NJ SCHOOL PERFORMANCE REPORT

BERKELEY TERRACE ELEMENTARY SCHOOL
(13-2330-080)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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 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	IRVINGTON TOWNSHIP
Principal Name	MS. LOVE
Address	787 GROVE STREET IRVINGTON, NJ 07111-3605
Phone Number	(973)399-6852
Email Address	SLOVE@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/berkeley-terrace
Twitter	https://twitter.com/IrvingtonPSD

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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	40	43	47
KG	76	76	91
1	88	73	73
2	81	98	80
3	72	73	85
4	54	69	71
5	48	60	67
Total	459	492	514

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	44.4%	47.4%	45.1%
Male	55.6%	52.6%	54.9%
Economically Disadvantaged Students	87.6%	72.4%	73.0%
Students with Disabilities	10.2%	9.8%	12.8%
English Learners	27.7%	25.2%	27.6%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.4%	1.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.2%

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%	0.2%	0.0%
Hispanic	25.5%	27.0%	28.2%
Black or African American	73.4%	71.5%	70.2%
Asian	0.9%	0.6%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.6%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.0%	0.4%	0.4%

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	40	43	47
KG - Half Day	0	0	0
KG - Full Day	76	76	91

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	60.3%
Spanish	24.3%
Haitian	4.3%
Twi	2.7%
Igbo	2.5%
Other Languages	5.8%

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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	44	49	50	Met Standard	41	44	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	48	53	49	Met Standard	45	45	48	Met Standard
Black or African American	41	47	44	Met Standard	40	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	64	61	**	N	76	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	45	48	48	Met Standard	42.5	45	47	Met Standard
Students with Disabilities	*	36	41	**	67.5	35	43	**
English Learners	41.5	49	54	**	49	37	51	Met Standard

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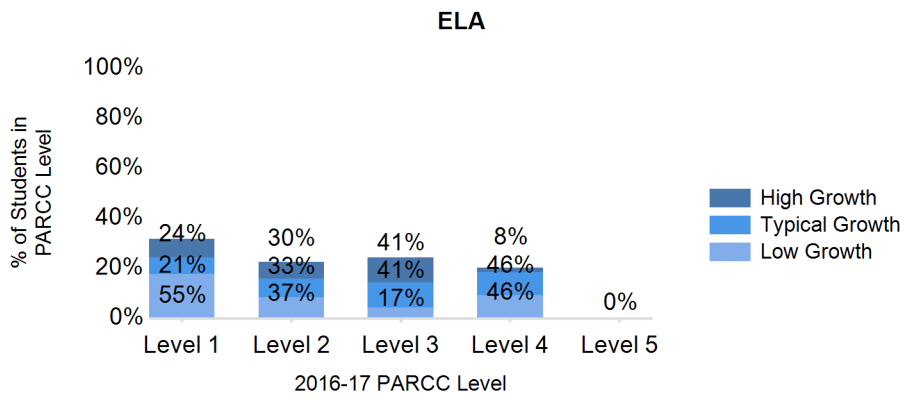
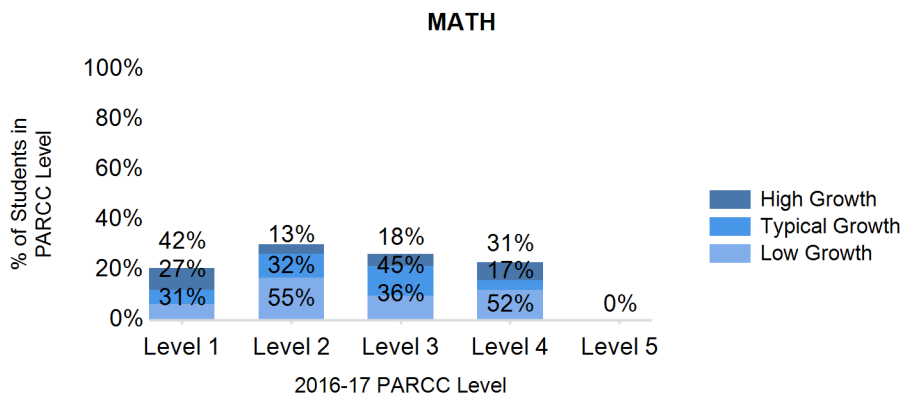
Student Growth by Performance Level

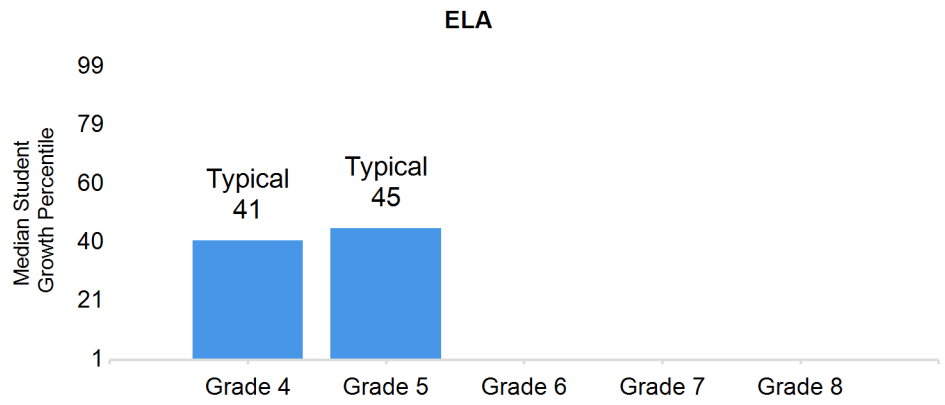
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

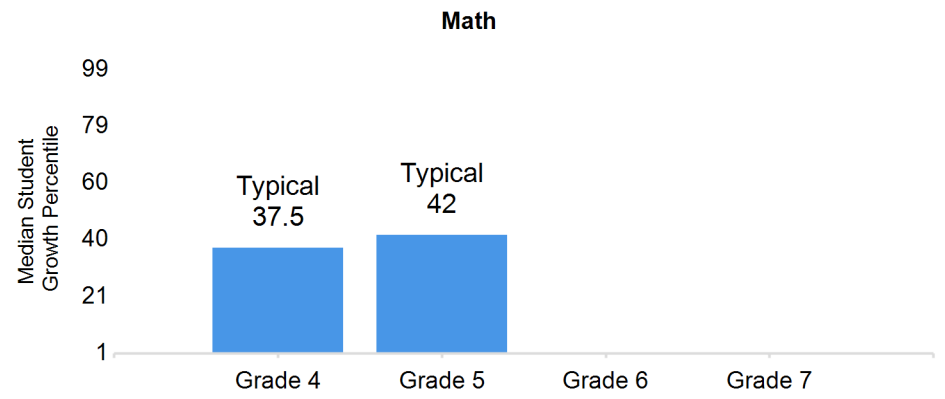




Student Growth by Grade

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	212	98.7	28.8	27.4	56.7	28.8	26.4	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	60	98.4	28.3	27.1	42.5	28.3	24.1	Met Target
Black or African American	150	98.7	28.6	27.2	37.3	28.6	27.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	95	99.0	35.8	33.7	64.5	35.8		
Male	117	98.4	23.1	21.6	49.4	23.1		
Economically Disadvantaged Students	172	99.4	29.0	*	38.5	29.0	27.1	Met Target
Non-Economically Disadvantaged Students	40	96.0	27.5	*	67.5	27.5		
Students with Disabilities	21	92.6	*	*	21.6	*	N	N
Students without Disabilities	191	99.5	*	*	63.9	*		
English Learners	37	100.0	*	*	27.3	*	20.2	Not Met
Non-English Learners	175	98.4	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	13.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	86	725	721	750	31%	15%	27%	*	*	27%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	719	736	*	*	*	*	*	*	38%
Black or African American	61	727	721	733	25%	16%	34%	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	34	734	725	756	*	*	32%	*	*	32%	57%
Male	52	720	717	744	*	*	23%	*	*	23%	46%
Economically Disadvantaged Students	70	724	721	733	*	*	*	*	*	26%	34%
Non-Economically Disadvantaged Students	16	730	724	762	*	*	*	*	*	31%	64%
Students with Disabilities	*	*	699	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	724	756	*	*	*	*	*	*	57%
English Learners	15	696	699	712	*	*	*	*	*	*	15%
Non-English Learners	71	731	726	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	69	724	731	756	32%	23%	*	*	*	33%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	726	744	*	*	*	*	*	*	44%
Black or African American	50	727	731	739	28%	*	*	36%	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	35	733	733	762	*	*	*	*	*	46%	63%
Male	34	714	728	751	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	53	727	731	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	16	715	730	767	*	*	*	*	*	25%	70%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	64%
English Learners	14	698	709	720	*	*	*	*	*	*	17%
Non-English Learners	55	730	735	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	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	65	725	729	755	22%	28%	26%	25%	0%	25%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	21	728	733	743	*	*	*	*	*	24%	43%
Black or African American	44	724	*	738	25%	25%	25%	25%	0%	25%	38%
Asian, Native Hawaiian, or Pacific Islander	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	*	763	N	N	N	N	N	N	65%
Female	32	726	732	762	*	*	*	*	*	25%	66%
Male	33	724	726	749	*	*	*	*	*	24%	51%
Economically Disadvantaged Students	50	725	729	739	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	15	725	727	766	*	*	*	*	*	20%	71%
Students with Disabilities	*	*	701	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	733	762	*	*	*	*	*	*	65%
English Learners	10	708	708	712	*	*	*	*	*	*	11%
Non-English Learners	55	728	732	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	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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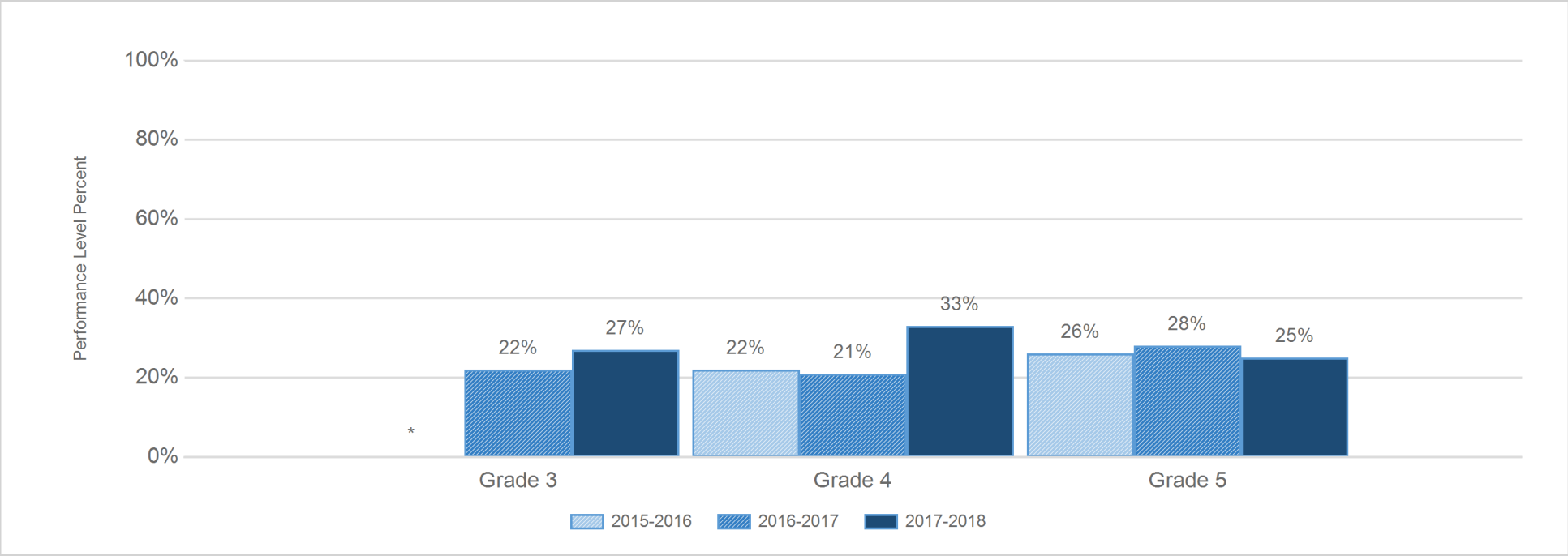
English Language Arts/Literacy Assessment - Performance Trends

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	221	98.3	18.5	*	45.0	18.5	31.1	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	67	98.6	19.4	15.2	29.2	19.4	26	Met Target†
Black or African American	152	98.2	18.4	*	23.4	18.4	32.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	20.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	101	99.1	16.9	*	46.0	16.9		
Male	120	97.6	20.0	*	43.9	20.0		
Economically Disadvantaged Students	179	98.9	*	14.2	26.6	*	30.9	Not Met
Non-Economically Disadvantaged Students	42	96.2	*	13.0	55.9	*		
Students with Disabilities	21	92.6	*	*	17.1	*	N	N
Students without Disabilities	200	99.1	*	*	50.5	*		
English Learners	47	100.0	*	*	24.6	*	18.3	Not Met
Non-English Learners	174	97.9	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	88	727	728	752	19%	32%	25%	*	*	24%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	728	739	*	*	*	*	*	*	38%
Black or African American	61	730	727	734	16%	30%	31%	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	37	728	728	752	*	38%	*	*	*	22%	53%
Male	51	727	728	751	*	27%	*	*	*	25%	53%
Economically Disadvantaged Students	71	728	728	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	17	726	726	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	718	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	729	756	*	*	*	*	*	*	57%
English Learners	17	712	712	726	*	59%	*	*	*	12%	23%
Non-English Learners	71	731	732	754	*	25%	*	*	*	27%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BERKELEY TERRACE ELEMENTARY SCHOOL
(13-2330-080)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
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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	76	724	723	748	21%	26%	37%	16%	0%	16%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	54	725	723	730	20%	26%	35%	19%	0%	19%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	39	723	723	748	*	*	46%	*	*	13%	50%
Male	37	724	723	748	*	*	27%	*	*	19%	49%
Economically Disadvantaged Students	59	727	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	17	713	720	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	725	753	*	*	*	*	*	*	55%
English Learners	20	712	710	722	*	*	*	*	*	*	16%
Non-English Learners	56	728	726	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

BERKELEY TERRACE ELEMENTARY SCHOOL
(13-2330-080)
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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	70	720	717	748	20%	43%	24%	*	*	13%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	23	718	721	736	*	*	*	*	*	17%	32%
Black or African American	47	721	*	730	*	49%	23%	*	*	11%	26%
Asian, Native Hawaiian, or Pacific Islander	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	*	754	N	N	N	N	N	N	55%
Female	35	723	718	749	*	43%	*	*	*	14%	50%
Male	35	717	715	747	*	43%	*	*	*	11%	48%
Economically Disadvantaged Students	54	719	717	733	*	*	*	*	*	13%	29%
Non-Economically Disadvantaged Students	16	723	715	758	*	*	*	*	*	13%	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	14	702	701	718	*	*	*	*	*	*	13%
Non-English Learners	56	724	719	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	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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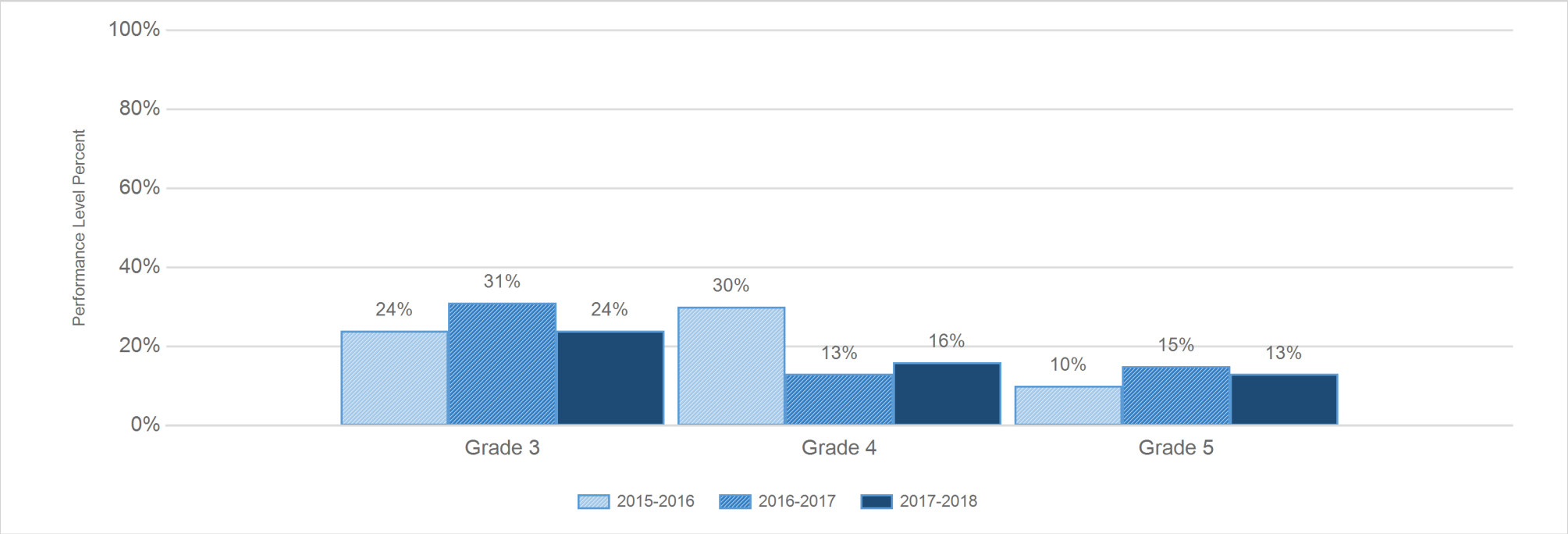
Mathematics Assessment – Performance Trends

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	*	*

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	63.9%	60.7%	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	79	*	*
3-4	29	*	*
5 or more	28	82.1%	17.9%

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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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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.

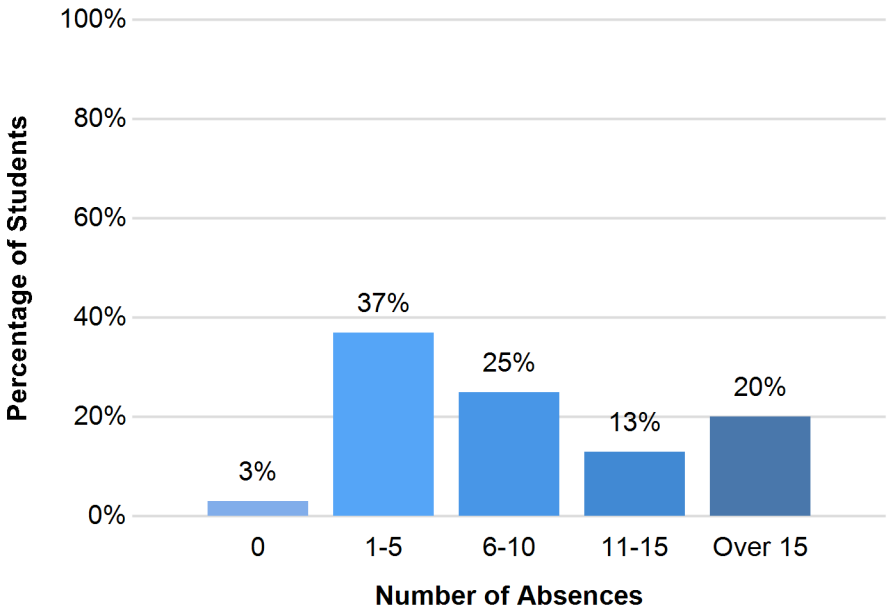
Chronic Absenteeism

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	81	17.3	8.9	Not Met
White	N	N	N	N
Hispanic	22	16.5	8.9	Not Met
Black or African American	58	17.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	54	15.9	8.9	Not Met
Students with Disabilities	13	24.1	8.9	Not Met
English Learners	21	15.4	8.9	Not 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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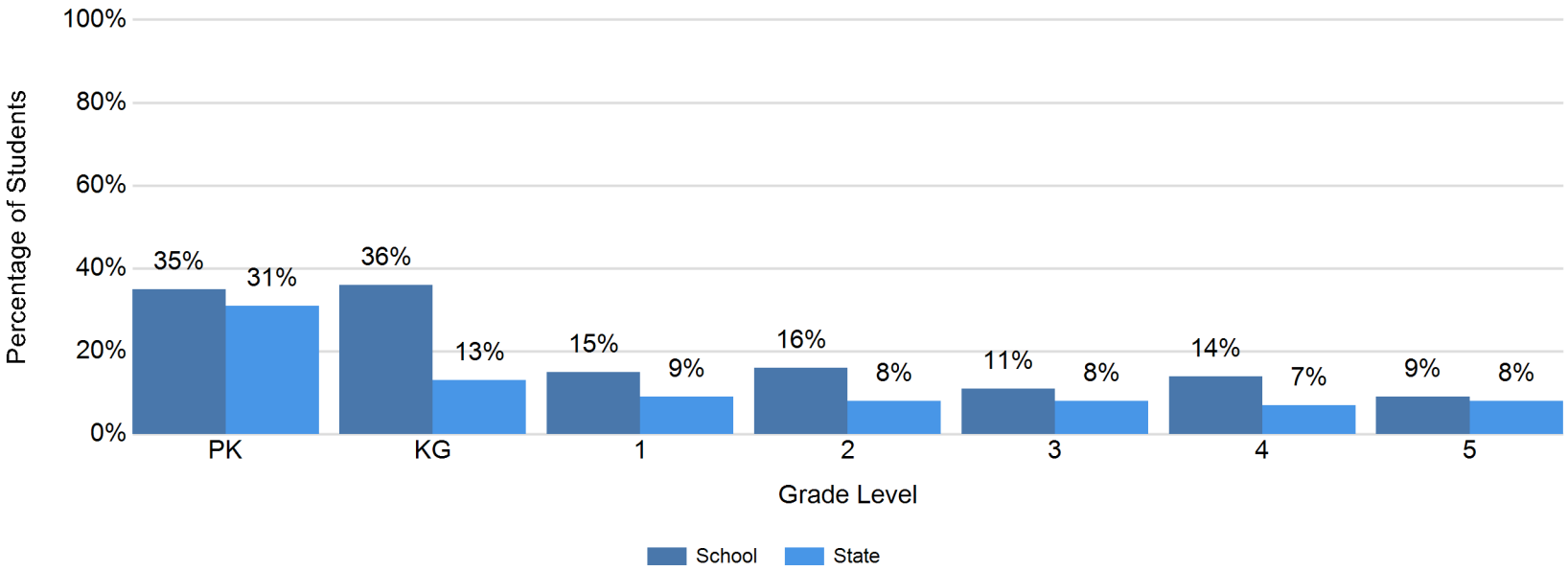
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

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 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	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	14	2.7%
Any Suspension	14	2.7%
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
43

NJ SCHOOL PERFORMANCE REPORT

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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	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 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	1.2:1

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)	$1,212	$16,255	$17,467

NJ SCHOOL PERFORMANCE REPORT

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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	35	117,464
Average years experience in public schools	10.0	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	62.9%	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	37	9,374
Average years experience in public schools	14.4	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	64.9%	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	15:1	15:1
Students to Administrators	N	208:1
Teachers to Administrators	N	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

NJ SCHOOL PERFORMANCE REPORT

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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

Teacher 69%

Admin N/A

Master's Degree

Teacher 31%

Admin

Doctoral Degree

Teacher 0%

Admin *

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.8%	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	99.3%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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	91.4%	N
Male	8.6%	N
White	45.7%	N
Hispanic	5.7%	N
Black or African American	48.6%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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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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(13-2330-080)
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2017-2018

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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	9.24	15.0%
Mathematics Proficiency	9.36	15.0%
English Language Arts Growth	31.99	20.0%
Mathematics Growth	24.69	20.0%
Progress Towards English Language Proficiency	72.34	20.0%
Chronic Absenteeism	10.07	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.60	n/a
Summative Rating: Percentile Rank of Summative Score	18.13	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

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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	No	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	29.60	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	34.52	14.08	No	Met Target	Not Met	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	31.06	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	N	N	**	**	n/a	Not Met	No
English Learners	31.35	14.08	No	Not Met	Not Met	**	Met Standard	Met Standard	Not 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.

Highlights:	• Berkeley hosts a minimum of two monthly parent workshops that focus on a variety of topics such as reading for comprehension, mathematics, financial literacy, and effective parenting. • We host the annual Bring Your Parent to School Day. Parents are invited to have breakfast in the classroom, participate in instructional activities, and observe extracurricular activities. • We co-sponsor Parent Academies with local agencies. During these academies, parents engage in workshops regarding curriculum, assessment, and life skills.
Mission, Vision, Theme:	The mission of Berkeley Terrace Elementary School is to foster an environment that is learner-centered, positive, caring and intellectually stimulating for our students. Our staff collaborates to develop a superior educational program for all of our students. We work diligently to provide our students with a sound foundation that is comprised of highly engaging instruction and rigorous learning experiences. Our motto is “Berkeley-Where Every Child Succeeds."
Awards, Recognition, Accomplishments:	Berkeley Terrace School has received many accolades and awards in recent years. Berkeley is home to several outstanding teachers who have produced winners in the many district sponsored essay contests in grades 3 through 5. We have had first place winners in the Essex County Pride Essay contest. We also have received recognition and donations from numerous organizations in Irvington and surrounding towns. Berkeley Terrace's basketball team is the district's champion elementary team.

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Courses, Curriculum, Instruction:	Berkeley is committed to providing a quality education in order to ensure that our scholars are well-prepared for college and 21st century careers by the end of high school. We offer a print-rich, language and literature-based English Language Arts curriculum utilizing SmartBoards and Chromebooks to support our scholars' love of learning. In mathematics, acquisition of essential skills is enhanced by online assessments, engaging real-world mathematics scenarios, and data-driven instruction.
Sports and Athletics:	Sports Offered: Basketball (Boys), Cheerleading (Girls), Soccer (Coed)
Clubs and Activities:	Berkeley Terrace Elementary School celebrates diversity infused with creativity, recognizing the uniqueness of each scholar. Scholars are encouraged to actively participate in all aspects of school life such as Elementary Honor Society, Safety Patrol, Scholar of the Month, Scholar of the Year, Student Council, Basketball Team, Soccer Team, School Chorus, Cheer Squad, the Library Council, and the Chess Club.

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Before and After School Programs:	At Berkeley Terrace School, we have a Read 180/System 44 After School program that gives our scholars additional time to improve their comprehension skills. The program is data-driven and sequential. For students who need support in mathematics and problem solving, we offer iReady instruction after school as well. We also sponsor an Enrichment Program for scholars who enjoy English Language Arts and Mathematics. In this Enrichment Program, the focus is to spend quality time engaging and discussing rigorous academic problems.
Staff and Professional Learning:	Professional development is focused around District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, the Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.
Student Health and Wellness:	At Berkeley Terrace we have yearly Fire Prevention and Safe Routes to School assembly programs. Students, staff, and parents participate in the annual Breast/Colon Cancer Walk. In regards to nutrition, students were visited by Julian the Giraffe, (vegetable presentation), Harry the Hyena (carbohydrate presentation), and Murray the Monkey (fruit presentation). The school participates in the Breakfast After the Bell program and the weekend Food Backpack Program.
Parent and Community Involvement:	Berkeley has a Parent Coordinator who plans many events for parents. She offers demonstrations on how to utilize the Parent Portal and she also assists the parents with accessing the Home/School areas in our Reading Wonders and EnVision programs. She has forged partnerships with area businesses that offer our families services and support. She also advocates for our parents and gives them helpful information on voting, parental rights, and community affairs.

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Facilities:	Berkeley Terrace has received hallway lighting upgrades. These hallways now light the way for stakeholders to clearly see posted authentic student work. State of the art water fountains have been installed in the school. A new gymnasium divider door has been installed, which has enhanced our physical education program. Chromebooks are used as a primary source of instruction.

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Early Childhood Education:	Berkeley Terrace offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and Teacher-Family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.

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Other Information:	The dedicated staff members of Berkeley Terrace are committed to providing our culturally diverse student body with the highest quality educational experience possible. Our teachers strive to increase our scholars' levels of academic performance. Teachers refine their lessons to enhance their instruction in order to raise the level of academic achievement. Teachers incorporate a balance of whole class, small group, and individualized instruction to meet the needs of all scholars. As a collaborative team of parents and educators, we seek to provide our scholars with an environment that is stimulating, safe, and productive. Our goal is to maintain an academic setting that stimulates curiosity and sensitizes scholars to the world they live in. To achieve these objectives, there are many shared opportunities in all aspects of the teaching/learning process. All of the members of our educational community share an important role in providing our scholars with programs and services that will encourage and enrich their love of learning. Scholastic achievement and social development are cultivated and fostered through authentic and meaningful educational experiences at Berkeley Terrace School. We want our scholars to understand that learning is a lifelong process that starts in the classroom but can be taken wherever they go. Berkeley Terrace Elementary School celebrates diversity infused with creativity, recognizing the uniqueness of each scholar. Parental involvement is integral to a scholar's success. Our parents are encouraged to be involved at Berkeley Terrace by joining the PTA and/or the School Leadership Council (SLC); attending school assembly programs and Back to School Night; and chaperoning field trips. With the continued support and commitment of all parents, families, and staff, Berkeley Terrace Elementary School will succeed in giving our community's future leaders a rewarding educational experience. At Berkeley, we believe all students will succeed.