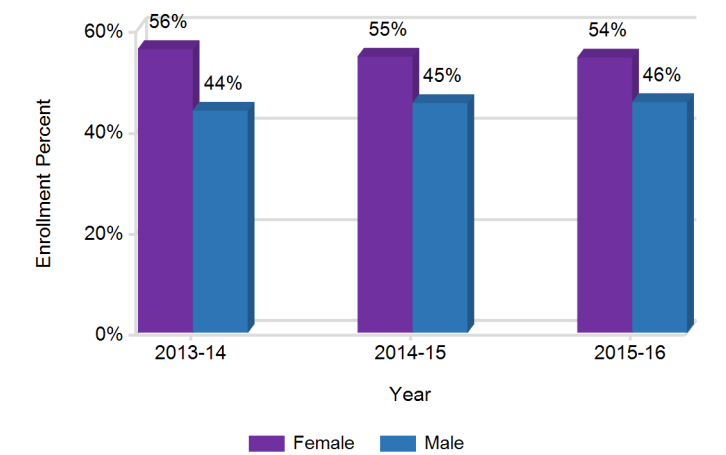
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	349	422	449
Grade 01	359	415	447
Grade 02	270	417	418
Grade 03	175	326	418
Grade 04	85	207	326
Grade 05	335	346	438
Grade 06	337	321	348
Grade 07	230	320	331
Grade 08	187	213	307
Grade 09	114	160	184
Grade 10	96	91	135
Grade 11	80	91	84
Grade 12	68	74	84
UG	0	0	0
Total	2685	3403	3969

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

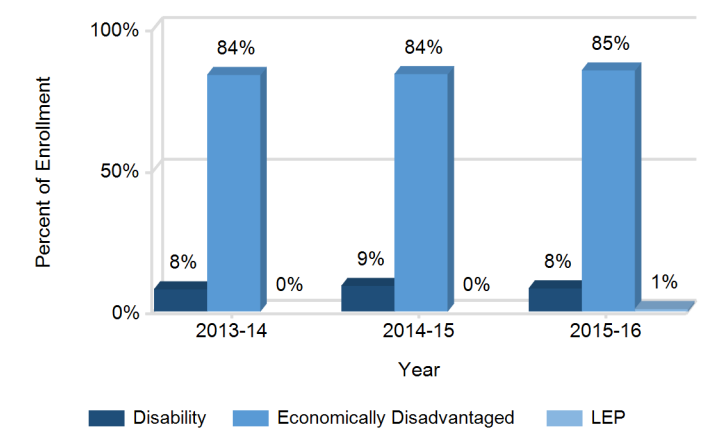
Enrollment by Gender

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



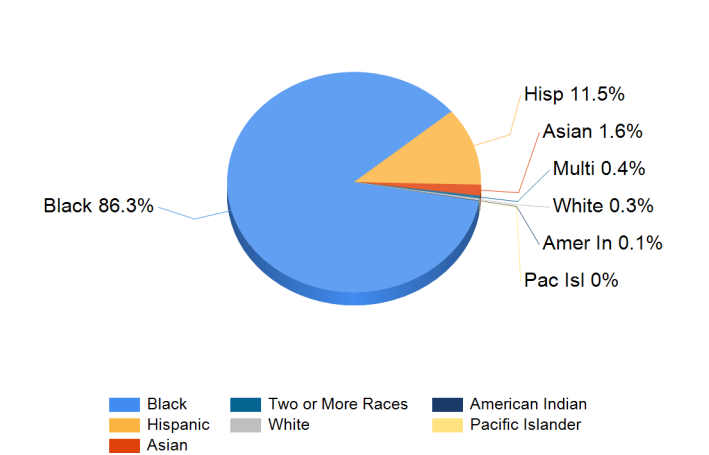
Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.1%
Spanish	3.7%
Twi	0.3%
Yoruba	0.3%
Portuguese	0.2%
Other	0.3%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	79%	S	96
Mathematics Met or Exceeded Expectations	69%	S	98

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1736	79%	96	99%	√	1636	69%	98	99%	√
White	S	S	S	S		S	S	S	S	
African American	1438	79%	98	99%	√	1359	69%	99	99%	√
Hispanic	228	79%	97	100%	√	213	72%	98	100%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	51	79%	74	100%	√	51	71%	80	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	173	39%	96	100%	√	164	28%	98	100%	√
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	1416	77%	98	99%	√	1328	68%	99	99%	√

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	421	771	771	751	5%	10%	17%	49%	19%	68%	48%
White	N	N	N	770	N	N	N	N	N	N	58%
African American	387	772	772	751	5%	10%	18%	48%	20%	68%	30%
Hispanic	S	S	S	745	S	S	S	S	S	S	31%
Asian	N	N	N	784	N	N	N	N	N	N	74%
American Indian	N	N	N	734	N	N	N	N	N	N	47%
Two or More Races	S	S	S	765	S	S	S	S	S	S	55%
Students with Disability	25	749	749	715	12%	16%	20%	44%	8%	52%	22%
English Language Learners	S	S	S	727	S	S	S	S	S	S	11%
Economically Disadvantaged Students	377	770	770	748	5%	10%	18%	50%	17%	67%	28%
PARCC MATH											
Schoolwide	421	765	765	752	1%	6%	18%	58%	17%	75%	52%
White	N	N	N	762	N	N	N	N	N	N	63%
African American	387	765	765	753	1%	6%	18%	58%	18%	76%	31%
Hispanic	S	S	S	748	S	S	S	S	S	S	35%
Asian	N	N	N	788	N	N	N	N	N	N	82%
American Indian	N	N	N	693	N	N	N	N	N	N	48%
Two or More Races	S	S	S	760	S	S	S	S	S	S	57%
Students with Disability	25	759	759	732	N	12%	24%	52%	12%	64%	28%
English Language Learners	S	S	S	731	S	S	S	S	S	S	20%
Economically Disadvantaged Students	377	765	765	750	1%	6%	18%	60%	16%	75%	32%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	327	777	777	754	1%	5%	9%	51%	35%	86%	54%
White	S	S	S	761	S	S	S	S	S	S	64%
African American	284	778	778	755	0%	5%	8%	51%	35%	87%	33%
Hispanic	35	778	778	746	3%	N	11%	51%	34%	86%	37%
Asian	S	S	S	787	S	S	S	S	S	S	79%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	S	S	S	783	S	S	S	S	S	S	62%
Students with Disability	24	749	749	716	8%	25%	8%	46%	13%	58%	22%
English Language Learners	S	S	S	708	S	S	S	S	S	S	12%
Economically Disadvantaged Students	276	776	776	751	1%	4%	9%	54%	32%	86%	33%
PARCC MATH											
Schoolwide	327	768	768	748	0%	3%	21%	62%	14%	76%	47%
White	S	S	S	759	S	S	S	S	S	S	57%
African American	284	766	766	748	0%	3%	22%	62%	13%	74%	24%
Hispanic	35	775	775	743	N	3%	9%	69%	20%	89%	30%
Asian	S	S	S	788	S	S	S	S	S	S	78%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	S	S	S	776	S	S	S	S	S	S	54%
Students with Disability	24	745	745	718	N	13%	54%	29%	4%	33%	22%
English Language Learners	S	S	S	717	S	S	S	S	S	S	16%
Economically Disadvantaged Students	276	767	767	745	0%	3%	21%	64%	12%	75%	27%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	437	762	762	750	3%	10%	23%	48%	16%	63%	53%
White	N	N	N	765	N	N	N	N	N	N	64%
African American	364	763	763	750	4%	10%	22%	49%	16%	65%	32%
Hispanic	70	755	755	746	3%	11%	31%	43%	11%	54%	37%
Asian	S	S	S	772	S	S	S	S	S	S	80%
American Indian	S	S	S	733	S	S	S	S	S	S	53%
Two or More Races	S	S	S	734	S	S	S	S	S	S	63%
Students with Disability	51	729	729	717	16%	28%	29%	26%	2%	28%	20%
English Language Learners	S	S	S	718	S	S	S	S	S	S	10%
Economically Disadvantaged Students	371	759	759	747	4%	11%	25%	46%	14%	60%	33%
PARCC MATH											
Schoolwide	437	750	750	741	7%	12%	27%	46%	8%	54%	47%
White	N	N	N	755	N	N	N	N	N	N	57%
African American	364	750	750	740	7%	13%	25%	47%	8%	55%	24%
Hispanic	70	750	750	742	7%	9%	36%	40%	9%	49%	31%
Asian	S	S	S	758	S	S	S	S	S	S	80%
American Indian	S	S	S	715	S	S	S	S	S	S	49%
Two or More Races	S	S	S	740	S	S	S	S	S	S	56%
Students with Disability	51	722	722	711	26%	31%	29%	10%	4%	14%	19%
English Language Learners	S	S	S	724	S	S	S	S	S	S	16%
Economically Disadvantaged Students	371	749	749	739	7%	12%	28%	45%	7%	52%	28%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	347	768	768	748	2%	3%	18%	55%	22%	77%	52%
White	S	S	S	747	S	S	S	S	S	S	61%
African American	314	769	769	747	2%	3%	17%	56%	23%	79%	31%
Hispanic	30	762	762	745	N	N	37%	47%	17%	63%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	S	S	S	763	S	S	S	S	S	S	58%
Two or More Races	S	S	S	741	S	S	S	S	S	S	60%
Students with Disability	31	738	738	715	13%	7%	52%	29%	N	29%	15%
English Language Learners	12	760	760	736	N	N	25%	75%	N	75%	10%
Economically Disadvantaged Students	288	766	766	746	2%	2%	21%	55%	20%	75%	33%
PARCC MATH											
Schoolwide	347	750	750	738	2%	13%	31%	49%	5%	54%	43%
White	S	S	S	744	S	S	S	S	S	S	53%
African American	314	750	750	734	2%	13%	31%	48%	6%	54%	20%
Hispanic	30	748	748	736	N	13%	33%	53%	N	53%	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	S	S	S	753	S	S	S	S	S	S	50%
Two or More Races	S	S	S	729	S	S	S	S	S	S	49%
Students with Disability	31	727	727	711	3%	42%	36%	19%	N	19%	13%
English Language Learners	12	752	752	724	N	N	25%	75%	N	75%	12%
Economically Disadvantaged Students	288	748	748	734	1%	15%	33%	46%	5%	51%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	332	776	776	750	1%	3%	17%	40%	40%	80%	56%
White	S	S	S	753	S	S	S	S	S	S	65%
African American	270	775	775	745	1%	3%	18%	37%	40%	77%	35%
Hispanic	50	782	782	745	N	N	6%	50%	44%	94%	41%
Asian	S	S	S	773	S	S	S	S	S	S	84%
American Indian	N	N	N	773	N	N	N	N	N	N	54%
Two or More Races	N	N	N	740	N	N	N	N	N	N	63%
Students with Disability	47	739	739	714	6%	13%	60%	21%	N	21%	16%
English Language Learners	S	S	S	705	S	S	S	S	S	S	10%
Economically Disadvantaged Students	286	774	774	741	1%	2%	18%	42%	37%	79%	37%
PARCC MATH											
Schoolwide	332	758	758	739	2%	7%	23%	58%	9%	68%	39%
White	S	S	S	742	S	S	S	S	S	S	47%
African American	270	758	758	735	3%	7%	24%	56%	10%	66%	19%
Hispanic	50	765	765	735	N	N	16%	76%	8%	84%	23%
Asian	S	S	S	760	S	S	S	S	S	S	72%
American Indian	N	N	N	747	N	N	N	N	N	N	30%
Two or More Races	N	N	N	735	N	N	N	N	N	N	44%
Students with Disability	47	728	728	711	13%	34%	34%	19%	N	19%	9%
English Language Learners	S	S	S	714	S	S	S	S	S	S	10%
Economically Disadvantaged Students	286	757	757	733	3%	7%	25%	58%	8%	66%	21%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	779	779	749	2%	2%	10%	54%	32%	86%	55%
White	S	S	S	752	S	S	S	S	S	S	63%
African American	209	779	779	740	2%	1%	9%	57%	31%	88%	34%
Hispanic	57	775	775	742	5%	4%	11%	51%	30%	81%	43%
Asian	37	784	784	781	N	3%	14%	46%	38%	84%	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	S	S	S	758	S	S	S	S	S	S	59%
Students with Disability	35	737	737	712	17%	14%	31%	34%	3%	37%	16%
English Language Learners	S	S	S	705	S	S	S	S	S	S	9%
Economically Disadvantaged Students	253	777	777	740	3%	2%	10%	55%	29%	85%	38%
**PARCC MATH											
Schoolwide	S	S	S	719	S	S	S	S	S	S	26%
White	N	N	N	725	N	N	N	N	N	N	32%
African American	S	S	S	713	S	S	S	S	S	S	14%
Hispanic	S	S	S	715	S	S	S	S	S	S	20%
Asian	S	S	S	739	S	S	S	S	S	S	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	723	N	N	N	N	N	N	26%
Students with Disability	S	S	S	697	S	S	S	S	S	S	8%
English Language Learners	N	N	N	697	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	714	S	S	S	S	S	S	18%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	183	753	753	746	6%	10%	24%	48%	12%	60%	49%
White	S	S	S	754	S	S	S	S	S	S	58%
African American	149	753	753	729	5%	9%	26%	48%	11%	59%	30%
Hispanic	26	748	748	730	12%	19%	15%	42%	12%	54%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	27	720	720	713	26%	33%	19%	19%	4%	22%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	152	753	753	729	6%	11%	27%	44%	13%	57%	31%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	778	778	740	2%	3%	11%	53%	31%	84%	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	110	777	777	722	2%	3%	11%	56%	29%	85%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	13	754	754	702	15%	8%	23%	39%	15%	54%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	95	771	771	723	3%	4%	15%	53%	25%	78%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	776	776	736	N	10%	15%	37%	39%	76%	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	72	776	776	728	N	8%	17%	35%	40%	75%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	13	738	738	710	N	23%	62%	15%	N	15%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	52	776	776	730	N	8%	19%	37%	37%	73%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



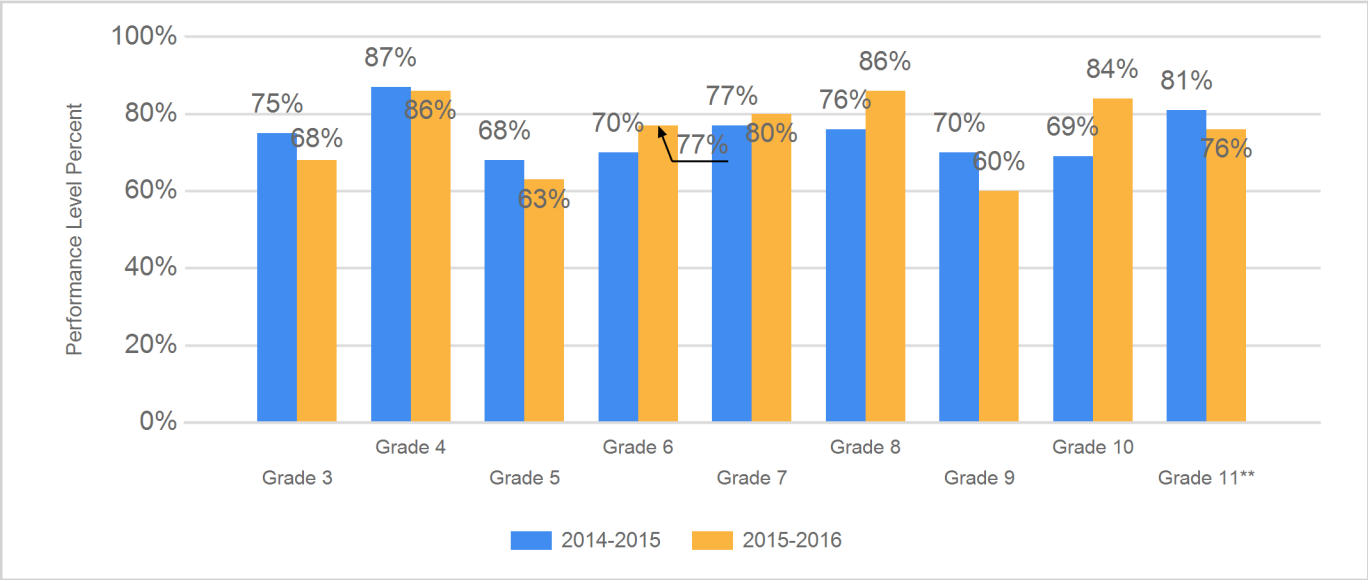
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	381	763	763	727	3%	9%	18%	62%	7%	69%	41%
White	S	S	S	734	S	S	S	S	S	S	51%
African American	274	761	761	717	4%	11%	19%	60%	7%	67%	20%
Hispanic	67	764	764	720	2%	9%	18%	63%	9%	72%	25%
Asian	37	775	775	746	N	N	16%	76%	8%	84%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	49	728	728	708	16%	29%	35%	20%	N	20%	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	309	761	761	719	4%	10%	19%	61%	7%	67%	23%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	151	750	750	730	1%	16%	31%	47%	6%	53%	27%
White	N	N	N	736	N	N	N	N	N	N	34%
African American	123	751	751	717	N	15%	31%	49%	6%	55%	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	14	729	729	709	7%	36%	29%	21%	7%	29%	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	103	747	747	719	1%	20%	29%	45%	5%	50%	12%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	722	N	N	N	N	N	N	27%
White	N	N	N	728	N	N	N	N	N	N	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	N	N	N	707	N	N	N	N	N	N	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	705	N	N	N	N	N	N	11%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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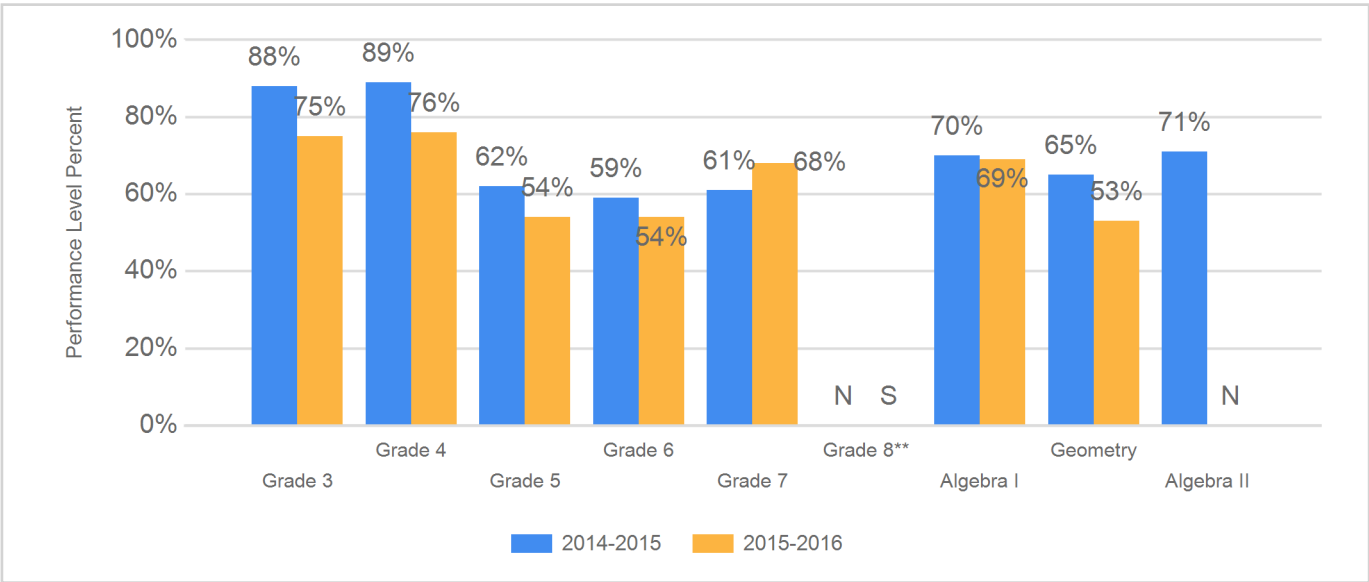
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

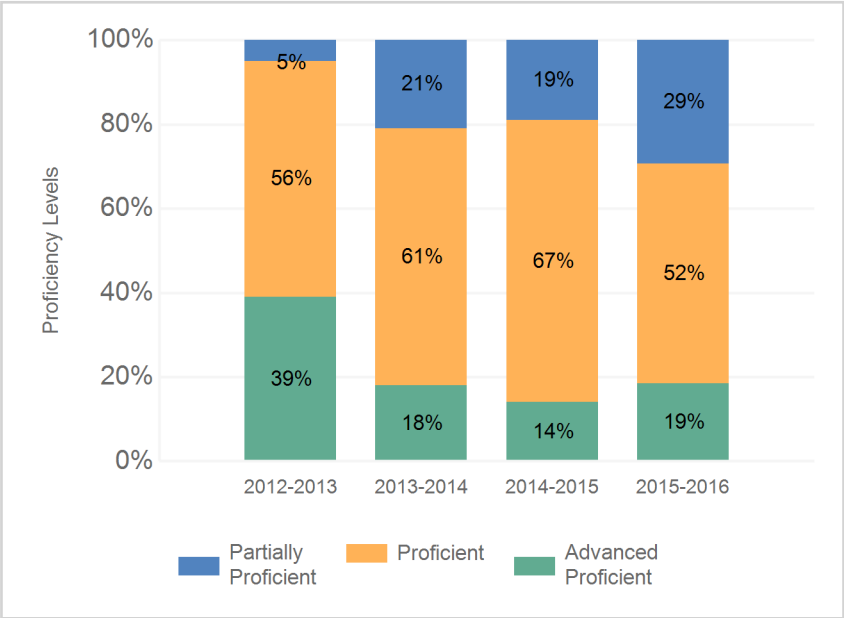
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	19%	52%	29%
White	15%	50%	35%
African American	19%	52%	29%
Hispanic	21%	50%	29%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	8%	16%	76%
English Language Learners	S	S	S
Economically Disadvantaged Students	17%	53%	30%

Proficiency Trends - Biology

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



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

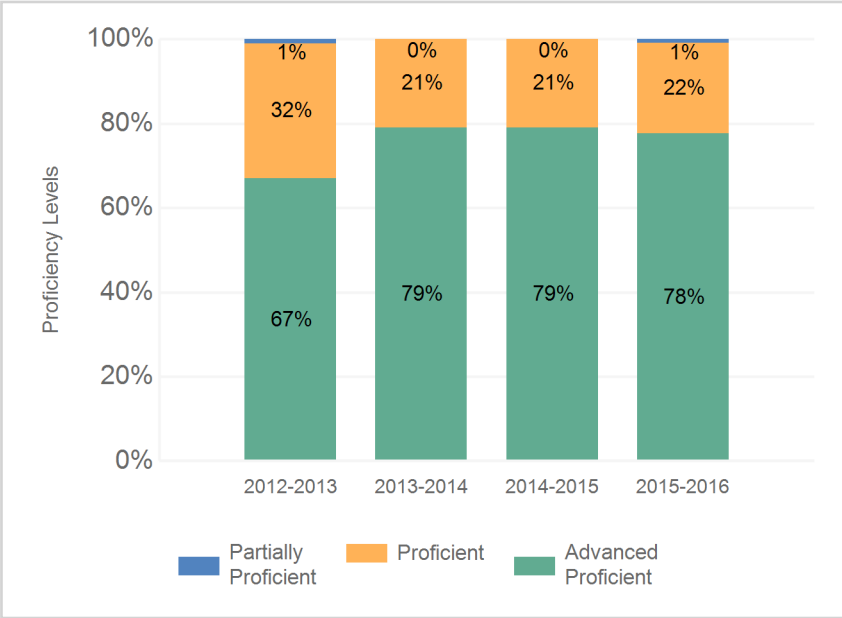
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	78%	22%	1%
White	S	S	S
African American	78%	22%	1%
Hispanic	75%	22%	3%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	69%	27%	4%
English Language Learners	S	S	S
Economically Disadvantaged Students	76%	23%	1%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

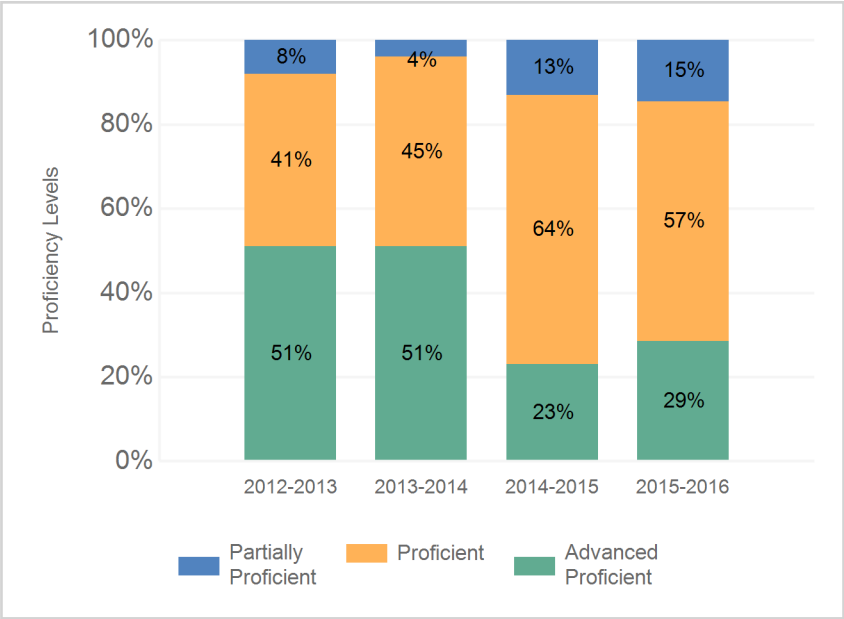
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	57%	15%
White	S	S	S
African American	28%	57%	16%
Hispanic	32%	57%	11%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	6%	37%	57%
English Language Learners	N	N	N
Economically Disadvantaged Students	25%	58%	17%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	70	S	49
Student Growth on Math	56	S	44

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	1%	5%
Approached (L3)	4%	5%	11%
Met (L4)	10%	14%	29%
Exceeded (L5)	4%	6%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	2%
Approached (L3)	6%	4%	10%
Met (L4)	26%	14%	21%
Exceeded (L5)	4%	4%	4%

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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 taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	82.1%	58.0%
Percent of Students Participating in ACT	0.0%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	945	950
SAT	-	-
Reading and Writing	571	537
Math	571	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	88%	71%
Math	530	74%	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1050	940	830
SAT	-	-	-
Reading and Writing	620	590	520
Math	620	580	520
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

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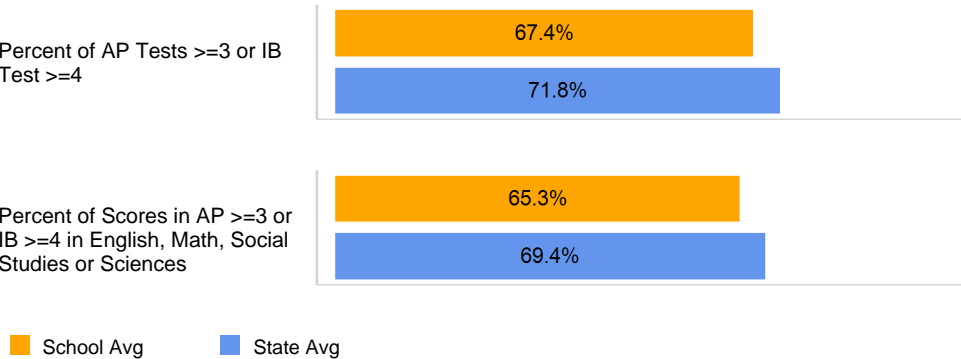
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP >= 3 or IB >= 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	100.0%	39.1%
One of More Test	100.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	100.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	43
AP Calculus AB	36	68
AP Calculus BC	33	0
AP Chemistry	27	27
AP Computer Science A	14	14
AP English Language and Composition	67	66
AP Physics 1	0	45
AP Physics B	45	0
AP Spanish Language	0	7
AP U.S. History	67	65
AP World History	69	65
Student AP Tests >=3 and IB Tests >=4		132

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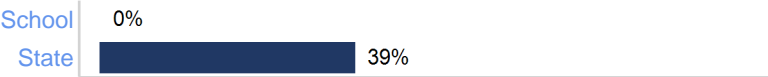
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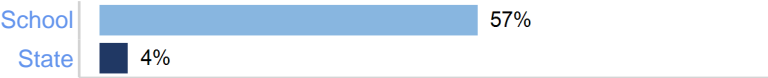
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



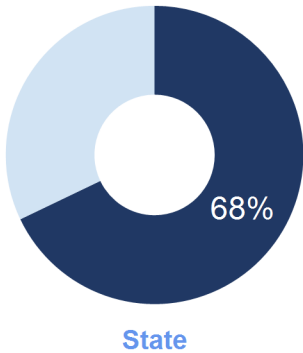
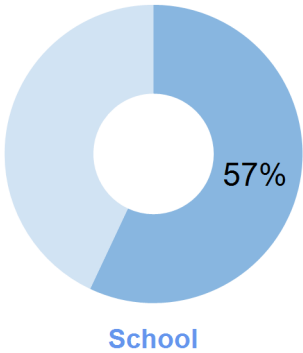
DANCE



VISUAL ARTS

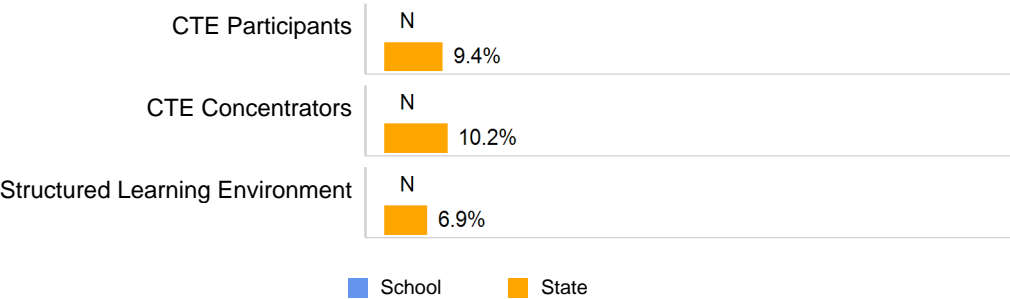


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





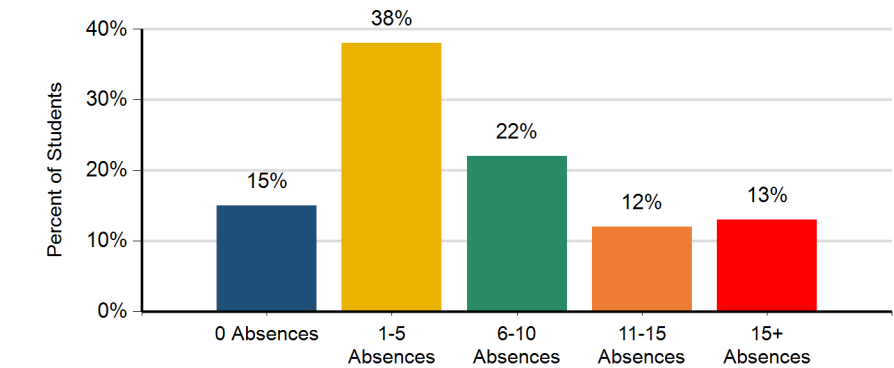
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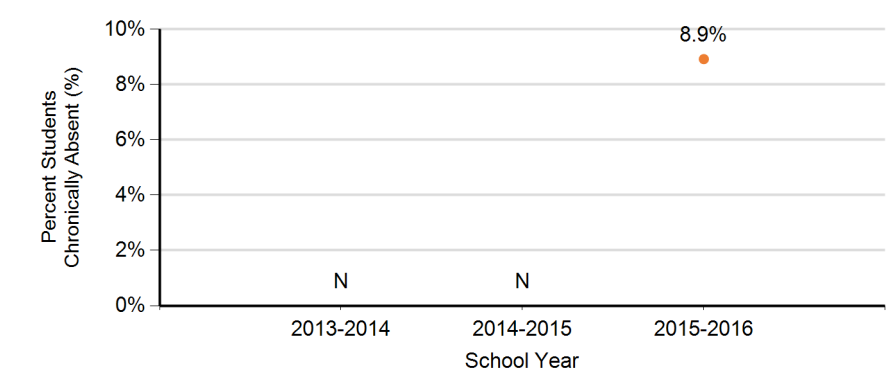
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the “4-year Adjusted Graduation Rate” and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.3%	67	81%
White	N	N	
African American	95.5%	68	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	96.1%	83	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	0.3%	2.6%
Hispanic	1.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.3%	1.7%

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	95%	98%
2014	92%	99%
2015	87%	96%
2016	95%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	93.8%	9.8%	90.2%
White	0.0%	0.0%	0.0%
African American	93.1%	9.3%	90.7%
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	95.8%	10.9%	89.1%

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-12

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

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	8 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	7 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	230:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	23.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	3

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%

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