



NORTH STAR ACADEMY CHARTER SCHOOL
(80-7320-960)
Grades Offered: KG-12
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CHARTERS
District	NORTH STAR ACADEMY CHARTER SCHOOL
Principal Name	CYNTHIA LEGER
Address	10 WASHINGTON PLACE NEWARK, NJ 07102
Phone Number	(973)642-0101 Ext. 1103
Email Address	CLEGER@NORTHSTARACADEMY.ORG
Website	https://www.northstaracademy.org
Facebook	https://www.facebook.com/uncommon.newark
Twitter	https://twitter.com/Uncommon_Newark



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	449	10	535
1	447	347	542
2	418	445	449
3	418	414	448
4	326	418	421
5	438	447	448
6	348	446	444
7	331	346	451
8	307	334	351
9	184	287	317
10	135	162	260
11	84	125	156
12	84	81	122
Total	3,969	3,862	4,944

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	54.4%	54.1%	52.8%
Male	45.6%	45.9%	47.2%
Economically Disadvantaged Students	85.2%	50.8%	84.8%
Students with Disabilities	8.1%	9.3%	9.3%
English Learners	0.8%	1.1%	1.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.3%	1.2%	1.8%
Hispanic	11.5%	11.1%	14.2%
Black or African American	86.3%	85.8%	83.6%
Asian	1.6%	1.5%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.4%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	449	10	535

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	3,969	3,862	4,944
Shared Time Students	0	0	0
Full Time Equivalent	3,969	3,862	4,944

Enrollment by Home Language

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

Home Language	% of Students
English	93.7%
Spanish	3.9%
Niger-Kordofanian languages	1.0%
Other Languages	1.4%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	52	50	Met Standard	56	56	50	Met Standard
White	62	62	50	Exceeds Standard	74.5	74.5	51	Exceeds Standard
Hispanic	60	60	49	Exceeds Standard	64	64	48	Exceeds Standard
Black or African American	51	51	44	Met Standard	54	54	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	52	52	48	Met Standard	56	56	47	Met Standard
Students with Disabilities	57	57	41	Met Standard	50.5	50.5	43	Met Standard
English Learners	59.5	59.5	54	Met Standard	67	67	51	**



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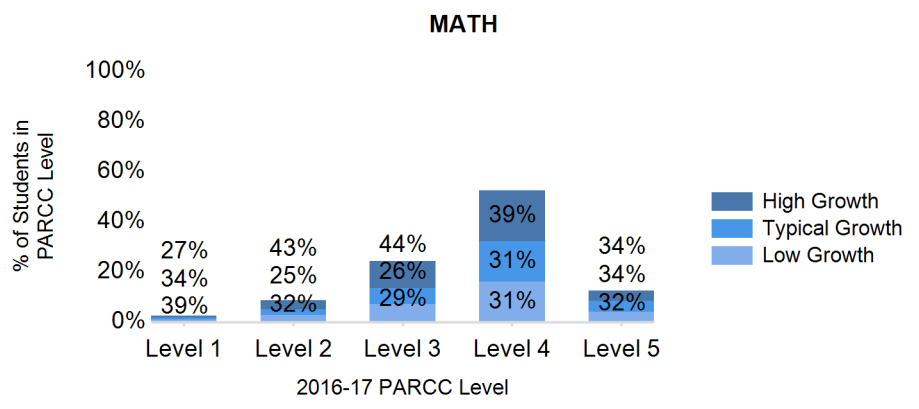
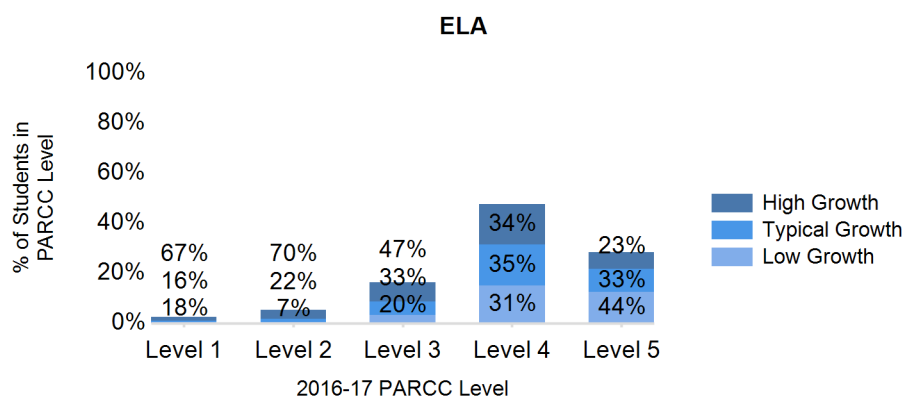
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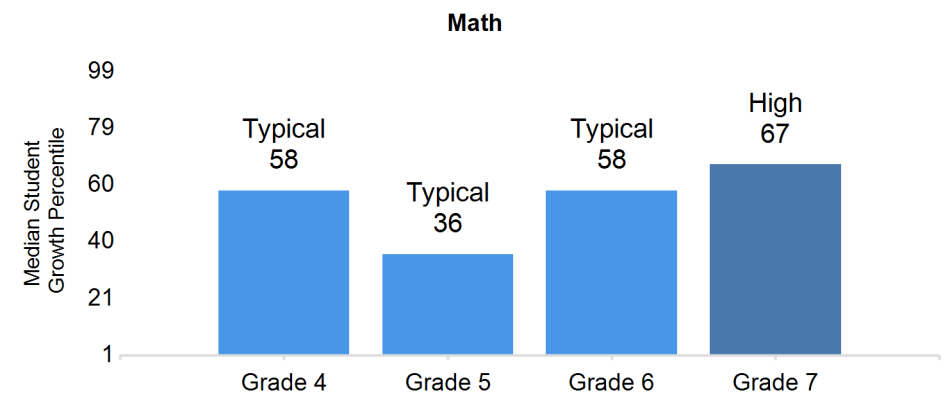
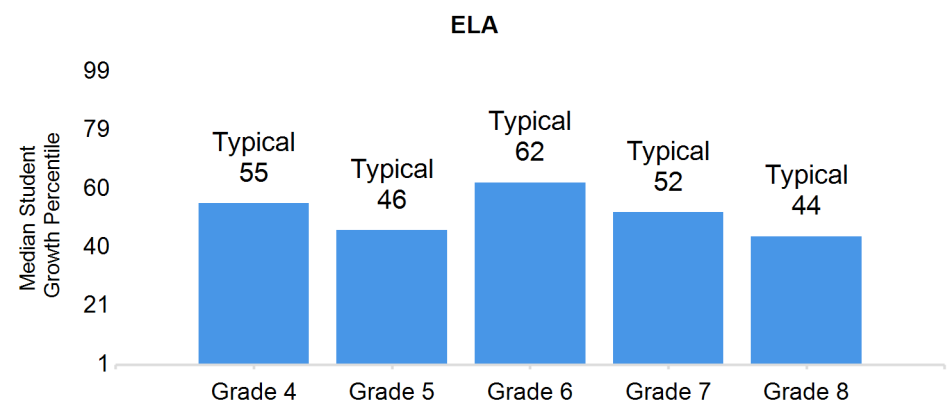
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	3104	99.2	78.0	78.0	56.7	78.0	79.2	Met Target†
White	133	100.0	74.4	74.4	65.6	74.4	80	Met Target†
Hispanic	208	97.2	80.3	80.3	42.5	80.3	79	Met Goal
Black or African American	2757	99.4	78.0	78.0	37.3	78.0	79.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	1685	99.3	82.8	82.8	64.5	82.8		
Male	1419	99.2	72.4	72.4	49.4	72.4		
Economically Disadvantaged Students	2661	99.2	77.0	77.0	38.5	77.0	77.7	Met Target†
Non-Economically Disadvantaged Students	443	99.3	84.2	84.2	67.5	84.2		
Students with Disabilities	294	98.7	38.4	38.4	21.6	38.4	43.4	Not Met
Students without Disabilities	2810	99.3	82.2	82.2	63.9	82.2		
English Learners	33	97.1	42.4	42.4	27.3	42.4	56.3	Met Target†
Non-English Learners	3071	99.3	78.4	78.4	59.4	78.4		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	445	781	781	750	*	*	16%	54%	25%	79%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	12	775	775	736	0%	*	*	*	*	83%	38%
Black or African American	427	781	781	733	*	*	16%	53%	26%	79%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	223	787	787	756	*	*	*	51%	31%	82%	57%
Male	222	775	775	744	*	*	*	56%	20%	76%	46%
Economically Disadvantaged Students	384	779	779	733	*	*	*	54%	23%	78%	34%
Non-Economically Disadvantaged Students	61	791	791	762	*	*	*	49%	38%	87%	64%
Students with Disabilities	26	751	751	719	*	*	*	*	*	58%	24%
Students without Disabilities	419	783	783	756	*	*	*	*	*	80%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	445	781	781	753	*	*	16%	54%	25%	79%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	420	782	782	756	*	*	10%	48%	38%	86%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	17	767	767	744	*	0%	*	*	*	71%	44%
Black or African American	397	782	782	739	0%	3%	10%	49%	39%	87%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	242	785	785	762	*	*	*	43%	44%	88%	63%
Male	178	777	777	751	*	*	*	54%	30%	85%	53%
Economically Disadvantaged Students	370	781	781	740	*	*	*	*	*	86%	40%
Non-Economically Disadvantaged Students	50	787	787	767	*	*	*	*	*	92%	70%
Students with Disabilities	22	740	740	726	*	*	*	*	*	41%	25%
Students without Disabilities	398	784	784	762	*	*	*	*	*	89%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	420	782	782	759	*	*	10%	48%	38%	86%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	446	773	773	755	*	*	15%	58%	21%	79%	58%
White	15	769	769	763	0%	*	*	*	*	73%	68%
Hispanic	14	769	769	743	0%	0%	*	*	*	79%	43%
Black or African American	417	773	773	738	*	*	14%	58%	21%	79%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	234	779	779	762	*	*	10%	59%	26%	85%	66%
Male	212	766	766	749	*	*	20%	57%	14%	71%	51%
Economically Disadvantaged Students	392	771	771	739	*	*	*	58%	19%	77%	39%
Non-Economically Disadvantaged Students	54	784	784	766	*	*	*	57%	33%	91%	71%
Students with Disabilities	34	741	741	724	*	*	41%	*	*	32%	22%
Students without Disabilities	412	775	775	762	*	*	13%	*	*	83%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	440	773	773	754	*	*	16%	54%	25%	80%	56%
White	41	769	769	761	0%	*	*	*	*	78%	66%
Hispanic	21	763	763	742	*	*	*	*	*	76%	42%
Black or African American	378	774	774	737	*	*	16%	53%	27%	80%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	215	780	780	761	*	*	13%	52%	34%	86%	64%
Male	225	767	767	748	*	*	20%	56%	17%	73%	48%
Economically Disadvantaged Students	370	772	772	739	*	*	*	55%	23%	78%	37%
Non-Economically Disadvantaged Students	70	779	779	764	*	*	*	49%	37%	86%	68%
Students with Disabilities	45	743	743	723	*	*	38%	42%	0%	42%	18%
Students without Disabilities	395	777	777	760	*	*	14%	55%	28%	84%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	775	775	760	*	*	12%	43%	39%	82%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	63	774	774	746	0%	*	*	49%	33%	83%	49%
Black or African American	374	775	775	740	*	*	13%	41%	41%	82%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	232	779	779	769	*	*	9%	48%	41%	89%	72%
Male	216	770	770	752	*	*	16%	38%	37%	75%	54%
Economically Disadvantaged Students	378	773	773	742	*	*	*	44%	38%	82%	44%
Non-Economically Disadvantaged Students	70	783	783	771	*	*	*	37%	47%	84%	73%
Students with Disabilities	68	737	737	721	*	*	*	*	*	37%	22%
Students without Disabilities	380	782	782	768	*	*	*	*	*	90%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
 2017-2018

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	776	776	759	*	*	13%	57%	25%	82%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	318	775	775	739	*	*	14%	57%	25%	82%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	192	778	778	768	*	*	12%	60%	26%	85%	69%
Male	156	772	772	751	*	*	15%	54%	24%	79%	52%
Economically Disadvantaged Students	302	775	775	740	*	*	*	57%	25%	81%	42%
Non-Economically Disadvantaged Students	46	778	778	769	*	*	*	63%	26%	89%	71%
Students with Disabilities	40	741	741	719	*	*	28%	*	*	48%	19%
Students without Disabilities	308	780	780	766	*	*	11%	*	*	87%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
 2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	761	761	752	4%	9%	23%	45%	20%	65%	55%
White	24	767	767	760	0%	*	*	*	*	75%	64%
Hispanic	32	764	764	735	0%	*	*	*	*	72%	38%
Black or African American	256	761	761	734	5%	10%	23%	42%	21%	63%	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	193	766	766	759	*	*	18%	52%	21%	74%	63%
Male	119	754	754	744	*	*	30%	33%	18%	50%	46%
Economically Disadvantaged Students	262	761	761	733	*	*	*	46%	19%	65%	34%
Non-Economically Disadvantaged Students	50	763	763	761	*	*	*	38%	24%	62%	65%
Students with Disabilities	32	724	724	716	*	*	41%	*	*	19%	15%
Students without Disabilities	280	766	766	758	*	*	21%	*	*	70%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



NORTH STAR ACADEMY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	260	760	760	749	6%	13%	20%	42%	19%	61%	51%
White	28	765	765	756	*	0%	*	*	*	64%	58%
Hispanic	29	773	773	733	*	*	*	*	*	79%	38%
Black or African American	203	757	757	728	6%	16%	20%	39%	18%	58%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	161	765	765	759	*	*	19%	*	*	66%	60%
Male	99	752	752	739	*	*	22%	*	*	53%	42%
Economically Disadvantaged Students	215	757	757	730	7%	*	*	39%	18%	57%	34%
Non-Economically Disadvantaged Students	45	775	775	758	0%	*	*	56%	24%	80%	59%
Students with Disabilities	30	726	726	707	*	*	*	*	*	33%	15%
Students without Disabilities	230	764	764	756	*	*	*	*	*	64%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



NORTH STAR ACADEMY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	755	755	736	6%	9%	27%	41%	16%	58%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	144	755	755	729	*	*	28%	38%	17%	56%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	85	763	763	745	*	*	22%	*	*	66%	48%
Male	73	746	746	728	*	*	32%	*	*	48%	31%
Economically Disadvantaged Students	126	754	754	730	8%	*	25%	*	*	56%	33%
Non-Economically Disadvantaged Students	32	760	760	739	0%	*	34%	*	*	63%	42%
Students with Disabilities	26	721	721	708	*	*	*	*	*	23%	13%
Students without Disabilities	132	762	762	742	*	*	*	*	*	64%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	158	755	755	738	6%	9%	27%	41%	16%	58%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

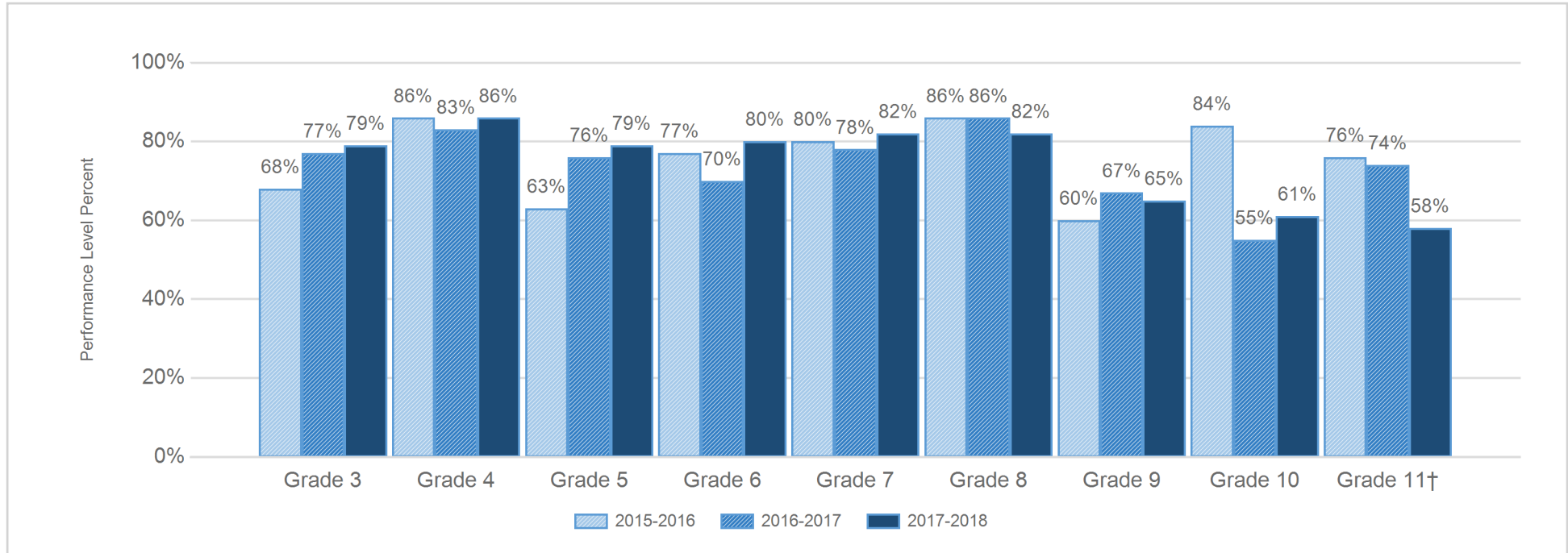


NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
 2017-2018

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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	3079	99.1	67.3	67.3	45.0	67.3	70.5	Not Met
White	129	100.0	72.9	72.9	54.1	72.9	70.5	Met Target
Hispanic	206	97.2	66.5	66.5	29.2	66.5	72.6	Not Met
Black or African American	2738	99.2	67.1	67.1	23.4	67.1	70.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	1671	99.3	71.2	71.2	46.0	71.2		
Male	1408	99.0	62.8	62.8	43.9	62.8		
Economically Disadvantaged Students	2638	99.1	66.8	66.8	26.6	66.8	69.3	Not Met
Non-Economically Disadvantaged Students	441	99.6	71.2	71.2	55.9	71.2		
Students with Disabilities	294	98.3	27.6	27.6	17.1	27.6	32.7	Not Met
Students without Disabilities	2785	99.2	71.5	71.5	50.5	71.5		
English Learners	33	97.1	36.3	36.3	24.6	36.3	59.7	Not Met
Non-English Learners	3046	99.2	67.7	67.7	46.9	67.7		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	445	773	773	752	*	*	13%	56%	27%	83%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	12	768	768	739	0%	*	*	*	*	83%	38%
Black or African American	427	773	773	734	*	*	14%	56%	27%	83%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	223	775	775	752	*	*	*	60%	28%	88%	53%
Male	222	771	771	751	*	*	*	52%	27%	78%	53%
Economically Disadvantaged Students	384	773	773	736	*	*	*	56%	27%	83%	35%
Non-Economically Disadvantaged Students	61	776	776	762	*	*	*	54%	31%	85%	66%
Students with Disabilities	26	754	754	730	*	*	*	*	*	54%	29%
Students without Disabilities	419	774	774	756	*	*	*	*	*	85%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	445	773	773	754	*	*	13%	56%	27%	83%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



NORTH STAR ACADEMY CHARTER SCHOOL
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	420	768	768	748	*	*	15%	63%	16%	79%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	17	753	753	737	0%	*	*	*	*	47%	34%
Black or African American	397	768	768	730	*	*	15%	64%	16%	80%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	242	769	769	748	*	*	14%	64%	17%	80%	50%
Male	178	766	766	748	*	*	18%	62%	15%	77%	49%
Economically Disadvantaged Students	370	767	767	733	*	*	*	64%	15%	79%	30%
Non-Economically Disadvantaged Students	50	771	771	758	*	*	*	54%	24%	78%	62%
Students with Disabilities	22	741	741	725	*	*	*	45%	0%	45%	22%
Students without Disabilities	398	769	769	753	*	*	*	64%	17%	81%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	420	768	768	750	*	*	15%	63%	16%	79%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	445	757	757	748	4%	9%	23%	51%	12%	64%	49%
White	15	758	758	756	0%	*	*	*	*	53%	60%
Hispanic	14	758	758	736	0%	0%	*	*	*	71%	32%
Black or African American	416	757	757	730	4%	10%	22%	51%	13%	64%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	234	762	762	749	*	*	19%	57%	15%	72%	50%
Male	211	751	751	747	*	*	27%	45%	9%	55%	48%
Economically Disadvantaged Students	391	756	756	733	*	*	23%	52%	11%	63%	29%
Non-Economically Disadvantaged Students	54	764	764	758	*	*	20%	46%	22%	69%	62%
Students with Disabilities	34	729	729	726	*	29%	32%	*	*	21%	20%
Students without Disabilities	411	759	759	752	*	8%	22%	*	*	67%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	439	757	757	744	3%	10%	21%	54%	11%	66%	44%
White	41	769	769	751	0%	*	*	*	*	93%	54%
Hispanic	21	750	750	731	*	*	*	*	*	62%	27%
Black or African American	377	756	756	726	3%	11%	23%	53%	11%	63%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	215	762	762	745	*	*	19%	63%	12%	75%	45%
Male	224	752	752	742	*	*	23%	46%	11%	57%	42%
Economically Disadvantaged Students	369	756	756	729	*	*	21%	*	*	65%	24%
Non-Economically Disadvantaged Students	70	760	760	753	*	*	21%	*	*	70%	56%
Students with Disabilities	45	726	726	717	*	*	36%	*	*	22%	13%
Students without Disabilities	394	760	760	748	*	*	19%	*	*	71%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	754	754	743	4%	11%	24%	50%	10%	61%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	63	757	757	732	*	*	21%	51%	17%	68%	27%
Black or African American	374	753	753	727	4%	12%	25%	49%	10%	59%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	232	756	756	745	*	10%	25%	*	*	63%	45%
Male	216	752	752	741	*	13%	23%	*	*	58%	42%
Economically Disadvantaged Students	378	753	753	730	*	*	25%	50%	9%	59%	24%
Non-Economically Disadvantaged Students	70	761	761	751	*	*	19%	51%	19%	70%	55%
Students with Disabilities	68	725	725	717	*	*	22%	*	*	24%	12%
Students without Disabilities	380	759	759	748	*	*	24%	*	*	67%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
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 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

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



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	542	764	764	746	4%	10%	16%	62%	8%	70%	46%
White	18	761	761	755	*	*	*	78%	0%	78%	57%
Hispanic	46	769	769	730	*	*	*	*	*	76%	27%
Black or African American	478	763	763	727	4%	11%	17%	61%	8%	69%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	302	766	766	748	3%	8%	14%	69%	6%	75%	48%
Male	240	761	761	745	4%	13%	20%	53%	10%	63%	44%
Economically Disadvantaged Students	462	763	763	729	*	*	16%	*	*	69%	25%
Non-Economically Disadvantaged Students	80	767	767	756	*	*	15%	*	*	73%	57%
Students with Disabilities	67	727	727	716	*	*	30%	*	*	25%	13%
Students without Disabilities	475	769	769	752	*	*	14%	*	*	76%	52%
English Learners	11	742	742	710	*	*	*	*	*	36%	*
Non-English Learners	531	764	764	749	*	*	*	*	*	70%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	742	742	735	*	20%	43%	*	*	36%	30%
White	31	745	745	740	0%	*	32%	*	*	48%	37%
Hispanic	26	747	747	723	0%	*	54%	*	*	38%	14%
Black or African American	225	740	740	719	*	22%	43%	*	*	34%	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	183	742	742	736	*	20%	41%	*	*	38%	30%
Male	99	740	740	734	*	20%	45%	*	*	32%	29%
Economically Disadvantaged Students	241	741	741	722	*	*	43%	*	*	35%	13%
Non-Economically Disadvantaged Students	41	745	745	741	*	*	41%	*	*	41%	38%
Students with Disabilities	26	725	725	713	*	42%	*	*	*	15%	*
Students without Disabilities	256	743	743	738	*	18%	*	*	*	38%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	282	742	742	736	*	20%	43%	*	*	36%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	742	742	727	10%	17%	24%	49%	0%	49%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	149	740	740	705	11%	19%	25%	46%	0%	46%	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	105	742	742	728	*	*	29%	45%	0%	45%	30%
Male	68	743	743	727	*	*	18%	56%	0%	56%	30%
Economically Disadvantaged Students	132	741	741	709	*	*	24%	48%	0%	48%	13%
Non-Economically Disadvantaged Students	41	747	747	736	*	*	24%	51%	0%	51%	37%
Students with Disabilities	26	712	712	693	*	*	*	*	*	23%	*
Students without Disabilities	147	748	748	732	*	*	*	*	*	54%	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	173	742	742	729	10%	17%	24%	49%	0%	49%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

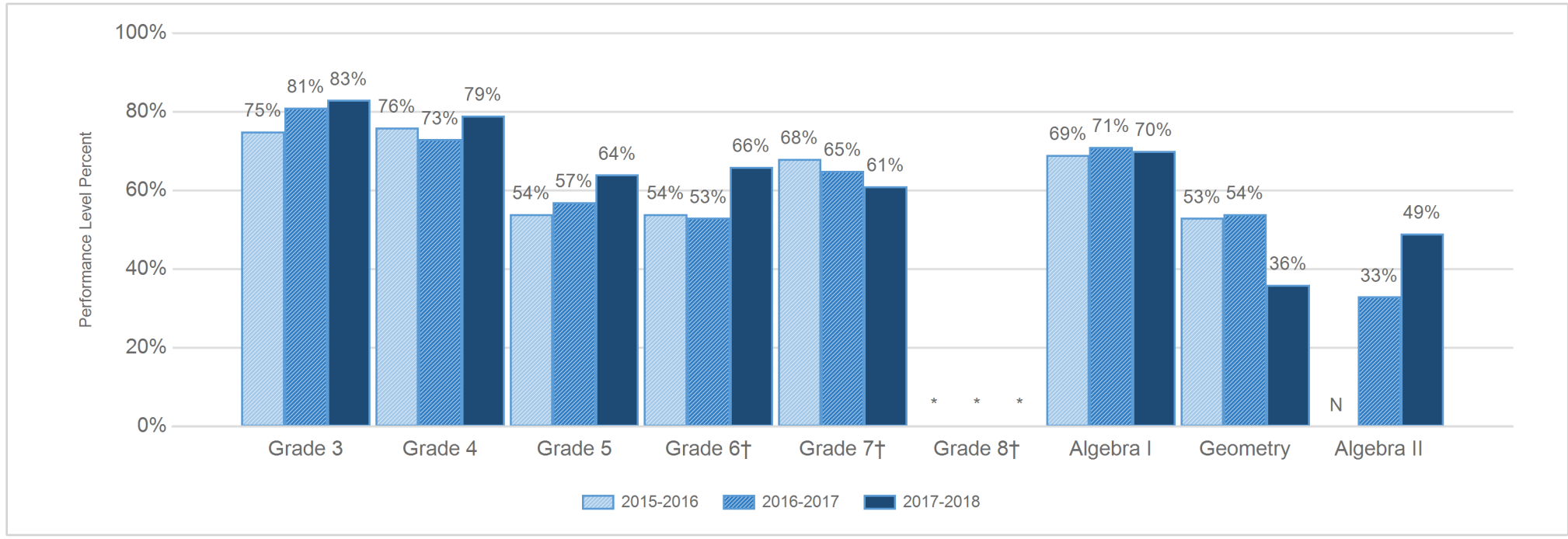


NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	32.3%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	88.6%	11.4%
3-4	17	82.4%	17.6%
5 or more	*	*	*



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	454	478	Grade 10: 430 Grade 11: 460	61%	62%
PSAT 10/NMSQT - Math	478	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	547	542	480	79%	72%
SAT - Math	559	543	530	66%	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%



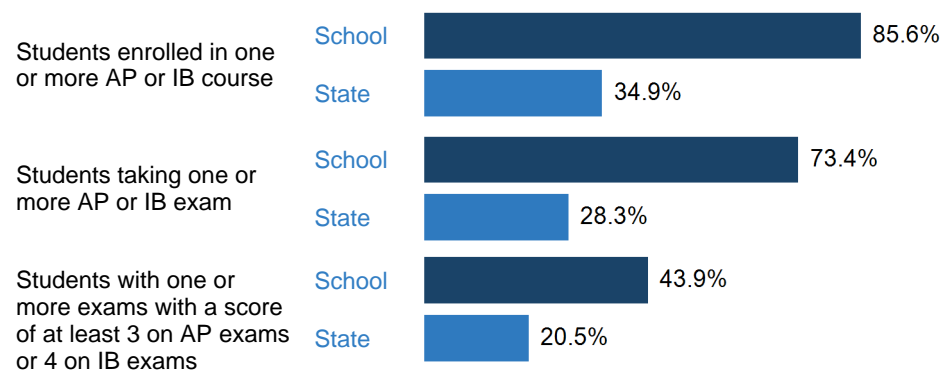
NORTH STAR ACADEMY CHARTER SCHOOL
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)**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

AP/IB Coursework – Participation and Performance

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



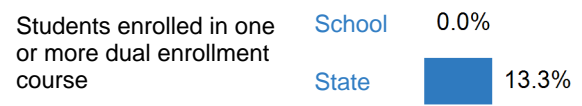
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	41
AP Calculus AB	43	41
AP Calculus BC	36	36
AP Chemistry	41	40
AP Computer Science A	32	29
AP English Language and Composition	67	67
AP English Literature and Composition	64	63
AP Environmental Science	31	34
AP Physics 1	0	20
AP Physics B	15	0
AP Physics C: Mechanics	0	3
AP Psychology	0	6
AP Seminar	20	16
AP Spanish Language	37	37
AP Statistics	0	13
AP U.S. History	137	89

Dual Enrollment Coursework - Participation

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





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AP/IB Course	Students Enrolled	Students Tested
AP World History	328	209
Total Exams taken		744
Exams with scores of at least 3 on AP exams or 4 on IB exams		413



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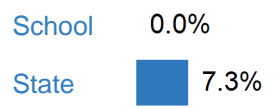
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

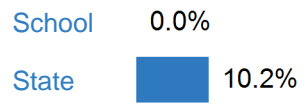
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

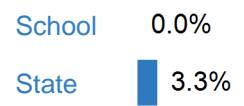
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
 Grades Offered: KG-12
 2017-2018

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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2017-2018

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	444
7	90	0	0	0	0	0	451
8	346	0	0	0	0	0	8
9	0	120	1	0	0	0	203
10	0	165	68	0	0	0	29
11	0	0	103	0	0	0	53
12	0	0	0	0	79	43	0
Total	436	285	172	0	79	43	1188
Enrolled in AP/IB Course					79	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	309	15	0	0	0	0
10	3	259	0	0	0	0
11	13	36	0	78	69	0
12	30	5	0	37	26	0
Total	355	315	0	115	95	0
Enrolled in AP/IB Course	43	41		31	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



NORTH STAR ACADEMY CHARTER SCHOOL
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2017-2018

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	326	0	0	0	0	0
10	261	1	0	0	0	0
11	0	133	0	0	0	0
12	14	3	0	0	0	0
Total	601	137	0	0	0	0
Enrolled in AP/IB Course	328	137	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	78	0	0	0	0	0	0
7	79	0	0	0	0	0	0
8	76	0	0	0	0	0	0
9	288	0	0	0	0	0	0
10	241	0	0	0	0	0	0
11	66	0	0	0	0	0	0
12	9	0	0	0	0	0	0
Total	837	0	0	0	0	0	0
Enrolled in AP/IB Course	37	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	88	0	0	0	0	0	0



NORTH STAR ACADEMY CHARTER SCHOOL
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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

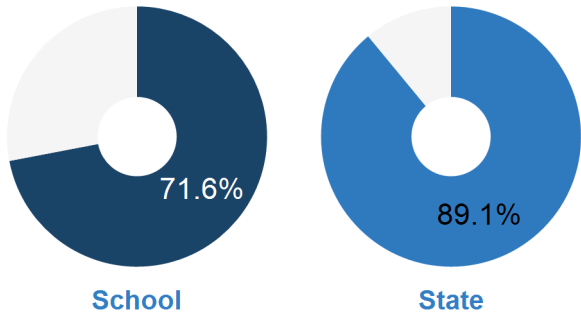
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Visual and Performing Arts – Course Participation

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

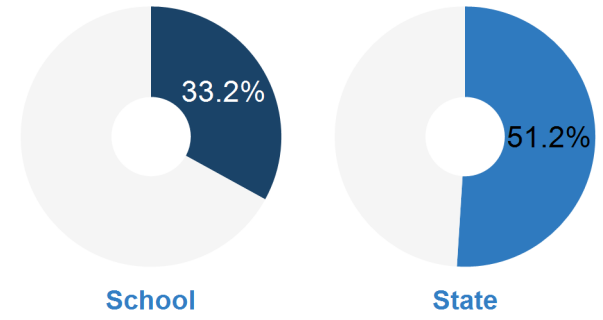
Grades 6-8:

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

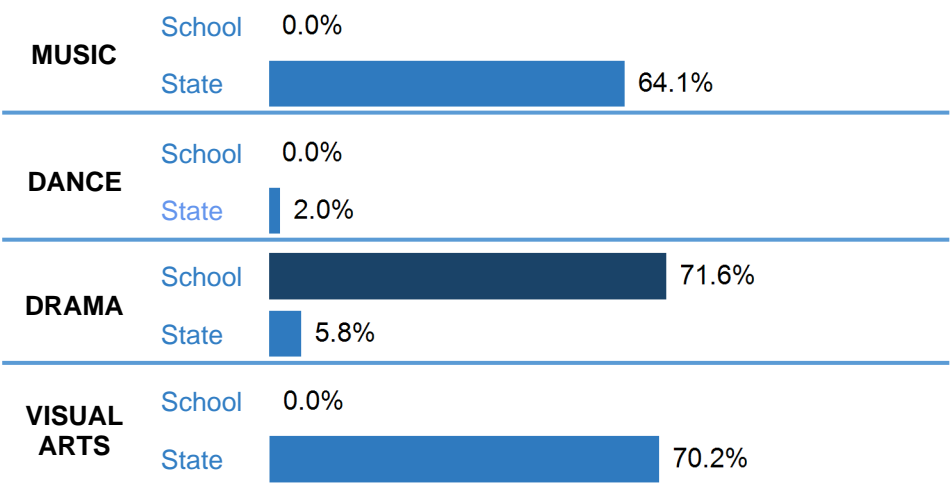


Grades 9-12:

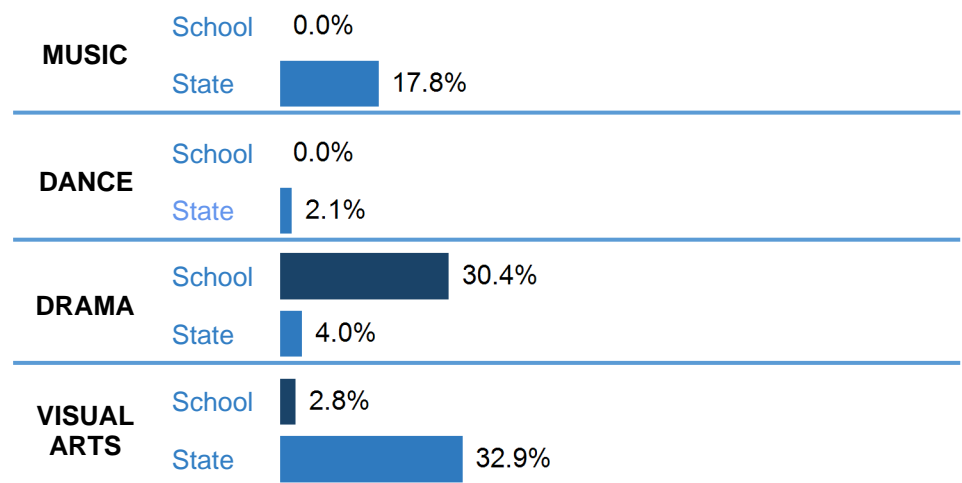
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





NORTH STAR ACADEMY CHARTER SCHOOL
 (80-7320-960)
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.3%	90.9%	98.8%	92.4%	95.2%	N	Met Goal	98.8%	N	Met Goal
White	N	95.0%	*	95.7%	*	**	**	N	N	N
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	95.3%	84.2%	100.0%	86.8%	97.2%	N	Met Goal	98.5%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	94.6%	84.6%	98.4%	87.0%	95.1%	N	Met Goal	98.7%	N	Met Goal
Students with Disabilities	90.9%	80.1%	100.0%	83.5%	100.0%	**	**	100.0%	**	**
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	96.7%	91.7%
Substitute Competency Test	2.5%	6.6%
Portfolio Appeals Process	0.8%	1.7%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.3%	-
2017	95.2%	98.8%
2016	95.3%	98.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	86.8%	1%	99%
White	N	N	N
Hispanic	78.9%	0%	100%
Black or African American	88.2%	1.1%	98.9%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	86.1%	0%	100%
Students with Disabilities	*	*	*
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	93.6%	8.2%	91.8%	49.3%	50.7%	50.7%	49.3%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	92.9%	9.2%	90.8%	52.3%	47.7%	50.8%	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	91.9%	2.9%	97.1%	44.1%	55.9%	52.9%	47.1%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N



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

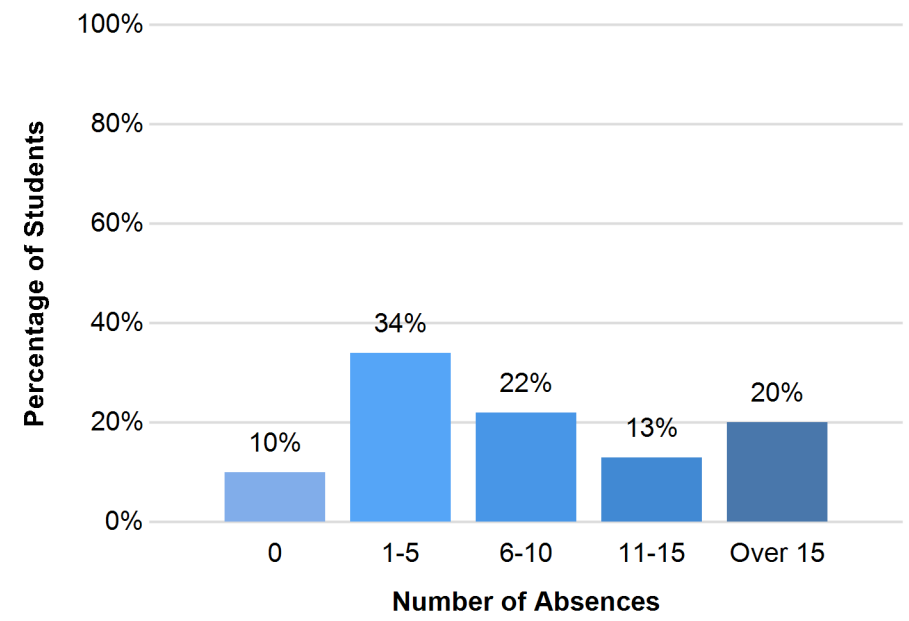
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	801	16.2	10.9	Not Met
White	11	12.5	10.9	Not Met
Hispanic	125	17.8	10.9	Not Met
Black or African American	661	16.0	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	20.0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	704	16.8	10.9	Not Met
Students with Disabilities	131	28.2	10.9	Not Met
English Learners	3	5.9	10.9	Met

Days Absent

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





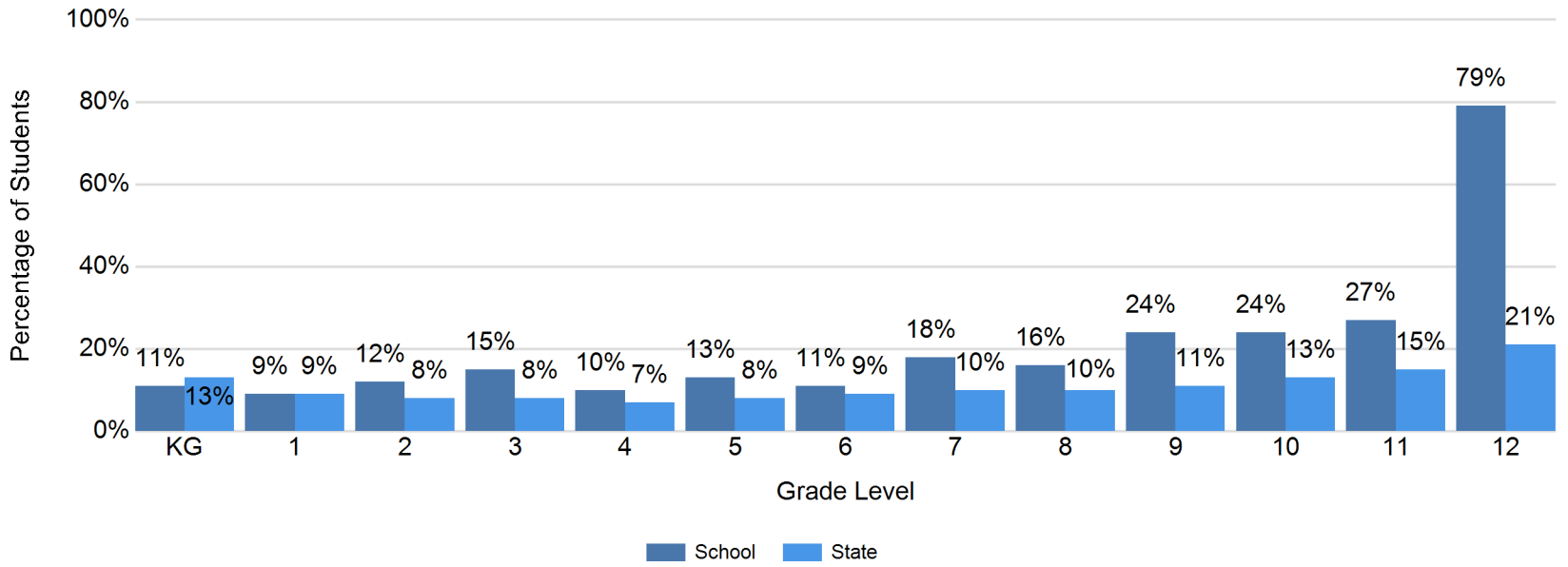
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	72
Weapons	1
Vandalism	14
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	91
Incidents Per 100 Students Enrolled	1.84

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	19



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	3	2	5
Other	3	1	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	392	7.9%
Out-of-School Suspensions	407	8.2%
Any Suspension	625	12.6%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
2459



NORTH STAR ACADEMY CHARTER SCHOOL
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 2017-2018

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School Day

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

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

Device Ratios

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

School Year	Student to Device Ratio
2017-18	49.2:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$957	\$15,009	\$15,966



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	283	117,464
Average years experience in public schools	3.8	12.0
Average years experience in district	2.8	10.7
Teachers in district for 4 or more years	27.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,374
Average years experience in public schools	10.2	16.0
Average years experience in district	7.2	12.0
Administrators in district for 4 or more years	69.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	17:1
Students to Administrators	380:1	380:1
Teachers to Administrators	22:1	22:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		706:1



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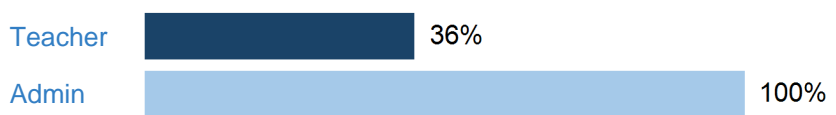
Teachers and Administrators - Level of Education

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

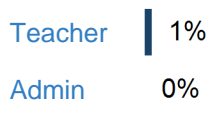
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	68.0%	90.2%
2016-17 Administrators: Same district 2017-18	56.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.9%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.9%	76.9%
Male	19.1%	23.1%
White	58.3%	38.5%
Hispanic	14.1%	0.0%
Black or African American	18.7%	61.5%
Asian	7.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.4%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	91.67	10.0%
Mathematics Proficiency	93.75	10.0%
Graduation Rate - 4-Year	65.96	12.5%
Graduation Rate - 5-Year	80.85	12.5%
English Language Arts Growth	81.25	12.5%
Mathematics Growth	88.89	12.5%
Progress Towards English Language Proficiency	11.11	20.0%
Chronic Absenteeism	34.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	63.79	n/a
Summative Rating: Percentile Rank of Summative Score	72.92	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	Met Target†	Not Met	No
White	74.39	14.08	No	Met Target†	Met Target	**	N	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	80.02	14.08	No	Met Goal	Not Met	**	**	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	75.91	21.20	No	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	77.69	21.20	No	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	69.49	14.08	No	Not Met	Not Met	**	**	Met Standard	Met Standard	n/a	Not Met	No
English Learners	59.97	14.08	No	Met Target†	Not Met	N	N	Met Standard	**	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 100% of students applied to and were accepted to college during the 17-18 school year. • North Star's academic achievement has opened up the doors of collaboration with NPS around professional development. • North Star celebrated its 20th year serving the families of Newark, and became a US News & World Report Gold Medal School.
 <p>Mission, Vision, Theme:</p>	<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>
 <p>Awards, Recognition, Accomplishments:</p>	<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 QuestBridge Scholar; 7 Cooperman Scholars; 1 Ron Brown Scholar. Three staff members were also recognized with awards, consisting of 1 recipient of the Ryan Award and 2 of the Governor's Educator of the Year program.</p>






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 Courses, Curriculum, Instruction:	<p>K-4 Reading & 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>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Football (Boys), Soccer (Boys), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls)</p>
 Clubs and Activities:	<p>North Star has made great strides in creating partnerships to bring strong programs to our students such as: African Drumming; All Nations Club; Anime; Broad & Central (Journalism); Business/DECA Club; Debate; Event Planning Club; International Thespian Society; Step; Sports Club; Sisters Who Elevate; NSAHS Chior; Dance Team; Photography Club; Speech Team; The Humbles: Band; Yearbook; Model UN; Afro Dance; Jersey Club Dance; National Honor Society</p>






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 <p>Before and After School Programs:</p>	<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 music, Hip Hop, step, dance, art, capoeira, yoga and karate. Performing arts are used to develop the confidence and professionalism in public speaking.</p>
 <p>Staff and Professional Learning:</p>	<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>
 <p>Postsecondary Information:</p>	<p>North Star has a College Access & Success Team of nine 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>






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 <p>Student Supports and Services:</p>	<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 & Language are also available; English Language Learners – ESL instruction and classroom accommodations</p>
 <p>Student Health and Wellness:</p>	<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 via fitness classes, performing arts classes and/or recess.</p>
 <p>Parent and Community Involvement:</p>	<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; Urban League of Essex County; JerseyCan; Better Education for Kids Foundation.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>We administer two staff surveys per year, a Fall Staff Survey (early October) and a Mid-year Staff Survey (January). Our school climate surveys ask staff members to share their perspectives on: leadership; quality of instructional support; school/staff culture. School leaders use data to inform their practice/interaction with staff. We also administer an annual family survey to gather parent satisfaction around school practices.</p>
 <p>School Safety:</p>	<p>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.</p>




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 <p>Technology and STEM:</p>	<p>Technology is a part of each school day, with all students utilizing Chromebooks weekly as part of the curriculum. High schools students have the opportunity to enroll in Engineering and Computer Science classes. Similarly, the school offers the following clubs to students: Girls Who Code, LP Tech, Robotics and STEM League.</p>
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 <p>Other Information:</p>	<p>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 86% 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.</p>
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