

**ACHIEVE COMMUNITY CHARTER SCHOOL**

(80-6110-902)

Grades Offered: KG-01

2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
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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 at 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	ACHIEVE COMMUNITY CHARTER SCHOOL
Principal Name	MR. PERPICH
Address	534 Clinton Avenue Newark, NJ 07108
Phone Number	(646)351-9501
Email Address	CPERPICH@ACHIEVECCS.ORG
Website	https://www.achieveccs.org/
Facebook	https://www.facebook.com/bricknewark
Twitter	https://twitter.com/BRICKAcademy



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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	0	0	40
1	0	0	22
Total	0	0	62

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	0.0%	0.0%	64.5%
Male	0.0%	0.0%	35.5%
Economically Disadvantaged Students	0.0%	0.0%	90.3%
Students with Disabilities	0.0%	0.0%	6.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	3.2%
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	0.0%	0.0%	0.0%
Hispanic	0.0%	0.0%	1.6%
Black or African American	0.0%	0.0%	98.4%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/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	0	0	40

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	100.0%



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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	N	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency 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	N	N	N
3-4	N	N	N
5 or more	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.

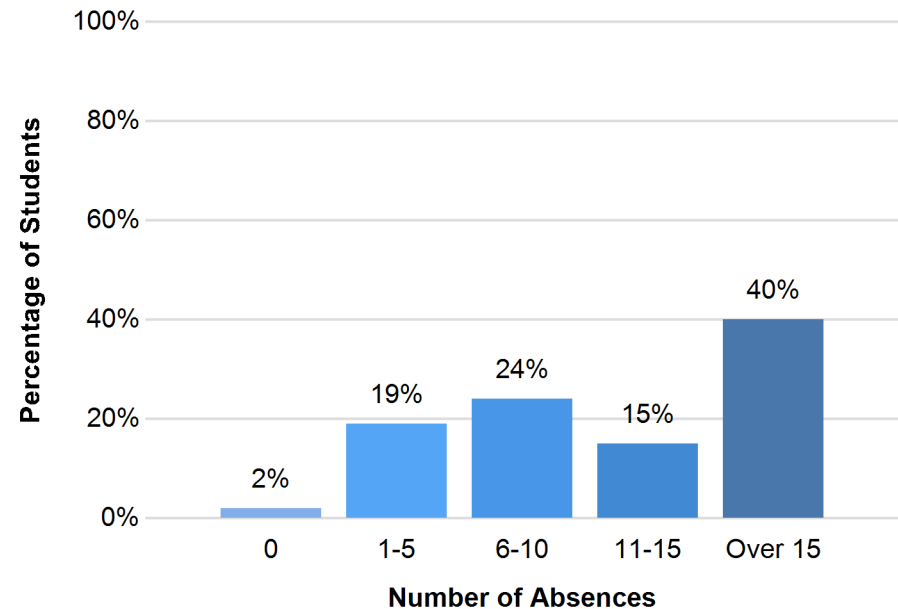
Chronic Absenteeism

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	18	29.0	11.2	Not Met
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	*	*	11.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	16	28.6	11.2	Not Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

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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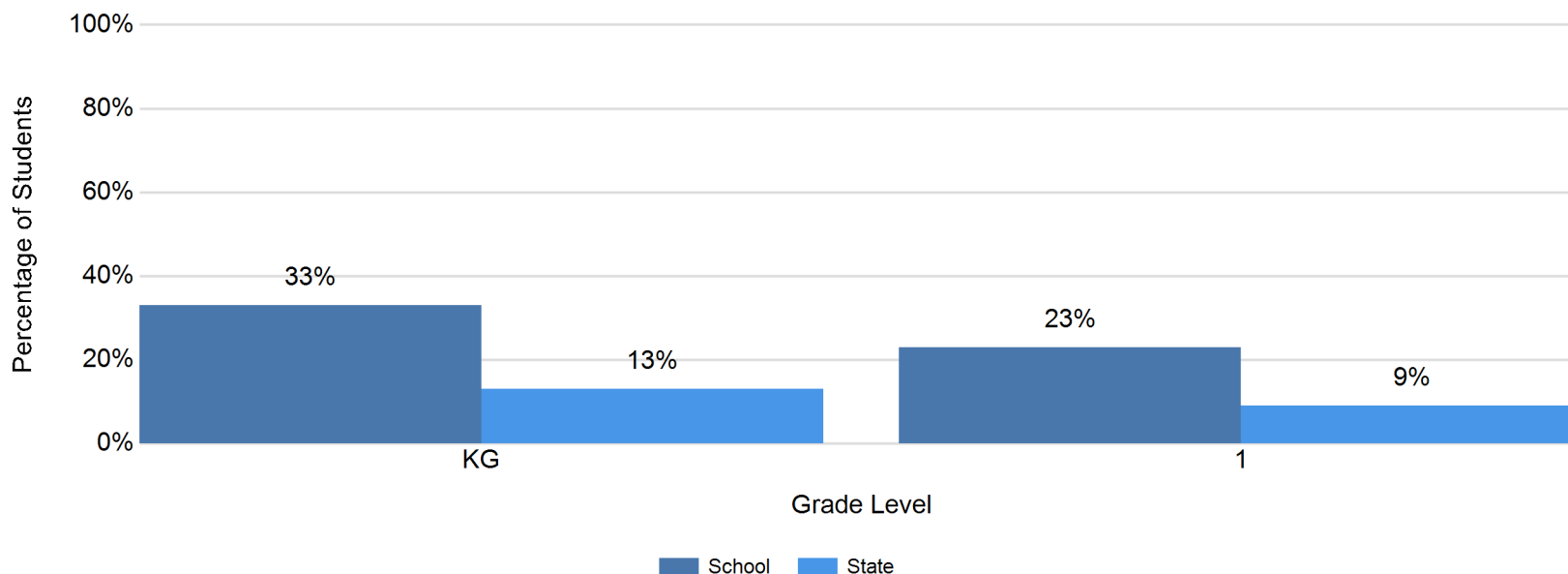
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

0



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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	8:00 AM
Typical End Time	3:45 PM
Length of School Day	7 Hrs 45 Mins
Full Time - Instructional Time	7 Hrs 45 Mins
Shared Time - Instructional Time	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)	N	N	N



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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	5	117,464
Average years experience in public schools	8.8	12.0
Average years experience in district	0.0	10.7
Teachers in district for 4 or more years	0.0%	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	3	9,374
Average years experience in public schools	10.7	16.0
Average years experience in district	0.0	12.0
Administrators in district for 4 or more years	0.0%	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	12:1	12:1
Students to Administrators	21:1	21:1
Teachers to Administrators	2:1	2:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		N



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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	N	90.2%
2016-17 Administrators: Same district 2017-18	N	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	99.8%



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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	100.0%	33.3%
Male	0.0%	66.7%
White	0.0%	66.7%
Hispanic	0.0%	0.0%
Black or African American	100.0%	33.3%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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School Narrative

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



Highlights:

- Achieve builds innovators who will graduate college ready to solve the world's big challenges. We cultivate the "innovator's DNA": associating, questioning, observing, networking, and experimenting.
- At Achieve, we work to ensure that every child begins to build his/her own character and value system rooted in intellectual curiosity and personal identity.
- Achieve provides specialized and integrated trauma-informed intervention to identify student needs and match them with tailored resources, including two-generation family supports.



Mission, Vision, Theme:

The Achieve vision is that every student has unimpeded path to unlocking their limitless potential. To do this, Achieve provides a Pre K-K-12 continuum that fosters the individual needs of students as they develop the skills, character and values that will prepare them for college and empower them to use their unique perspective as an asset to shape our country's future.



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Courses, Curriculum, Instruction:

Achieve provides a new vision for the classroom experience that promotes students' intellectual and emotional development through rigorous, personalized study and provides purposeful pathways with multiple opportunities to practice and master higher-order skills and knowledge. Achieve's model is designed to reach students during their most important developmental years and empower them to be decision-makers in their own education. Achieve is fiercely committed to cultivating intellectual curiosity and providing students with daily rigorous individualized college preparatory instruction set to high standards. Achieve understands that students must have choice in order to be invested in their own learning. At Achieve, a customized plan of learning is developed, in consultations with the student's parents for every student. Community mentors and assigned school based advisors work 1:1 throughout the school year to ensure goals are met.



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Student Supports and Services:

Some Achieve scholars and families have been exposed to adverse childhood experiences and toxic stress at rates four to eight times greater than that of the general population. As a result of these findings, Achieve provides a specialized and integrated trauma informed intervention system that allows staff to proactively identify the needs of every student and match these with tailored supports and resources, including two generation family supports. These supports are designed to provide individualized parent coaching that will empower them, and to better support Achieve scholars and ensure their good health. In addition, Achieve has built a platform for sharing student-centered data across all systems: education, health care, and family services. Achieve believes that this data approach allows the school to go to the next level in personalized learning by providing a holistic approach toward achieving scholar success.



Parent and Community Involvement:

Achieve ensures that parents and the community at large are involved in the overall development of scholars. Specifically, Achieve works with parents on an individual basis. Parent leadership opportunities are provided to help steer the success of the school, and Achieve schools are used as hubs for the community by hosting neighborhood events and maximizing local partnerships.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers



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**Technology and
STEM:**

Achieve's pedagogy not only focuses on the importance of college but also develops what we call an innovator's DNA: associating, questioning, observing, networking, and experimenting. To assist in these efforts, Achieve cultivates a problem-solving skillset that will assist each student in marketing himself/herself professionally far beyond a college degree. As we grow, we are working to include STEM courses like coding and robotics in the core coursework. Achieve partners with community organizations to provide scholars with opportunities that will enrich their experiences and broaden their horizons. Current activities include: After School All-Stars and Audible's Reading Pals. ASAS is a STEAM based enrichment program tailored to each individual grade-level. Reading Pals is a partnership with Audible where Audible employees come to Achieve twice a week to read and discuss a book using Kindles. At program end, students get to keep their assigned Kindles.



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Other Information:

At Achieve, we work to ensure that every child also begins to build his/her own value system rooted in intellectual curiosity and personal identity. At the core of Achieve's values driven school culture is its scholar value system. Achieve invests time and diligence in explicitly teaching and constantly reinforcing its value system called DREAMS: Diligence, Respect, Empathy, Appropriate Self-Expression, Model Citizenship, and Self-Control.