NJ SCHOOL PERFORMANCE REPORT

B.R.I.C.K. PESHINE ACADEMY
(13-3570-370)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	NEWARK CITY
Principal Name	MS. BARNES
Address	433 PESHINE AVENUE NEWARK, NJ 07112
Phone Number	(973)733-7004
Email Address	CBARNES@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/PES
Facebook	https://www.facebook.com/Peshine-Avenue-School-492145541150885/
Twitter	https://twitter.com/BRICKpeshine

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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
PK	92	101	97
KG	77	67	55
1	66	73	72
2	89	67	73
3	83	91	77
4	84	83	96
5	71	79	77
6	66	64	80
7	59	52	53
8	51	58	51
9	0	0	0
Total	738	735	731

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	47.3%	47.6%	48.6%
Male	52.7%	52.4%	51.4%
Economically Disadvantaged Students	86.2%	89.7%	82.8%
Students with Disabilities	16.7%	21.0%	23.5%
English Learners	4.9%	3.0%	1.6%
Homeless Students		1.5%	1.4%
Students in Foster Care		1.0%	1.2%
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	0.4%	0.8%	0.0%
Hispanic	9.3%	9.5%	9.8%
Black or African American	89.3%	88.8%	89.5%
Asian	0.1%	0.4%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.7%	0.3%	0.4%
Two or More Races	0.0%	0.0%	0.1%

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
PK - Half Day	0	0	0
PK - Full Day	92	101	97
KG - Half Day	0	0	0
KG - Full Day	77	67	55

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	738	735	731
Shared Time Students	0	0	0
Full Time Equivalent	738	735	731

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	94.5%
Spanish	2.3%
French	1.5%
Other Languages	1.6%

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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	48	48	50	Met Standard	51	46	50	Met Standard
White	N	57	50	**	N	49	51	**
Hispanic	54	50	49	Met Standard	49.5	47	48	Met Standard
Black or African American	47	43	44	Met Standard	51	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	61	**	N	64.5	61	**
American Indian or Alaska Native	N	50	52	**	*	33	53	**
Two or More Races	N	53	49	**	N	43.5	51	**
Economically Disadvantaged	47	48	48	Met Standard	51.5	46	47	Met Standard
Students with Disabilities	36	38	41	Not Met	32	38	43	Not Met
English Learners	76	54	54	**	65	49	51	**

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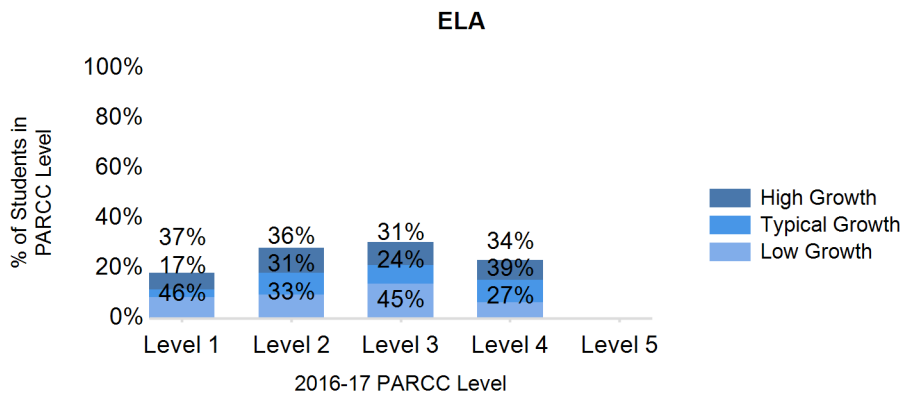
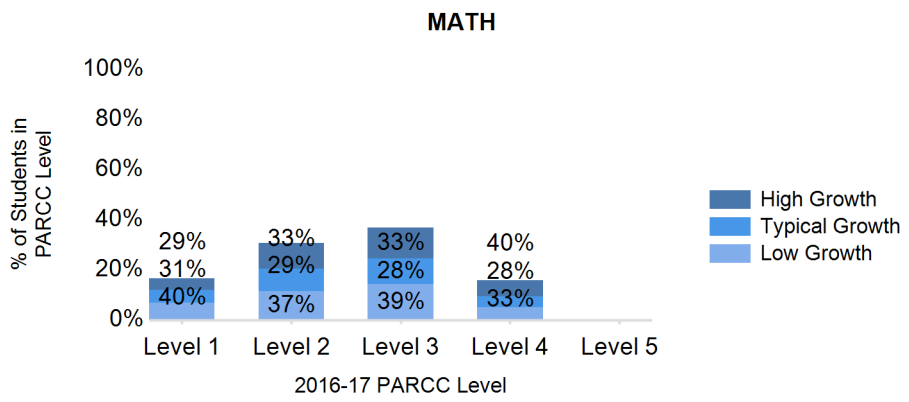
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for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

Student Growth by Performance Level

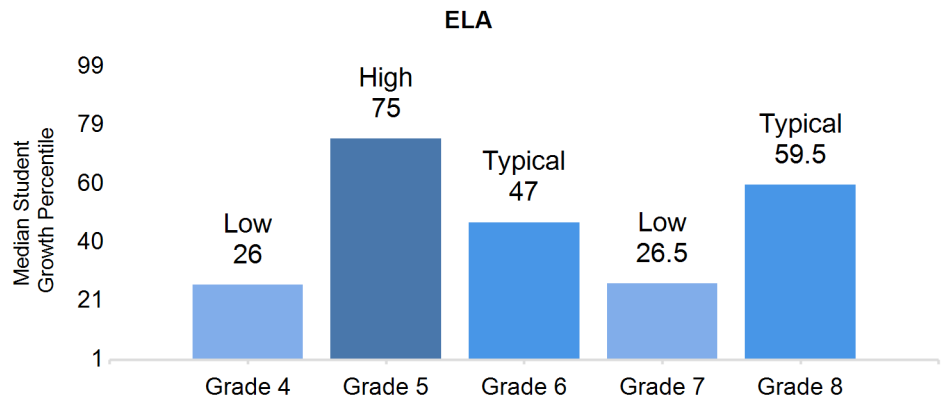
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

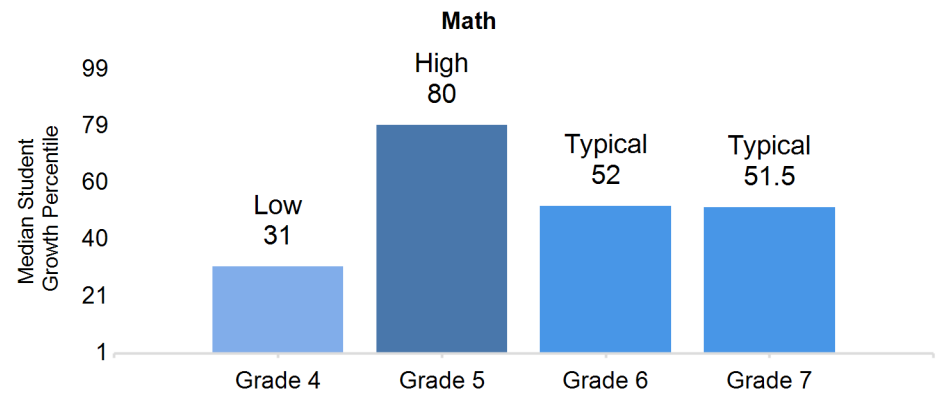




Student Growth by Grade

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	426	97.7	25.6	35.0	56.7	25.6	25.6	Met Target
White	N	N	N	53.4	65.6	N	**	**
Hispanic	50	98.0	30.0	38.8	42.5	30.0	29	Met Target
Black or African American	374	97.7	24.8	26.1	37.3	24.8	25.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.3	*	**	**
American Indian or Alaska Native	*	*	*	51.5	52.7	*	**	**
Two or More Races	N	N	N	50.8	63.4	N	**	**
Female	199	97.6	33.1	41.2	64.5	33.1		
Male	227	97.9	18.9	29.3	49.4	18.9		
Economically Disadvantaged Students	387	97.7	24.8	34.5	38.5	24.8	25	Met Target†
Non-Economically Disadvantaged Students	39	97.6	33.4	37.9	67.5	33.4		
Students with Disabilities	130	94.9	*	13.4	21.6	*	11.3	Not Met
Students without Disabilities	296	99.0	*	40.0	63.9	*		
English Learners	23	100.0	30.4	28.0	27.3	30.4	34	Met Target†
Non-English Learners	403	97.6	25.3	36.9	59.4	25.3		
Homeless Students	*	*	*	19.1	27.7	*		
Students In Foster Care	*	*	*	16.9	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	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	75	716	728	750	39%	13%	28%	*	*	20%	52%
White	N	N	743	759	N	N	N	N	N	N	61%
Hispanic	*	*	733	736	*	*	*	*	*	*	38%
Black or African American	64	715	719	733	42%	*	27%	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	34	720	735	756	35%	*	*	*	*	24%	57%
Male	41	713	722	744	41%	*	*	*	*	17%	46%
Economically Disadvantaged Students	*	*	728	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	731	762	*	*	*	*	*	*	64%
Students with Disabilities	18	677	697	719	*	*	*	*	*	*	24%
Students without Disabilities	57	729	734	756	*	*	*	*	*	*	57%
English Learners	*	*	714	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	731	753	*	*	*	*	*	*	55%
Homeless Students	N	N	712	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	714	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	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	92	720	734	756	26%	22%	35%	17%	0%	17%	58%
White	N	N	744	764	N	N	N	N	N	N	68%
Hispanic	*	*	738	744	*	*	*	*	*	*	44%
Black or African American	84	719	727	739	29%	21%	33%	17%	0%	17%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	745	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	36	728	739	762	*	*	39%	*	*	22%	63%
Male	56	715	729	751	*	*	32%	*	*	14%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	767	*	*	*	*	*	*	70%
Students with Disabilities	32	696	703	726	*	*	*	*	*	*	25%
Students without Disabilities	60	733	739	762	*	*	*	*	*	*	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	759	*	*	*	*	*	*	61%
Homeless Students	*	*	722	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	723	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	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	76	739	736	755	14%	21%	25%	*	*	39%	58%
White	N	N	757	763	N	N	N	N	N	N	68%
Hispanic	10	740	740	743	*	*	*	*	*	40%	43%
Black or African American	66	738	727	738	15%	20%	26%	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	42	744	743	762	*	*	*	*	*	45%	66%
Male	34	732	730	749	*	*	*	*	*	32%	51%
Economically Disadvantaged Students	*	*	736	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	739	766	*	*	*	*	*	*	71%
Students with Disabilities	20	700	706	724	*	*	*	*	*	*	22%
Students without Disabilities	56	752	742	762	*	*	*	*	*	*	65%
English Learners	*	*	718	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	738	757	*	*	*	*	*	*	60%
Homeless Students	*	*	726	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	707	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	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	78	729	736	754	13%	31%	40%	*	*	17%	56%
White	N	N	752	761	N	N	N	N	N	N	66%
Hispanic	12	719	738	742	*	*	*	*	*	17%	42%
Black or African American	66	730	729	737	*	33%	39%	*	*	17%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	39	736	742	761	*	*	*	*	*	*	64%
Male	39	721	731	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	66	728	735	739	*	*	*	*	*	17%	37%
Non-Economically Disadvantaged Students	12	733	741	764	*	*	*	*	*	17%	68%
Students with Disabilities	20	709	712	723	*	*	*	*	*	*	18%
Students without Disabilities	58	735	741	760	*	*	*	*	*	*	63%
English Learners	*	*	711	712	*	*	*	*	*	*	*
Non-English Learners	*	*	738	755	*	*	*	*	*	*	*
Homeless Students	N	N	721	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	727	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	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	53	728	738	760	19%	30%	26%	*	*	25%	63%
White	N	N	758	768	N	N	N	N	N	N	72%
Hispanic	*	*	741	746	*	*	*	*	*	*	49%
Black or African American	*	*	730	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	25	743	747	769	*	*	*	*	*	32%	72%
Male	28	715	731	752	*	*	*	*	*	18%	54%
Economically Disadvantaged Students	*	*	737	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	744	771	*	*	*	*	*	*	73%
Students with Disabilities	18	705	701	721	*	*	*	*	*	*	22%
Students without Disabilities	35	740	746	768	*	*	*	*	*	*	71%
English Learners	*	*	707	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	741	762	*	*	*	*	*	*	64%
Homeless Students	N	N	719	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	726	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	704	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

B.R.I.C.K. PESHINE ACADEMY
(13-3570-370)
Grades Offered: PK-08
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	52	735	736	759	19%	*	19%	*	*	44%	60%
White	N	N	753	767	N	N	N	N	N	N	70%
Hispanic	*	*	739	744	*	*	*	*	*	*	45%
Black or African American	*	*	728	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	23	754	744	768	*	*	*	*	*	61%	69%
Male	29	720	727	751	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	739	769	*	*	*	*	*	*	71%
Students with Disabilities	18	701	701	719	*	*	*	*	*	11%	19%
Students without Disabilities	34	753	743	766	*	*	*	*	*	62%	68%
English Learners	*	*	701	703	*	*	*	*	*	*	*
Non-English Learners	*	*	739	761	*	*	*	*	*	*	*
Homeless Students	N	N	714	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	716	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	*	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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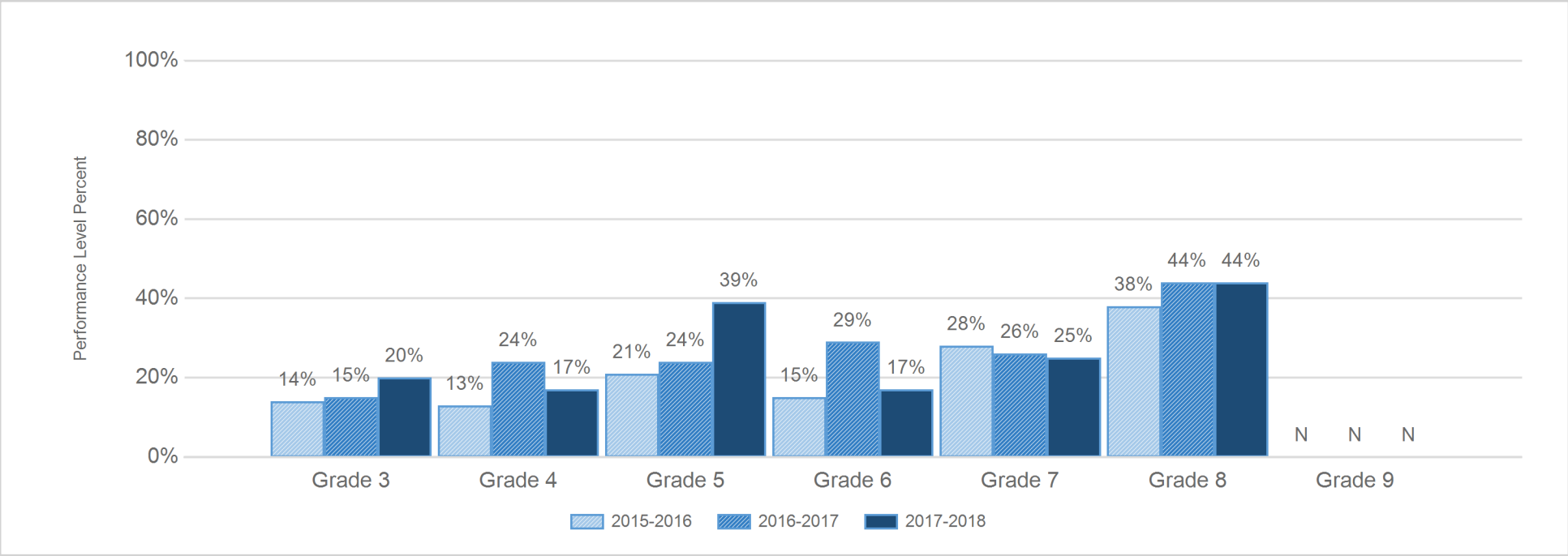
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	426	97.7	20.4	25.3	45.0	20.4	18.5	Met Target
White	N	N	N	41.0	54.1	N	**	**
Hispanic	50	98.0	16.0	29.1	29.2	16.0	12.2	Met Target
Black or African American	374	97.7	20.9	16.5	23.4	20.9	19.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.1	77.0	*	**	**
American Indian or Alaska Native	*	*	*	34.2	42.5	*	**	**
Two or More Races	N	N	N	49.2	53.0	N	**	**
Female	199	97.6	26.1	26.5	46.0	26.1		
Male	227	97.9	15.4	24.2	43.9	15.4		
Economically Disadvantaged Students	387	97.7	19.9	25.3	26.6	19.9	18.3	Met Target
Non-Economically Disadvantaged Students	39	97.6	25.6	25.4	55.9	25.6		
Students with Disabilities	130	94.9	*	11.0	17.1	*	6.6	Not Met
Students without Disabilities	296	99.0	*	28.6	50.5	*		
English Learners	23	100.0	30.4	23.5	24.6	30.4	30.7	Met Target†
Non-English Learners	403	97.6	19.9	25.9	46.9	19.9		
Homeless Students	*	*	*	11.8	17.3	*		
Students In Foster Care	*	*	*	12.1	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	75	728	732	752	19%	29%	24%	*	*	28%	53%
White	N	N	745	760	N	N	N	N	N	N	64%
Hispanic	*	*	737	739	*	*	*	*	*	*	38%
Black or African American	64	727	721	734	20%	30%	22%	*	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	34	731	733	752	*	32%	*	*	*	29%	53%
Male	41	725	731	751	*	27%	*	*	*	27%	53%
Economically Disadvantaged Students	*	*	732	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	734	762	*	*	*	*	*	*	66%
Students with Disabilities	18	701	712	730	*	*	*	*	*	*	29%
Students without Disabilities	57	736	735	756	*	*	*	*	*	*	57%
English Learners	*	*	727	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	56%
Homeless Students	N	N	720	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	718	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

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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	92	711	730	748	*	*	*	*	*	*	49%
White	N	N	737	755	N	N	N	N	N	N	60%
Hispanic	*	*	735	737	*	*	*	*	*	*	34%
Black or African American	84	709	721	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	36	715	731	748	*	*	*	*	*	*	50%
Male	56	708	729	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	730	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	731	758	*	*	*	*	*	*	62%
Students with Disabilities	32	694	707	725	*	*	*	*	*	*	22%
Students without Disabilities	60	720	734	753	*	*	*	*	*	*	55%
English Learners	*	*	720	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	732	750	*	*	*	*	*	*	52%
Homeless Students	*	*	713	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	716	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

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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	76	734	730	748	14%	25%	28%	*	*	33%	49%
White	N	N	749	756	N	N	N	N	N	N	60%
Hispanic	10	735	733	736	*	*	*	*	*	40%	32%
Black or African American	66	734	721	730	*	26%	29%	*	*	32%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	42	738	732	749	*	*	*	*	*	40%	50%
Male	34	729	728	747	*	*	*	*	*	24%	48%
Economically Disadvantaged Students	*	*	730	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	731	758	*	*	*	*	*	*	62%
Students with Disabilities	20	702	712	726	*	*	*	*	*	*	20%
Students without Disabilities	56	745	733	752	*	*	*	*	*	*	55%
English Learners	*	*	719	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	731	750	*	*	*	*	*	*	51%
Homeless Students	*	*	711	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	713	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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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	78	724	726	744	19%	31%	33%	17%	0%	17%	44%
White	N	N	739	751	N	N	N	N	N	N	54%
Hispanic	12	719	728	731	*	*	*	*	*	17%	27%
Black or African American	66	725	719	726	17%	33%	33%	17%	0%	17%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	39	727	728	745	*	*	26%	*	*	23%	45%
Male	39	721	725	742	*	*	41%	*	*	10%	42%
Economically Disadvantaged Students	66	724	726	729	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	12	727	730	753	*	*	*	*	*	17%	56%
Students with Disabilities	20	699	705	717	*	*	*	*	*	*	13%
Students without Disabilities	58	733	731	748	*	*	*	*	*	*	49%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	45%
Homeless Students	N	N	707	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	723	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

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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	53	729	727	743	*	32%	36%	*	*	19%	43%
White	N	N	742	750	N	N	N	N	N	N	54%
Hispanic	*	*	730	732	*	*	*	*	*	*	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	25	734	729	745	*	*	*	*	*	24%	45%
Male	28	724	726	741	*	*	*	*	*	14%	42%
Economically Disadvantaged Students	*	*	727	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	55%
Students with Disabilities	18	712	704	717	*	*	*	*	*	*	12%
Students without Disabilities	35	737	732	748	*	*	*	*	*	*	50%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	744	*	*	*	*	*	*	45%
Homeless Students	N	N	708	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	712	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	711	718	N	N	N	N	N	N	11%

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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	52	723	718	728	31%	*	23%	*	*	29%	28%
White	N	N	732	736	N	N	N	N	N	N	36%
Hispanic	*	*	723	722	*	*	*	*	*	*	22%
Black or African American	*	*	710	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	745	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	23	735	722	731	*	*	*	*	*	43%	31%
Male	29	713	715	725	*	*	*	*	*	17%	26%
Economically Disadvantaged Students	*	*	718	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	717	735	*	*	*	*	*	*	35%
Students with Disabilities	18	687	691	705	*	*	*	*	*	*	*
Students without Disabilities	34	741	724	735	*	*	*	*	*	*	*
English Learners	*	*	706	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	720	729	*	*	*	*	*	*	29%
Homeless Students	N	N	694	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	689	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	*	703	N	N	N	N	N	N	10%

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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	N	N	725	746	N	N	N	N	N	N	46%
White	N	N	745	755	N	N	N	N	N	N	57%
Hispanic	N	N	728	730	N	N	N	N	N	N	27%
Black or African American	N	N	717	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	N	N	730	748	N	N	N	N	N	N	48%
Male	N	N	721	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	726	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	723	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	702	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	730	752	N	N	N	N	N	N	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	N	N	728	749	N	N	N	N	N	N	*
Homeless Students	N	N	704	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	708	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

B.R.I.C.K. PESHINE ACADEMY
(13-3570-370)
Grades Offered: PK-08
2017-2018

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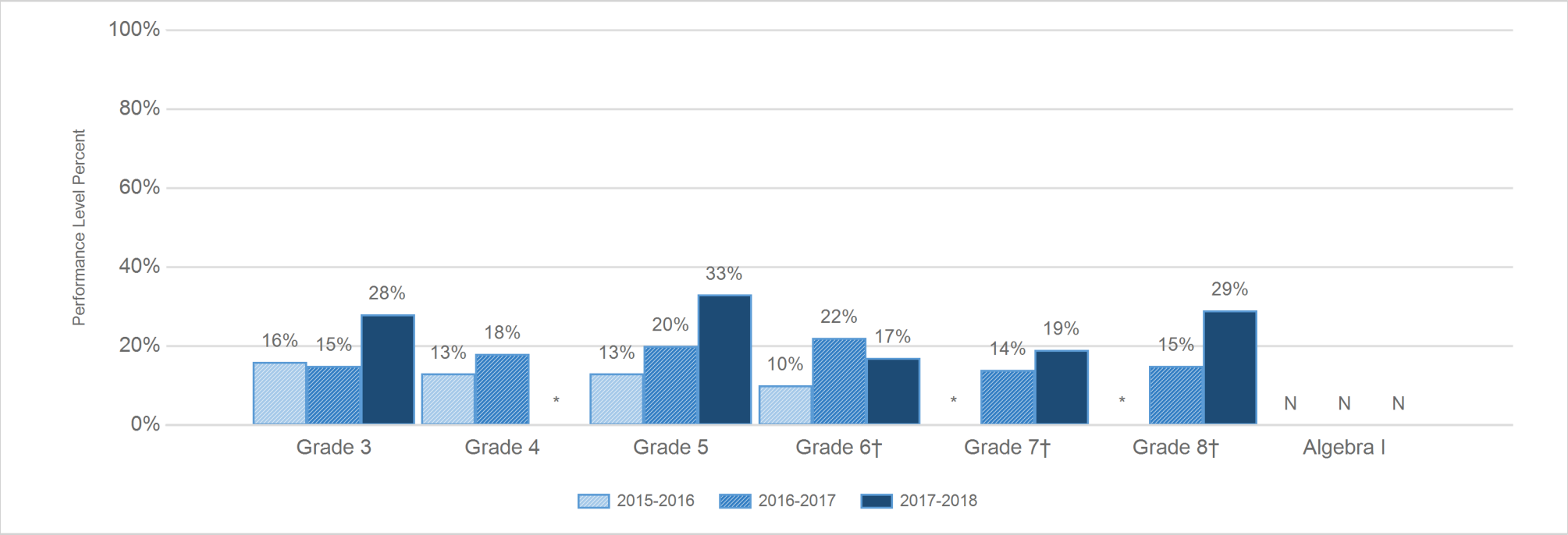
Mathematics Assessment – Performance Trends

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	*	*
4	N	N
5	*	*
6	N	N
7	N	N
8	*	*

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	*	*	*

† 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	*	*	*
3-4	*	*	*
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.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	80
7	0	0	53
8	0	0	51
Total	0	0	184

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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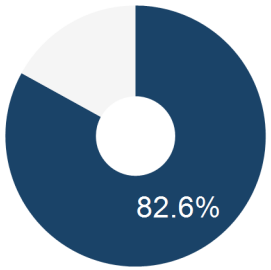
Visual and Performing Arts – Course Participation

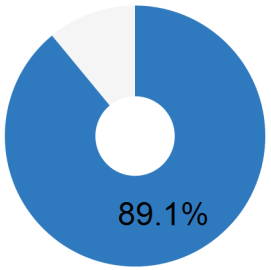
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

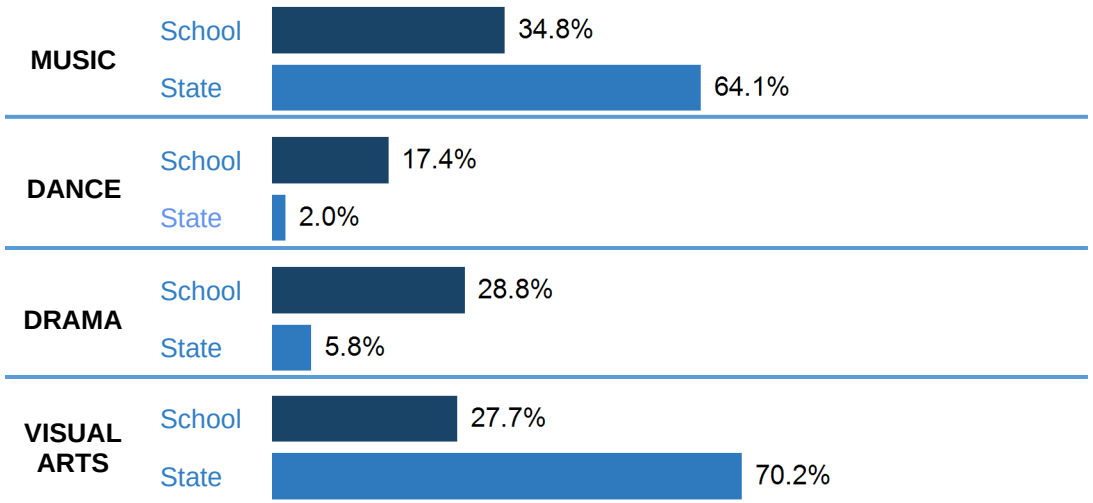


School



State

Students enrolled in one or more classes by discipline:



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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.

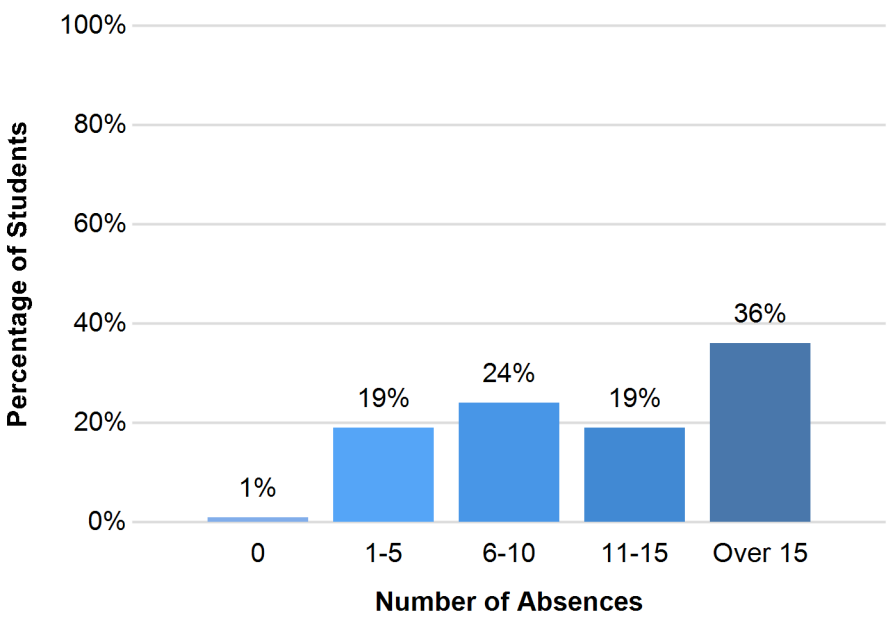
Chronic Absenteeism

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	180	28.4	9.1	Not Met
White	N	N	N	N
Hispanic	27	39.1	9.1	Not Met
Black or African American	153	27.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	155	29.9	9.1	Not Met
Students with Disabilities	60	37.0	9.1	Not Met
English Learners	0	0	**	**

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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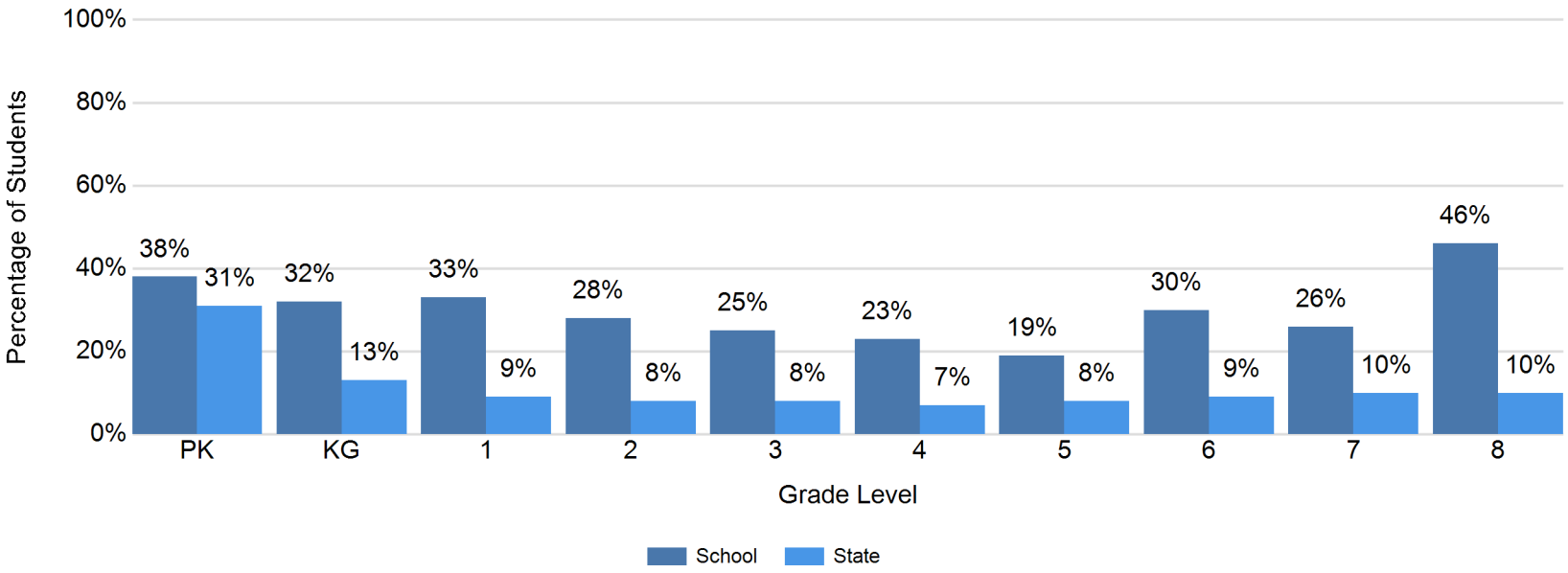
Chronic Absenteeism by Grade

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	9
Weapons	1
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.92

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	4	4
No Identified Nature	7		7

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	*	*
Out-of-School Suspensions	15	2.1%
Any Suspension	18	2.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
53

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	2 Hrs. 48 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,568	$15,789	$17,357

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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	56	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	7.9	10.7
Teachers in district for 4 or more years	48.2%	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	362	9,374
Average years experience in public schools	16.7	16.0
Average years experience in district	14.4	12.0
Administrators in district for 4 or more years	89.3%	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	13:1	15:1
Students to Administrators	73:1	114:1
Teachers to Administrators	6:1	8:1
Students to Librarians/Media Specialists		3431:1
Students to Nurses		438:1
Students to Counselors		654:1
Students to Child Study Team		183:1

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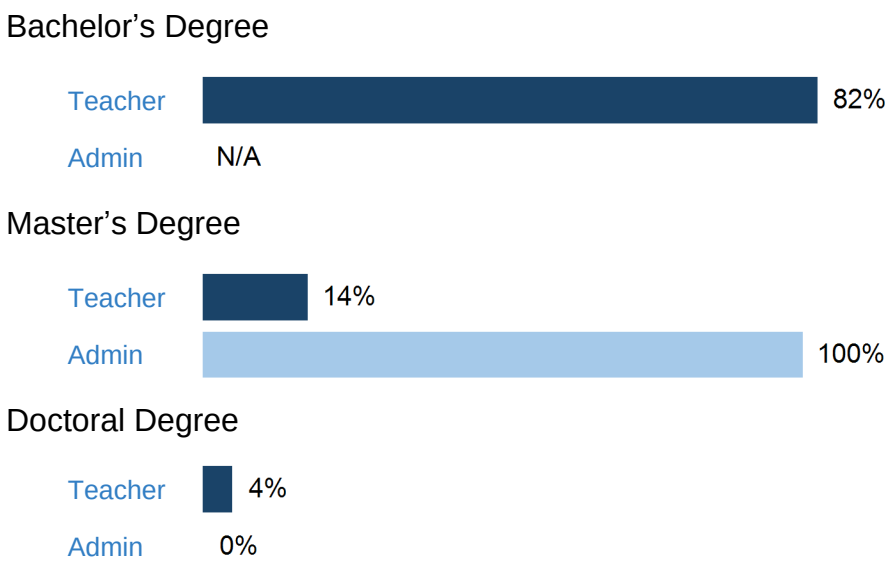
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	81.9%	90.2%
2016-17 Administrators: Same district 2017-18	79.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.3%	70.0%
Male	10.7%	30.0%
White	28.6%	30.0%
Hispanic	12.5%	10.0%
Black or African American	58.9%	50.0%
Asian	0.0%	10.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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	Yes	No	Yes
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	Yes		
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	9.06	17.5%
Mathematics Proficiency	11.55	17.5%
English Language Arts Growth	44.31	25.0%
Mathematics Growth	49.79	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	1.86	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.41	n/a
Summative Rating: Percentile Rank of Summative Score	15.34	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

B.R.I.C.K. PESHINE ACADEMY
(13-3570-370)
Grades Offered: PK-08
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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	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	Yes	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	35.54	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	46.12	14.08	No	Met Target†	Met Target	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/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	35.77	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	13.28	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	**	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.

Mission, Vision, Theme:	Our mission is to Build Responsible, Intelligent and Creative Kids. Through a globally minded curriculum, extended day program, individualized professional development, and community and family partnerships, we ensure that scholars will be college and life ready in an interconnected global society
Awards, Recognition, Accomplishments:	Recognized for having one of the highest mSGP growth for 2017-2018, Renew the Arts School

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls) Girls Basketball Team and Cheer Team won 1st place 3 years in a row
Clubs and Activities:	Art, Chess Club, Chorus, Coding, Dance, Instrumental Music, Drama, Chess, Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5-13, Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs. Highly specialized programs for students with greater needs are available including transitional services. Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15. Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs, as well as, part-time bilingual education for Portuguese, French, and Haitian Creole speaking ELLs. The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and/or tailored second language acquisition. I&RS services are available for students in need of academic, social, or emotional support as well as school counselors, academic support and interventions, OT/PT.
Student Health and Wellness:	Our school provides students with healthy and nutritious foods encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains for students to select and consume all components of the school meal. Students also engage in nutrition education and are provided with the opportunity to engage in daily physical activity
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc., BRICK, Head Start, My Very Own Library, NJPAC Disney Musicals

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Facilities:	Built in 1911 and includes Auditorium and Computer Labs.
School Safety:	Our students and staff regularly participate in both fire and security drills. The drills ensure preparedness for a wide spectrum of emergencies. In addition, we installed a LobbyGuard system in our building. The system assists with visitor management and flags registered Megan's Offenders upon entry into our school. Additionally, we participate in Newark Cares, a program in partnership with the Newark Police Division and the US Drug Enforcement Agency. The program is designed to alert our administrators anytime a student has been involved in, or exposed to, a traumatic experience. Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students, staff, visitors, and property.

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Technology and STEM:	Our school has 973 chromebooks and laptops providing a 1:1 student to laptop computing environment and most of our classrooms are equipped with SMARTBoards and other projection devices. Technology is incorporated into the curriculum in a balanced approach with online and offline activities to assist our students develop the 21st century skills including collaboration, communication, and critical thinking and meet the NJ DOE State Technology standards. Students access technology both in- and out-of-school through several district-adopted digital content and online productivity suites including Google Classroom, Google Suite for Education, Microsoft Office, Newsela, Learning Ally, and the SMART Learning Suite as well as e-textbooks and interactive resources connected to our content areas. Students also engage in computer science and coding lessons to develop computational thinking and problem solving skills to better prepare them for the growing demand of computing careers.
Early Childhood Education:	The school offers a full-day pre-kindergarten program for all Newark residents who turn 3- or 4- years of age by October 1st. In addition, any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3-years old. Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students. The preschool day is aligned with the school district's 6-hour day. Preschool programs are funded by New Jersey Preschool Education Aid and/or Federal Head Start funds.

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Other Information:	The traditional standard schedule for students in our elementary schools is 8:25 am - 2:55 pm. All schools have a centralized homepage where important information is posted. Social media platforms such as Facebook and Twitter are also utilized to communicate important information, special events, and reminders. We also utilize the Blackboard telephone communication system to notify families of emergency school closings. All students in (Pre K to 12th Grade) are required to wear a school uniform. The clothing guidelines and colors can be found at www.nps.k12.nj.us/parents/resources/school-uniforms/. Admissions information for all Newark Board of Education schools can be found at www.NewarkEnrolls.org.