NJ SCHOOL PERFORMANCE REPORT

BERKELEY ELEMENTARY SCHOOL
(13-0410-050)
Grades Offered: KG-06
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	BLOOMFIELD TWP
Principal Name	MS. BAXTER
Address	351 BLOOMFIELD AVE BLOOMFIELD, NJ 07003-4804
Phone Number	(973)680-8540
Email Address	NBAXTER@BLOOMFIELD.K12.NJ.US
Website	https://berkeley.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@BerkeleyDrB

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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	62	60	69
1	55	64	52
2	71	59	64
3	61	71	65
4	58	59	73
5	62	60	55
6	70	62	65
Total	439	436	444

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	51.3%	50.2%	47.7%
Male	48.7%	49.8%	52.3%
Economically Disadvantaged Students	69.0%	66.1%	61.5%
Students with Disabilities	13.2%	16.3%	17.6%
English Learners	6.6%	8.7%	6.8%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.2%	0.2%
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	10.9%	10.6%	9.7%
Hispanic	49.9%	53.0%	53.4%
Black or African American	30.5%	27.8%	28.2%
Asian	6.4%	6.7%	6.5%
Native Hawaiian or Pacific Islander	1.4%	1.4%	1.4%
American Indian or Alaska Native	0.9%	0.5%	0.7%
Two or More Races	0.0%	0.2%	0.2%

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	62	60	69

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	87.6%
Spanish	10.1%
Bengali	1.6%
Other Languages	0.7%

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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	34	43	50	Not Met	52	49	50	Met Standard
White	28	44.5	50	**	53	53	51	**
Hispanic	35	45	49	Not Met	49.5	46	48	Met Standard
Black or African American	35	38	44	Not Met	52	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	27	46	61	**	22	60	61	**
American Indian or Alaska Native	*	49.5	52	**	*	49	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	30	42	48	Not Met	44	46.5	47	Met Standard
Students with Disabilities	36	38	41	Not Met	52	49	43	Met Standard
English Learners	24.5	49	54	**	57	47	51	**

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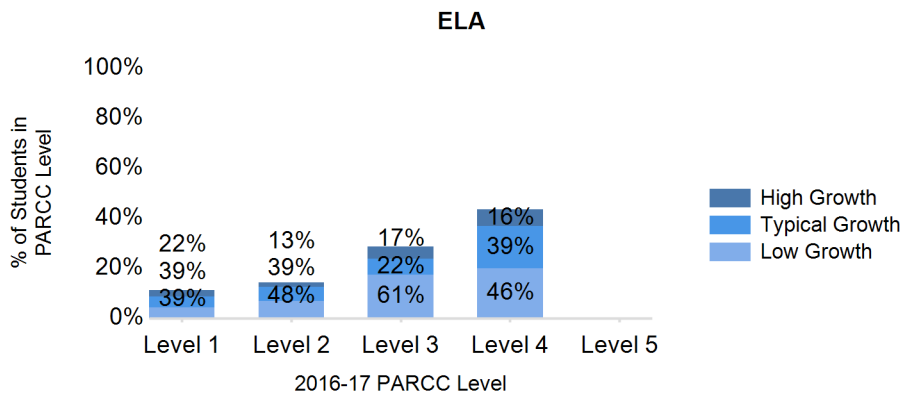
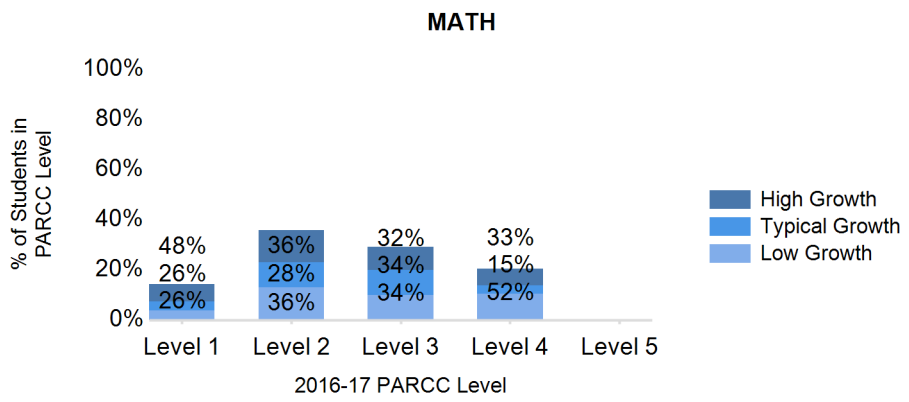
Student Growth by Performance Level

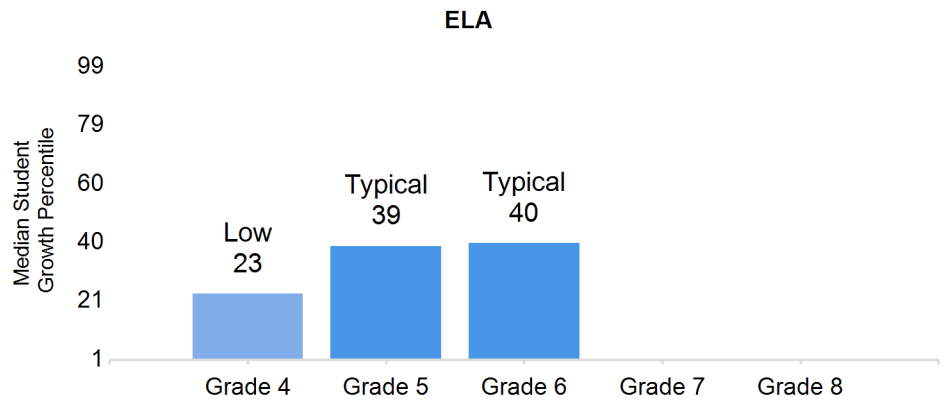
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

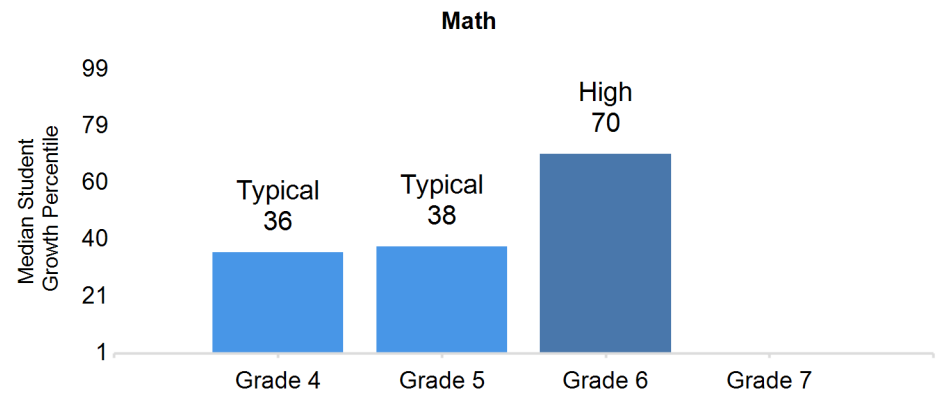




Student Growth by Grade

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	237	98.4	37.5	55.4	56.7	37.5	40.9	Met Target†
White	24	92.3	41.7	*	65.6	40.4	50	Met Target†
Hispanic	130	100.0	33.0	50.4	42.5	33.0	37.3	Met Target†
Black or African American	60	96.9	38.3	44.2	37.3	38.3	38.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4	82.3	*	N	N
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	116	97.5	47.4	64.8	64.5	47.4		
Male	121	99.2	28.1	46.2	49.4	28.1		
Economically Disadvantaged Students	138	98.6	34.1	*	38.5	34.1	37.8	Met Target†
Non-Economically Disadvantaged Students	99	98.1	42.5	*	67.5	42.5		
Students with Disabilities	39	95.7	*	*	21.6	*	16.4	Not Met
Students without Disabilities	198	99.0	*	*	63.9	*		
English Learners	23	100.0	21.7	29.6	27.3	21.7	23	Met Target†
Non-English Learners	214	98.2	39.3	57.4	59.4	39.3		
Homeless Students	N	N	N	36.4	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	736	752	750	20%	21%	25%	*	*	34%	52%
White	*	*	763	759	*	*	*	*	*	*	61%
Hispanic	29	728	741	736	*	*	*	*	*	24%	38%
Black or African American	13	740	749	733	*	*	*	*	*	38%	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	*	758	N	N	N	N	N	N	58%
Female	36	741	756	756	*	*	*	*	*	31%	57%
Male	25	729	748	744	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	37	736	741	733	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	24	737	759	762	*	*	*	*	*	33%	64%
Students with Disabilities	*	*	727	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	*	*	721	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	736	760	756	18%	19%	22%	*	*	41%	58%
White	*	*	773	764	*	*	*	*	*	*	68%
Hispanic	43	731	*	744	*	*	26%	*	*	35%	44%
Black or African American	16	742	748	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	32	749	767	762	*	*	*	*	*	59%	63%
Male	36	725	751	751	*	*	*	*	*	25%	53%
Economically Disadvantaged Students	44	731	*	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	24	744	*	767	*	*	*	*	*	54%	70%
Students with Disabilities	13	705	719	726	*	*	*	*	*	*	25%
Students without Disabilities	55	743	766	762	*	*	*	*	*	*	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	760	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	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	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	50	736	756	755	*	20%	26%	*	*	36%	58%
White	*	*	767	763	*	*	*	*	*	*	68%
Hispanic	25	737	*	743	*	*	*	*	*	40%	43%
Black or African American	17	726	744	738	*	*	*	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	24	744	766	762	*	*	*	*	*	50%	66%
Male	26	728	746	749	*	*	*	*	*	23%	51%
Economically Disadvantaged Students	28	733	*	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	22	740	*	766	*	*	*	*	*	45%	71%
Students with Disabilities	*	*	715	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	762	*	*	*	*	*	*	65%
English Learners	*	*	701	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	741	753	754	*	22%	36%	*	*	38%	56%
White	*	*	766	761	*	*	*	*	*	*	66%
Hispanic	33	739	749	742	0%	30%	36%	*	*	33%	42%
Black or African American	15	740	743	737	*	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	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	26	745	764	761	*	*	*	*	*	50%	64%
Male	32	737	744	748	*	*	*	*	*	28%	48%
Economically Disadvantaged Students	31	739	743	739	*	*	35%	*	*	35%	37%
Non-Economically Disadvantaged Students	27	743	760	764	*	*	37%	*	*	41%	68%
Students with Disabilities	11	715	715	723	*	*	*	*	*	*	18%
Students without Disabilities	47	747	759	760	*	*	*	*	*	*	63%
English Learners	*	*	727	712	*	*	*	*	*	*	*
Non-English Learners	*	*	754	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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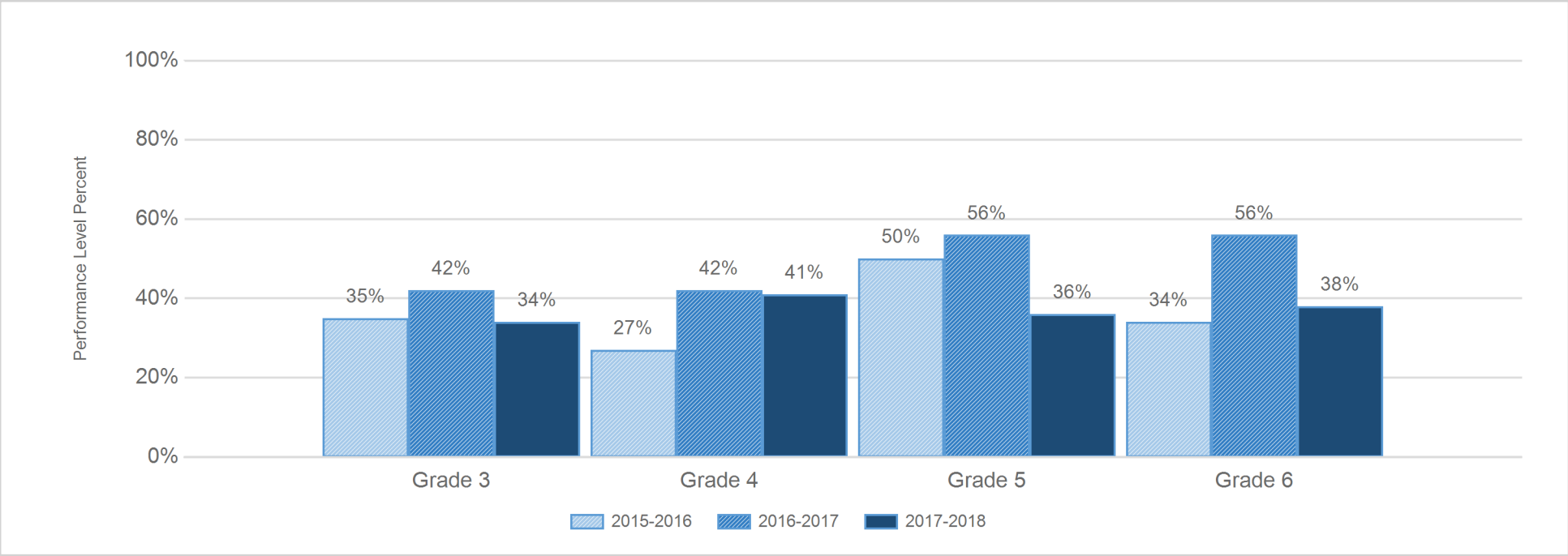
English Language Arts/Literacy Assessment - Performance Trends

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	242	98.8	22.8	42.0	45.0	22.8	32.3	Not Met
White	24	92.3	29.2	*	54.1	28.3	54.5	Not Met
Hispanic	134	100.0	17.9	35.0	29.2	17.9	24.7	Not Met
Black or African American	60	98.4	20.0	30.9	23.4	20.0	28.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	77.0	*	44	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	118	97.6	25.4	44.1	46.0	25.4		
Male	124	100.0	20.1	40.1	43.9	20.1		
Economically Disadvantaged Students	143	99.3	18.9	*	26.6	18.9	28.2	Not Met
Non-Economically Disadvantaged Students	99	98.1	28.3	*	55.9	28.3		
Students with Disabilities	41	95.8	17.0	*	17.1	17.0	20.9	Met Target†
Students without Disabilities	201	99.5	23.9	*	50.5	23.9		
English Learners	28	100.0	17.9	23.7	24.6	17.9	29.4	Met Target†
Non-English Learners	214	98.7	23.4	43.6	46.9	23.4		
Homeless Students	N	N	N	30.0	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BERKELEY ELEMENTARY SCHOOL
(13-0410-050)
Grades Offered: KG-06
2017-2018

Report Key:
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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	64	725	749	752	20%	30%	27%	23%	0%	23%	53%
White	*	*	758	760	*	*	*	*	*	*	64%
Hispanic	31	720	742	739	*	32%	*	*	*	13%	38%
Black or African American	13	728	743	734	*	*	*	*	*	31%	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	*	757	N	N	N	N	N	N	59%
Female	37	727	746	752	*	*	*	*	*	30%	53%
Male	27	723	752	751	*	*	*	*	*	15%	53%
Economically Disadvantaged Students	40	723	738	736	*	*	*	*	*	18%	35%
Non-Economically Disadvantaged Students	24	729	756	762	*	*	*	*	*	33%	66%
Students with Disabilities	*	*	735	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	*	*	728	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BERKELEY ELEMENTARY SCHOOL
(13-0410-050)
Grades Offered: KG-06
2017-2018

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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	69	728	749	748	16%	26%	36%	22%	0%	22%	49%
White	*	*	760	755	*	*	*	*	*	*	60%
Hispanic	44	725	*	737	*	30%	32%	*	*	20%	34%
Black or African American	16	733	738	730	*	*	*	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	32	731	750	748	*	*	38%	*	*	25%	50%
Male	37	726	749	748	*	*	35%	*	*	19%	49%
Economically Disadvantaged Students	45	725	*	733	*	*	31%	*	*	20%	30%
Non-Economically Disadvantaged Students	24	734	*	758	*	*	46%	*	*	25%	62%
Students with Disabilities	13	725	725	725	*	*	*	*	*	23%	22%
Students without Disabilities	56	729	753	753	*	*	*	*	*	21%	55%
English Learners	*	*	721	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	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	N	731	N	N	N	N	N	N	32%

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(13-0410-050)
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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	51	723	745	748	24%	33%	27%	*	*	16%	49%
White	*	*	755	756	*	*	*	*	*	*	60%
Hispanic	26	724	*	736	*	*	38%	*	*	12%	32%
Black or African American	17	713	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	24	726	749	749	*	*	*	*	*	21%	50%
Male	27	721	741	747	*	*	*	*	*	11%	48%
Economically Disadvantaged Students	29	719	*	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	22	729	*	758	*	*	*	*	*	23%	62%
Students with Disabilities	*	*	726	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	55%
English Learners	*	*	720	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	60	736	744	744	*	23%	47%	*	*	25%	44%
White	*	*	753	751	*	*	*	*	*	*	54%
Hispanic	35	732	740	731	*	*	54%	*	*	17%	27%
Black or African American	15	732	735	726	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	771	*	*	*	*	*	*	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	28	730	746	745	*	*	43%	*	*	21%	45%
Male	32	741	742	742	*	*	50%	*	*	28%	42%
Economically Disadvantaged Students	32	734	734	729	*	*	50%	*	*	22%	24%
Non-Economically Disadvantaged Students	28	737	750	753	*	*	43%	*	*	29%	56%
Students with Disabilities	11	723	714	717	*	*	*	*	*	18%	13%
Students without Disabilities	49	739	748	748	*	*	*	*	*	27%	49%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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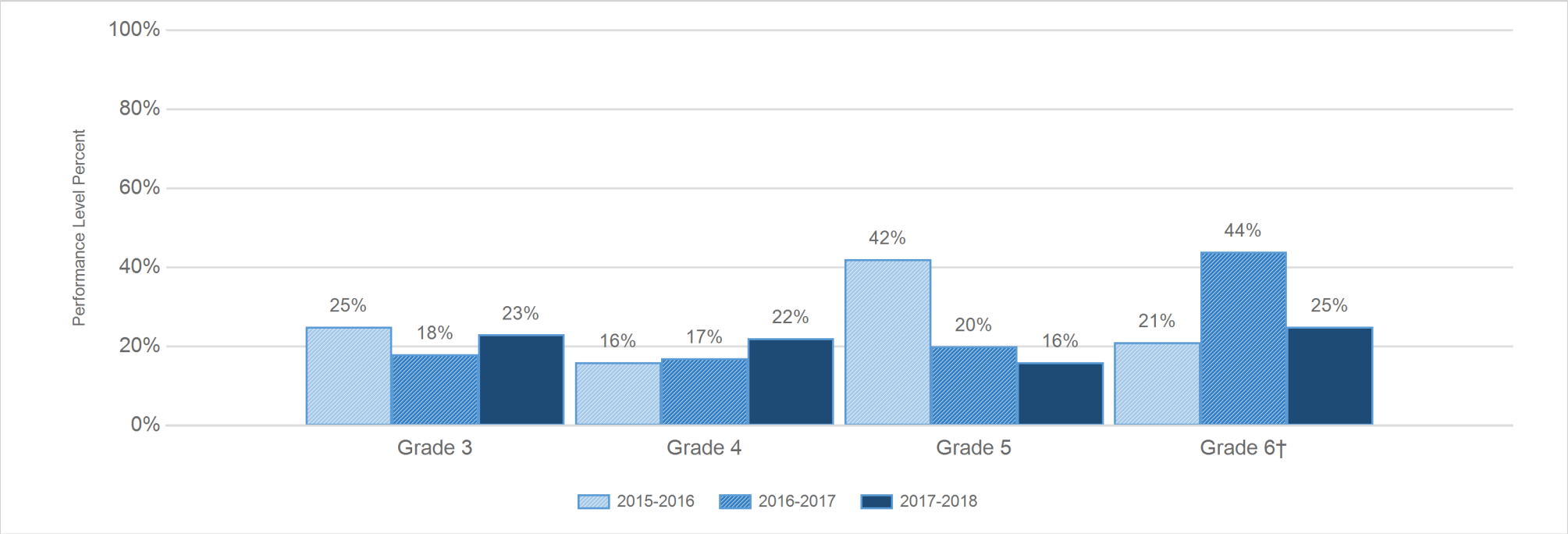
Mathematics Assessment – Performance Trends

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	*	*
5	N	N
6	*	*

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	69.2%	**	**

† 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	19	*	*
3-4	*	*	*
5 or more	N	N	N

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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.

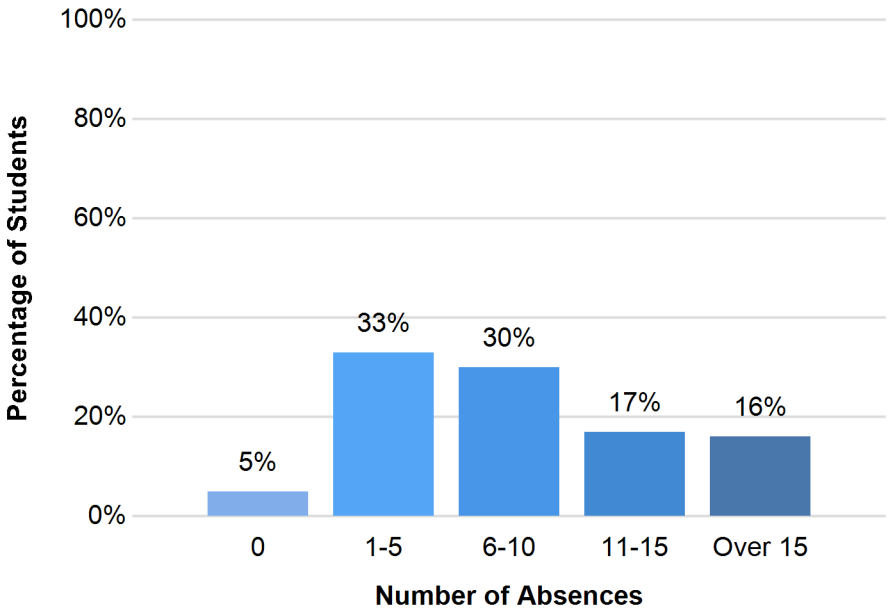
Chronic Absenteeism

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	49	11.0	8.9	Not Met
White	4	9.3	8.9	Not Met
Hispanic	25	10.6	8.9	Not Met
Black or African American	12	9.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	22.9	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	39	14.4	8.9	Not Met
Students with Disabilities	13	16.7	8.9	Not Met
English Learners	8	26.7	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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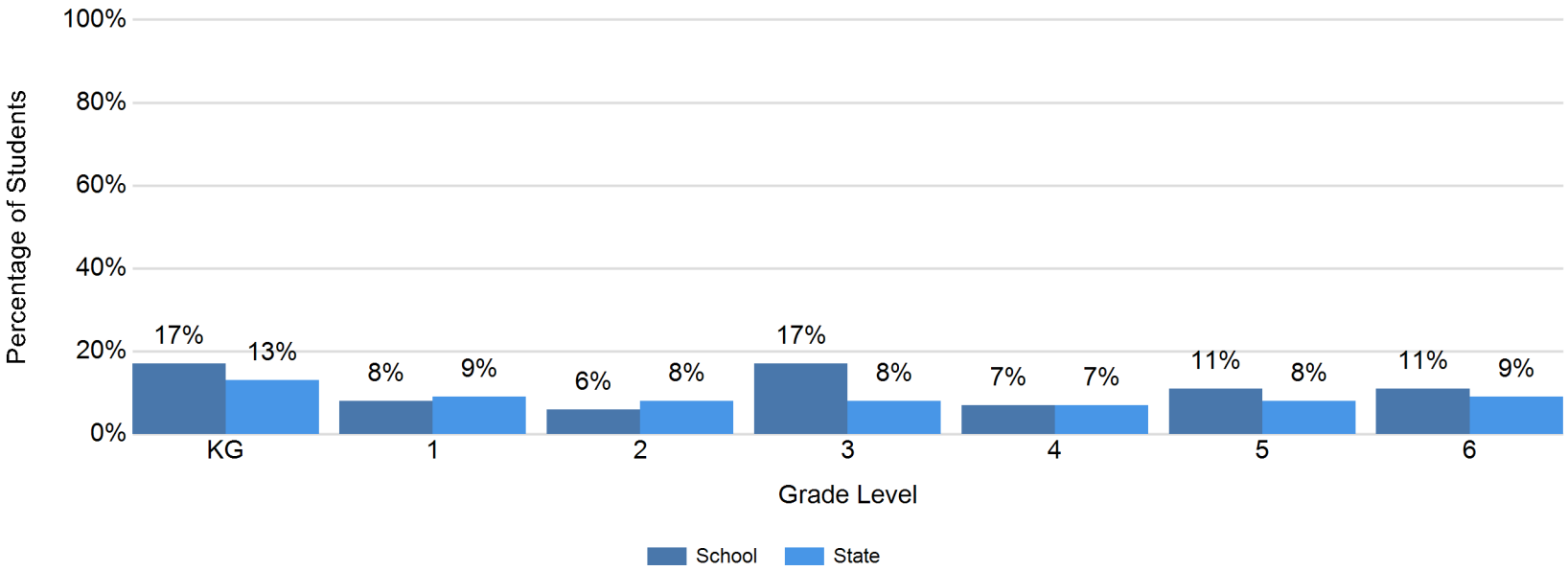
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

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)	2
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	1	1	2
Sexual Orientation	0	0	0
Disability	1	0	1
Other	3	1	4
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
40

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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	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.1:1

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)	$465	$12,831	$13,296

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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	38	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	73.7%	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	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	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	222:1	189:1
Teachers to Administrators	19:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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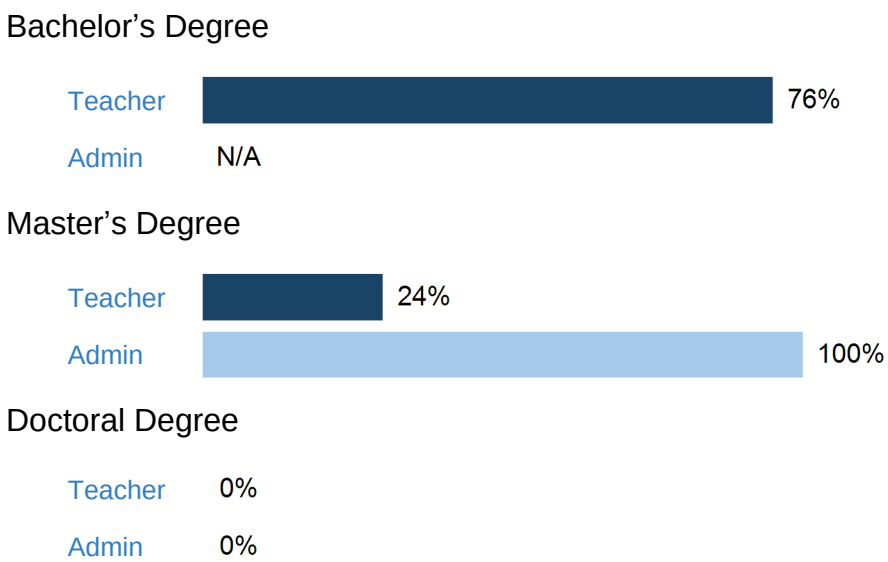
Teachers and Administrators - Level of Education

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	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	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	95.7%

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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	92.1%	100.0%
Male	7.9%	0.0%
White	92.1%	50.0%
Hispanic	5.3%	0.0%
Black or African American	2.6%	50.0%
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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	13.03	17.5%
Mathematics Proficiency	9.66	17.5%
English Language Arts Growth	7.41	25.0%
Mathematics Growth	57.39	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	14.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.33	n/a
Summative Rating: Percentile Rank of Summative Score	10.55	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	Not Met	Met Standard	**	Not Met	No
White	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	27.91	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	49.36	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	Met Target	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	25.50	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	41.96	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	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:	• Smart boards and computers are in all classrooms with the added extension of chrome books. • Curriculum includes Investigations Math, Balanced Literacy, and Science Program to address NGS standards. • Proud Title 1 School offering workshops to include emotional and social well-being, technology and academic support.
Mission, Vision, Theme:	Our Berkeley School community is a family. We must treat each child as if they were our own. We must work together, support each other and realize that no one person is bigger than the school. The mission is to provide a strong academic program while addressing individual student needs.It is rich in tradition and serves students as the oldest facility in Bloomfield. The instructional focus is geared toward problem solving, critical thinking, and comprehensive educational experience.

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Courses, Curriculum, Instruction:	Students in grades K-5 receive their academic instruction in one academic setting while students in the sixth grade follow a departmental program.The needs of student's are accomplished through differentiated instruction, project-based learning, and benchmark assessments. A variety of teaching and learning activities with the integration of technology are used to enhance each student's learning experience.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Peaceful Ambassador Program has been helping students succeed and resolve peer conflict. Peaceful ambassadors are trained on proper conflict resolution techniques.The Student Council program represents the voice of our students. The students help organize community service projects, arrange school-wide activities, and provide input on school decisions. The New Student Program members discuss topics each month that focus on peer relationships.

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Before and After School Programs:	Berkeley School offers a year-round after school program for students in grades 2-6. Targeted skills in Language Arts and mathematics are reviewed monthly based on benchmark assessments, STAR results, and teacher recommendations. Berkeley School offers a summer school enrichment program for students in grades 1st-5th. Lessons focus on mathematics, reading, writing, grammar skills and strategies.
Staff and Professional Learning:	All District teachers and staff are eligible both to offer as instructors or take as students courses in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.

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Student Supports and Services:	Utilizing the Goggle platform, Chromebooks and various other applications and extensions within support programs has allowed teachers, therapists and support personnel greater access and ability to create online accommodations and modifications within the inclusive environment. Technology has also provided for increased communication with peers and parents regarding progress and generalization. Professional development in the area of technology within our district has simplified our initiatives and streamlined our process of increasing access for all learners.
Parent and Community Involvement:	Our Home and School provides opportunities for the community to come together by hosting an array of educational and social events. Parent workshops are offered to include embedding technology infusion into the homes, peer conflict, and how to understand assessment results. Berkeley School offers programs such as Grandparents Day, Veterans Day, Dr. Seuss Birthday Celebration, Multi-cultural Day, Family Literacy and Math nights and Pi Day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on the Holistic Approach to School; Safety & Well Being and the New Jersey Administrative Code 6A: 16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students, and their families.

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate on the district 1:1 program and take home a Chromebook. Students without home internet access are provided on the recommendation of the school principal a device for high-speed internet. All students have access to a variety of online software and secure data sources for research and learning.

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Other Information:	The School Improvement Panel purpose is to ensure, oversee, and support the implementation of the district's evaluation, professional development, and mentoring policies at the school level. The committee consist of parents, teachers, community stakeholders, and interventionist. Berkeley School also maintains a safety team which consist of the school anti-bullying specialist, nurse, building principal, parent representatives, and teachers.