



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a district's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the Export icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report for this district.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Schools in this District

Click on a hyperlinked school name below to access the detailed school-level report for a specific school.

School Name	Grades Served
Columbia Middle School	06-08
Governor Livingston High School	09-12
Mary Kay McMillin Early Childhood Center	PK-01
Mountain Park School	02-05
Thomas P. Hughes School	02-05
William Woodruff School	02-05



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	42	50	56
KG	128	117	115
1	147	178	162
2	167	154	188
3	198	174	162
4	184	212	176
5	159	189	220
6	201	155	185
7	202	205	156
8	189	210	208
9	273	233	267
10	276	273	235
11	230	269	266
12	248	236	271
Ungraded	21	14	28
Total	2665	2675	2695

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	2014-15	2015-16	2016-17
Female	50%	49%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	2%	3%	2%
Students with Disabilities	13%	14%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	70.6%
Asian	13.5%
Hispanic	10.1%
Black or African American	1.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	46	50	56
PK - Full Day	0	0	0
KG - Half Day	128	117	115
KG - Full Day	0	0	0

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2686
Shared Time Students	17
Full Time Equivalent	2695

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.9%
Chinese	2.1%
Spanish	1.6%
Other	3.1%



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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 for the district and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	1533	98.7	72.00	54.90	72	70.6	Met Target
White	1087	98.4	69.50	63.90	69.5	68.8	Met Target
Hispanic	148	98.1	62.20	39.80	62.2	58.5	Met Target
Black or African American	*	*	*	35.20	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	210	100.0	90.90	80.70	90.9	80	Met Goal
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	72	100.0	75.00	54.90	75	79.7	Met Target†
Female	766	98.3	78.00	62.20	78		
Male	767	99.1	66.10	48.10	66.1		
Economically Disadvantaged Students	36	100.0	36.20	36.20	36.2	33.1	Met Target
Non-Economically Disadvantaged Students	1497	98.7	72.80	65.80	72.8		
Students with Disabilities	232	96.0	26.80	20.50	26.8	25.1	Met Target
Students without Disabilities	1301	99.2	80.10	61.90	80.1		
English Learners	10	100.0	60.00	25.20	60	**	**
Non-English Learners	1523	98.7	72.10	57.40	72.1		
Homeless Students	N	N	N	26.40	N		
Students In Foster Care	N	N	N	24.80	N		
Military-Connected Students	*	*	*	53.50	*		
Migrant Students	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	159	778	749	*	*	8%	61%	21%	82%	50%
White	95	775	759	*	*	*	64%	17%	81%	61%
Hispanic	19	765	734	*	*	*	63%	*	68%	35%
Black or African American	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	33	*	775	*	*	*	55%	42%	97%	76%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	11	782	751	0%	*	*	*	*	82%	52%
Female	87	780	754	*	*	*	63%	22%	85%	55%
Male	72	775	745	*	*	*	58%	21%	79%	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	18	727	720	*	*	*	*	0%	33%	24%
Students without Disabilities	141	784	755	*	*	*	*	24%	89%	55%
English Learners	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	734	N	N	N	N	N	N	29%



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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 by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	175	768	753	*	*	18%	55%	24%	79%	56%
White	126	767	762	*	*	20%	57%	20%	77%	67%
Hispanic	14	755	740	*	0%	*	*	*	64%	40%
Black or African American	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	25	784	777	*	*	*	48%	44%	92%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	91	773	758	*	*	18%	48%	31%	79%	61%
Male	84	764	749	*	*	18%	62%	17%	79%	51%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	31	*	725	*	*	45%	36%	0%	36%	25%
Students without Disabilities	144	*	759	*	*	12%	59%	29%	88%	62%
English Learners	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	175	768	755	*	*	18%	55%	24%	79%	58%
Homeless Students	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%



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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 by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	214	776	756	*	*	12%	65%	19%	84%	59%
White	145	772	763	*	*	12%	68%	15%	83%	69%
Hispanic	16	768	743	0%	*	*	69%	*	81%	44%
Black or African American	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	45	791	779	*	*	*	53%	38%	91%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	102	783	761	*	*	*	67%	25%	91%	66%
Male	112	769	750	*	*	*	63%	14%	78%	53%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	25	744	725	*	*	*	*	*	44%	22%
Students without Disabilities	189	780	762	*	*	*	*	*	89%	66%
English Learners	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	214	776	757	*	*	12%	65%	19%	84%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	731	N	N	N	N	N	N	36%



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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 by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	184	776	752	*	*	12%	44%	36%	80%	54%
White	126	775	758	*	*	10%	46%	35%	81%	63%
Hispanic	21	765	740	0%	*	*	*	*	62%	38%
Black or African American	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	794	776	*	*	*	43%	53%	97%	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	753	*	*	*	*	*	*	56%
Female	87	784	758	*	*	*	44%	45%	89%	61%
Male	97	769	746	*	*	*	44%	29%	73%	46%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	33	738	722	*	*	*	30%	*	36%	17%
Students without Disabilities	151	785	758	*	*	*	47%	*	90%	61%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	184	776	753	*	*	12%	44%	36%	80%	*
Homeless Students	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	722	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	151	781	756	*	*	9%	30%	51%	81%	59%
White	98	775	764	*	*	12%	34%	44%	78%	69%
Hispanic	14	760	742	*	*	0%	*	*	64%	44%
Black or African American	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	815	784	0%	0%	*	*	88%	96%	85%
American Indian or Alaska Native	*	*	755	*	*	*	*	*	*	59%
Two or More Races	12	780	757	*	0%	0%	*	*	92%	59%
Female	81	786	764	*	*	*	33%	52%	85%	68%
Male	70	776	749	*	*	*	26%	50%	76%	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	26	720	719	*	*	*	*	0%	19%	19%
Students without Disabilities	125	794	763	*	*	*	*	62%	94%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	151	781	758	*	*	9%	30%	51%	81%	*
Homeless Students	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	208	770	757	5%	5%	13%	51%	26%	76%	59%
White	141	763	764	*	*	14%	55%	18%	73%	68%
Hispanic	23	768	742	0%	0%	*	61%	*	78%	44%
Black or African American	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	799	786	*	0%	*	*	66%	90%	86%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	11	*	758	*	0%	*	*	*	73%	60%
Female	109	775	766	*	*	13%	53%	28%	82%	68%
Male	99	764	749	*	*	13%	48%	23%	71%	50%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	35	717	718	*	*	*	*	*	23%	18%
Students without Disabilities	173	780	764	*	*	*	*	*	87%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	208	770	759	5%	5%	13%	51%	26%	76%	*
Homeless Students	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	263	756	749	7%	9%	26%	43%	15%	59%	52%
White	206	756	757	7%	7%	27%	47%	13%	59%	62%
Hispanic	21	744	733	*	*	*	*	*	43%	35%
Black or African American	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	21	776	777	*	*	*	*	*	81%	80%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	746	*	*	*	*	*	*	48%
Female	131	765	756	*	*	26%	47%	18%	65%	60%
Male	132	748	741	*	*	26%	40%	12%	52%	43%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	32	716	714	*	*	*	*	0%	13%	13%
Students without Disabilities	231	762	754	*	*	*	*	17%	65%	58%
English Learners	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	705	N	N	N	N	N	N	*



**BERKELEY HEIGHTS TWP
2016-2017**

**39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922**

Grade Span PK-12

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	225	749	743	12%	15%	26%	33%	14%	48%	46%
White	170	745	749	14%	17%	26%	31%	13%	44%	52%
Hispanic	26	743	728	*	*	*	42%	*	46%	34%
Black or African American	N	N	725	N	N	N	N	N	N	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	740	N	N	N	N	N	N	42%
Two or More Races	12	766	737	0%	*	*	*	*	67%	42%
Female	106	761	752	*	*	26%	38%	21%	59%	54%
Male	119	737	734	*	*	26%	29%	8%	38%	39%
Economically Disadvantaged Students	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	33	716	704	33%	*	30%	*	0%	15%	12%
Students without Disabilities	192	754	749	8%	*	25%	*	17%	53%	52%
English Learners	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	694	N	N	N	N	N	N	*

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BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
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 BERKELEY HEIGHTS, NJ 07922

English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	112	728	736	*	25%	25%	*	*	27%	38%
White	83	725	738	24%	27%	27%	*	*	23%	40%
Hispanic	13	725	731	*	*	*	*	*	23%	34%
Black or African American	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	731	*	*	*	*	*	*	36%
Female	46	738	744	*	*	28%	*	*	33%	46%
Male	66	720	729	*	*	23%	*	*	23%	31%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	22	712	709	*	*	*	*	*	18%	12%
Students without Disabilities	90	732	741	*	*	*	*	*	29%	43%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	713	N	N	N	N	N	N	26%

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

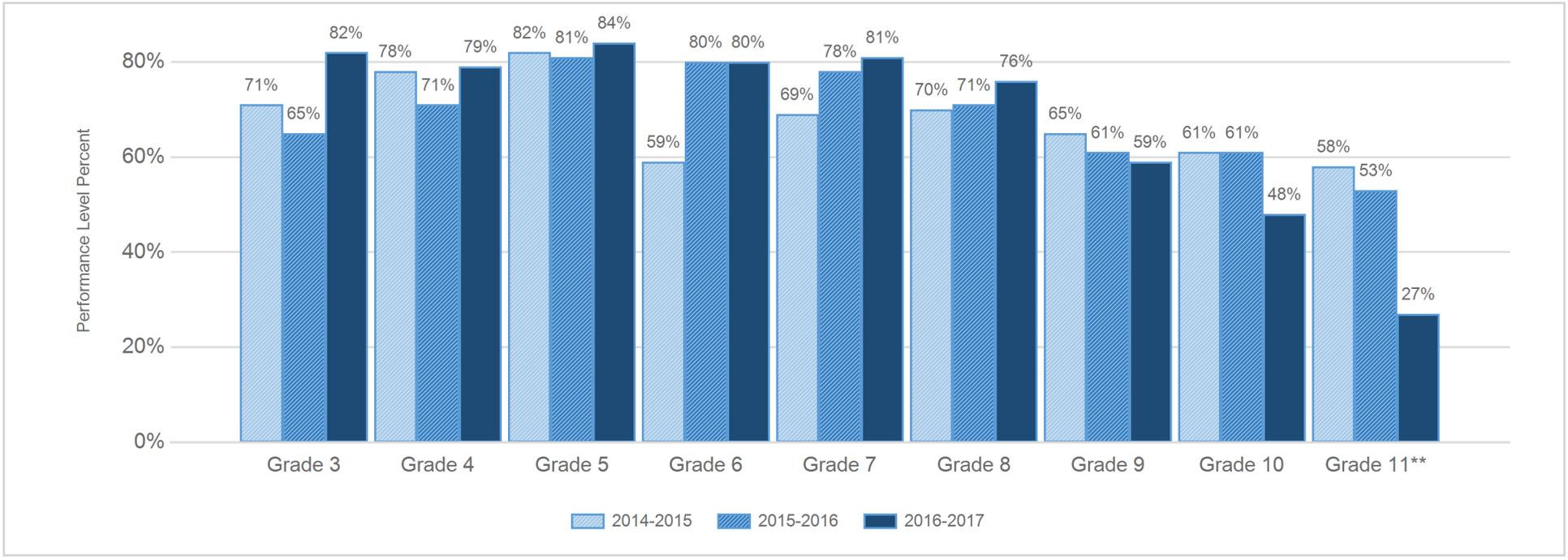


BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
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 345 PLAINFIELD AVENUE
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

**39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922**

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 for the district and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	1482	98.6	67.00	43.50	67	65.7	Met Target
White	1055	98.2	64.30	52.40	64.3	63.9	Met Target
Hispanic	144	98.7	49.40	27.60	49.4	48.6	Met Target
Black or African American	*	*	*	21.70	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	200	100.0	93.00	75.60	93	80	Met Goal
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	67	100.0	73.20	44.90	73.2	70.8	Met Target
Female	741	98.1	68.40	44.10	68.4		
Male	741	99.1	65.70	42.90	65.7		
Economically Disadvantaged Students	36	100.0	30.60	25.10	30.6	26.3	Met Target
Non-Economically Disadvantaged Students	1446	98.6	68.00	54.30	68		
Students with Disabilities	229	95.5	21.80	16.50	21.8	25.4	Met Target†
Students without Disabilities	1253	99.2	75.30	48.80	75.3		
English Learners	10	100.0	50.00	23.30	50	**	**
Non-English Learners	1472	98.6	67.20	45.20	67.2		
Homeless Students	N	N	N	16.40	N		
Students In Foster Care	N	N	N	15.10	N		
Military-Connected Students	*	*	*	39.90	*		
Migrant Students	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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 end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	160	777	751	*	*	10%	52%	32%	84%	53%
White	96	775	759	*	*	13%	52%	30%	82%	63%
Hispanic	19	755	738	*	0%	*	53%	*	68%	37%
Black or African American	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	33	*	779	*	*	*	49%	49%	97%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	51%
Two or More Races	11	777	751	0%	*	0%	*	*	91%	53%
Female	88	773	751	*	*	*	56%	25%	81%	52%
Male	72	782	751	*	*	*	47%	40%	88%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	18	729	729	*	*	*	*	*	33%	29%
Students without Disabilities	142	783	755	*	*	*	*	*	90%	57%
English Learners	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%

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**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

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 end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	175	766	747	*	*	19%	61%	13%	74%	47%
White	126	764	755	*	*	23%	62%	9%	71%	59%
Hispanic	14	745	734	*	*	*	*	*	43%	30%
Black or African American	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	25	792	774	*	*	*	64%	*	100%	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	91	768	747	*	*	19%	62%	*	77%	47%
Male	84	764	747	*	*	20%	61%	*	70%	48%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	31	*	724	*	*	42%	*	*	26%	22%
Students without Disabilities	144	*	751	*	*	15%	*	*	84%	52%
English Learners	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	175	766	749	*	*	19%	61%	13%	74%	49%
Homeless Students	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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 end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	216	769	747	*	*	19%	56%	21%	77%	46%
White	147	764	754	*	*	22%	61%	13%	74%	57%
Hispanic	16	749	735	0%	*	*	*	*	44%	30%
Black or African American	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	45	795	774	*	*	*	42%	56%	98%	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	747	*	*	*	*	*	*	47%
Female	103	769	747	*	*	17%	60%	18%	79%	47%
Male	113	770	746	*	*	21%	52%	23%	75%	46%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	26	740	725	*	*	*	*	*	39%	19%
Students without Disabilities	190	773	751	*	*	*	*	*	82%	52%
English Learners	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	216	769	748	*	*	19%	56%	21%	77%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	716	N	N	N	N	N	N	18%

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BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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 end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	186	764	743	*	*	16%	58%	18%	76%	44%
White	126	762	751	*	*	18%	58%	17%	75%	54%
Hispanic	21	751	731	0%	*	*	57%	*	62%	27%
Black or African American	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	32	779	771	0%	*	*	59%	34%	94%	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	89	764	745	*	*	11%	69%	12%	81%	45%
Male	97	763	742	*	*	20%	49%	23%	71%	43%
Economically Disadvantaged Students	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	33	730	717	*	*	39%	*	*	21%	13%
Students without Disabilities	153	771	748	*	*	11%	*	*	88%	50%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	708	*	*	*	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	120	757	741	*	*	18%	57%	12%	68%	40%
White	84	758	748	*	*	20%	58%	*	68%	49%
Hispanic	13	740	730	*	*	*	*	0%	46%	23%
Black or African American	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	741	*	*	*	*	*	*	45%
Two or More Races	10	755	740	*	0%	*	*	*	70%	39%
Female	63	758	743	*	*	19%	62%	*	70%	41%
Male	57	757	740	*	*	18%	51%	*	67%	38%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	24	719	716	*	*	*	*	*	*	11%
Students without Disabilities	96	767	746	*	*	*	*	*	*	45%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	120	757	742	*	*	18%	57%	12%	68%	*
Homeless Students	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	82	742	728	15%	*	26%	49%	*	50%	28%
White	58	741	736	*	*	26%	47%	*	48%	35%
Hispanic	15	751	721	0%	*	*	*	0%	53%	21%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	726	*	*	*	*	*	*	28%
Female	42	743	730	*	*	*	45%	*	45%	30%
Male	40	741	725	*	*	*	53%	*	55%	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	35	721	705	34%	*	*	*	*	26%	*
Students without Disabilities	47	757	734	0%	*	*	*	*	68%	*
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	82	742	729	15%	*	26%	49%	*	50%	*
Homeless Students	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	258	753	743	9%	13%	21%	49%	7%	56%	42%
White	181	750	751	*	14%	24%	49%	*	53%	52%
Hispanic	25	*	728	*	*	*	*	0%	32%	24%
Black or African American	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	*	774	*	*	*	53%	40%	93%	76%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	30%
Two or More Races	14	*	741	*	*	*	79%	0%	79%	41%
Female	132	757	744	*	13%	22%	51%	*	59%	43%
Male	126	749	741	*	14%	21%	47%	*	53%	40%
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	32	706	714	44%	*	*	*	0%	13%	10%
Students without Disabilities	226	760	747	4%	*	*	*	8%	62%	47%
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	715	N	N	N	N	N	N	21%

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2016-2017
Grade Span PK-12

39-0310
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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	230	748	734	*	17%	30%	43%	*	51%	30%
White	177	*	740	*	19%	31%	45%	*	48%	38%
Hispanic	24	*	722	*	*	*	*	*	38%	14%
Black or African American	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	25	*	758	*	*	*	40%	44%	84%	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	733	*	*	*	*	*	*	32%
Female	112	*	735	*	11%	33%	46%	*	53%	31%
Male	118	*	733	*	23%	26%	40%	*	49%	30%
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	35	717	711	*	*	*	*	*	*	*
Students without Disabilities	195	754	738	*	*	*	*	*	*	*
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	704	N	N	N	N	N	N	*

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2016-2017
Grade Span PK-12

39-0310
 UNION
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	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
Districtwide	165	742	725	19%	*	19%	42%	*	48%	28%
White	124	*	731	19%	*	19%	44%	*	46%	33%
Hispanic	15	737	710	*	*	*	*	*	47%	14%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	774	761	*	0%	*	*	*	71%	62%
American Indian or Alaska Native	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	718	*	*	*	*	*	*	25%
Female	78	745	725	*	*	23%	42%	*	49%	27%
Male	87	*	725	*	*	15%	43%	*	47%	29%
Economically Disadvantaged Students	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	15	696	692	*	*	*	*	*	13%	*
Students without Disabilities	150	*	729	*	*	*	*	*	51%	*
English Learners	N	N	692	N	N	N	N	N	N	*
Non-English Learners	165	*	726	19%	*	19%	42%	*	48%	*
Homeless Students	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	702	N	N	N	N	N	N	14%

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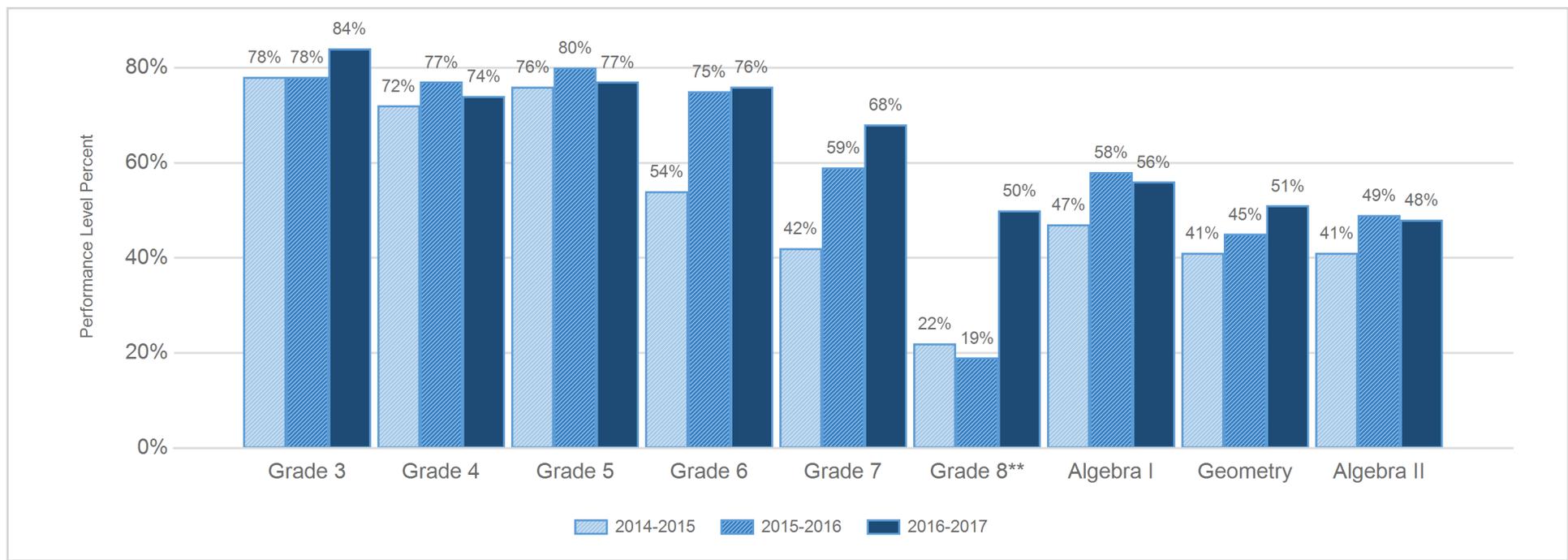


BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Alternate Assessments - 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	*	*
6	*	*
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows 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
1	11	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

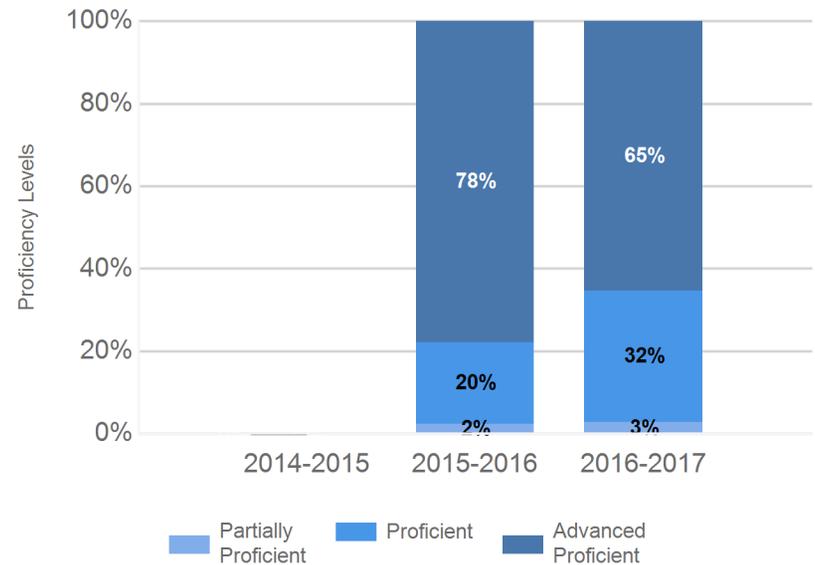
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the district and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Districtwide	65%	32%	3%
White	64%	36%	1%
Hispanic	50%	29%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	84%	16%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	N
Students with Disabilities	31%	56%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

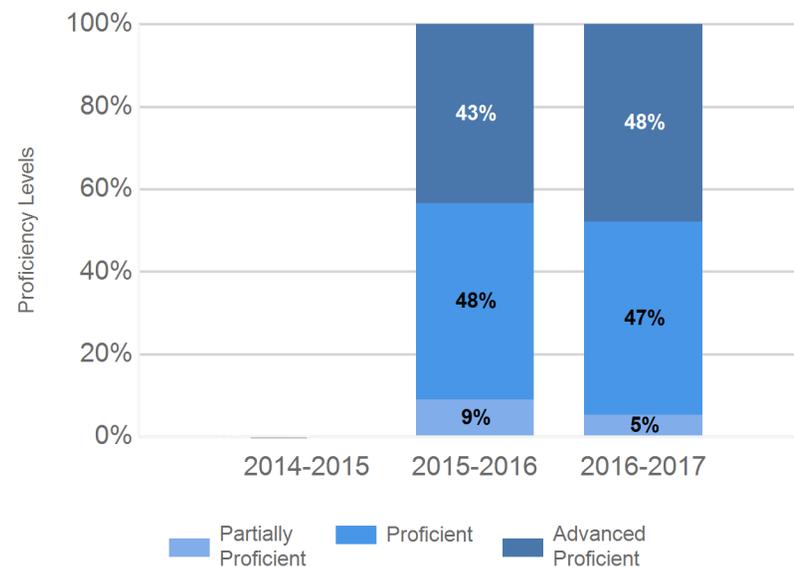
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the district and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	48%	47%	5%
White	44%	50%	6%
Hispanic	29%	67%	4%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	83%	10%	7%
American Indian or Alaska Native	*	N	N
Two or More Races	46%	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	20%	57%	23%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

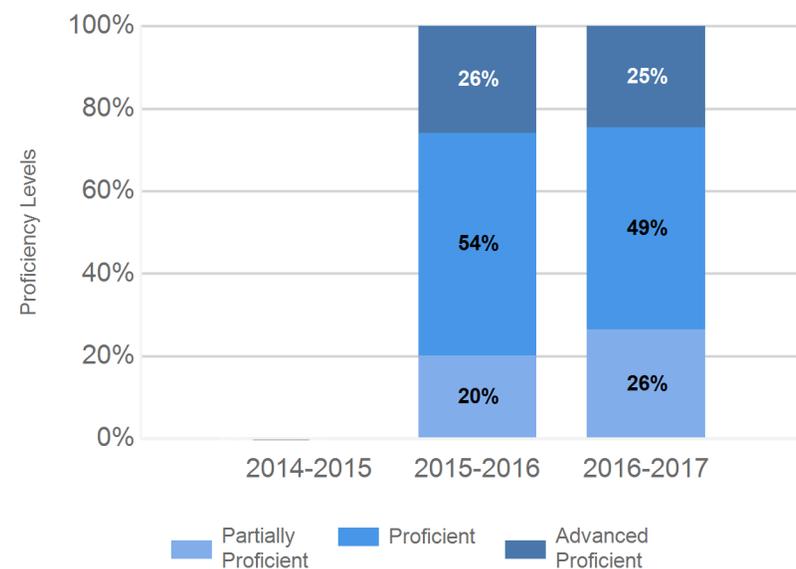
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the district and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Districtwide	25%	49%	26%
White	23%	52%	25%
Hispanic	*	48%	38%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	33%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	20%	74%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section of the performance report shows information on student growth which measures 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 the prior year.

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 district are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the district and each student group with comparisons to the state. This table also shows whether the district and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	N	N	N	N	N	N
White	48	50	Met Standard	49	52	Met Standard
Hispanic	47	49	Met Standard	46	47	Met Standard
Black or African American	*	45	**	*	43	**
Asian, Native Hawaiian, or Pacific Islander	67	60	Exceeds Standard	61.5	59	Exceeds Standard
American Indian or Alaska Native	*	51	**	*	51	**
Two or More Races	55	51	Met Standard	36	52	Not Met
Economically Disadvantaged	52	47	Met Standard	49	46	**
Students with Disabilities	34	41	Not Met	46	43	Met Standard
English Learners	*	53	**	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



**BERKELEY HEIGHTS TWP
2016-2017**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

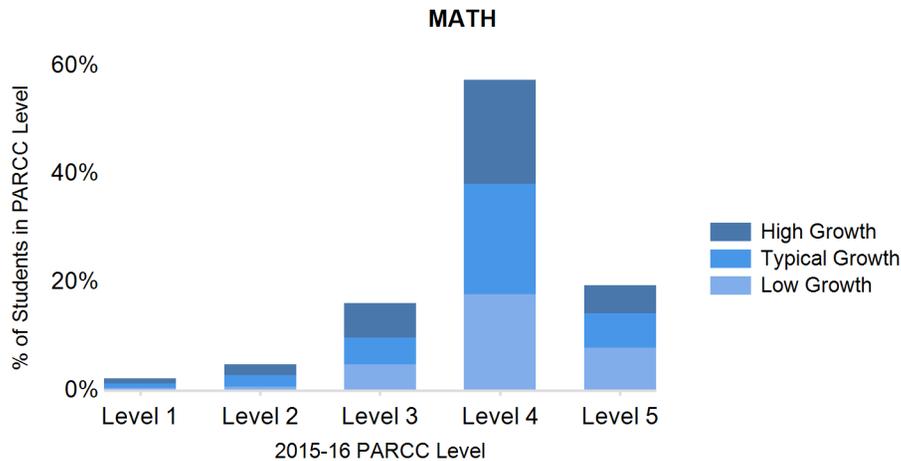
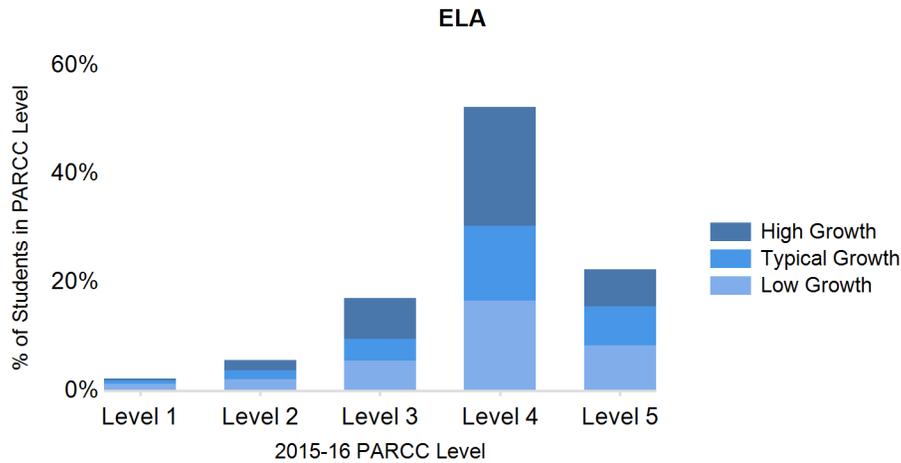
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

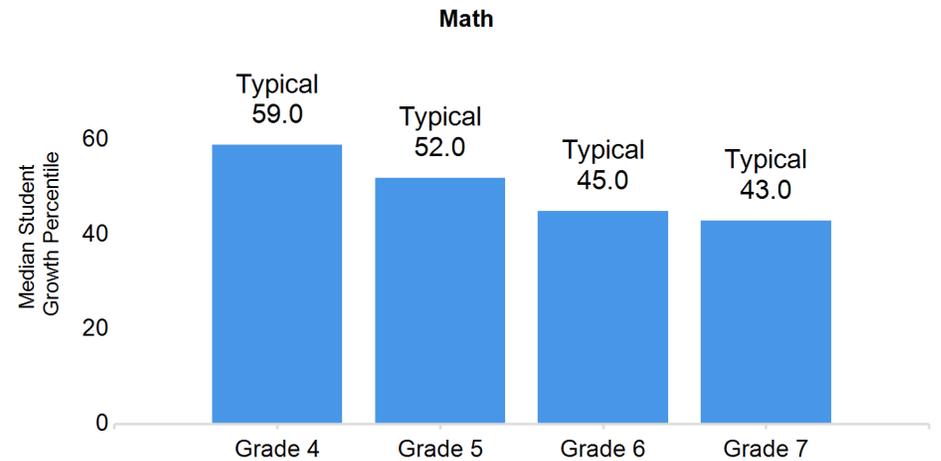
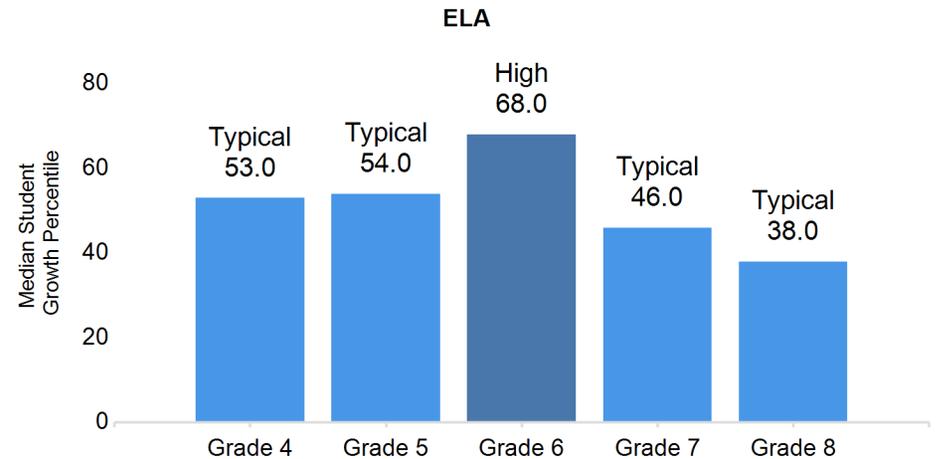
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in District	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	84.3%	70.0%
Percentage of students taking the ACT	80.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the district and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	District Average Score	State Average Score	College Readiness Benchmarks	District - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	519	481	Varies By Grade	84%	67%
PSAT - Math	508	483	Varies By Grade	66%	49%
SAT - Reading and Writing	606	551	480	93%	77%
SAT - Math	592	552	530	78%	58%
ACT - Reading	26	24	22	78%	65%
ACT - English	26	24	18	92%	79%
ACT - Math	25	24	22	73%	65%
ACT - Science	25	23	23	64%	54%



**BERKELEY HEIGHTS TWP
2016-2017**

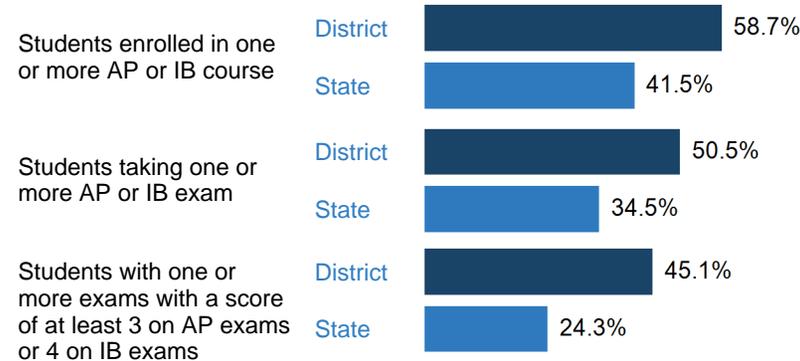
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345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the district and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



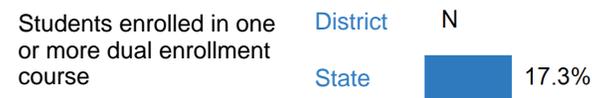
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	28	24
AP Calculus AB	58	57
AP Calculus BC	13	12
AP Chemistry	23	23
AP Computer Science A	18	16
AP English Language and Composition	58	59
AP English Literature and Composition	52	45
AP Environmental Science	72	46
AP European History	61	56
AP French Language and Culture	8	3
AP German Language and Culture	0	1
AP Italian Language and Culture	33	12
AP Latin (Virgil Catullus and Horace)	5	5
AP Macroeconomics	47	37
AP Microeconomics	47	36
AP Music Theory	12	10
AP Physics 1	86	85
AP Physics 2	24	16
AP Physics C	11	0
AP Physics C: Electricity and Magnetism	0	3

Dual Enrollment Coursework - Participation

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





**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

**39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922**

AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	12
AP Spanish Language	62	39
AP Statistics	45	43
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	6	3
AP U.S. History	91	91
Total Exams Taken		735
Exams with scores of at least 3 on AP exams or 4 on IB exams		639



**BERKELEY HEIGHTS TWP
2016-2017**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

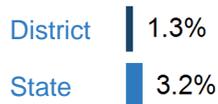
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the district and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Hospitality & Tourism	*	*
Information Technology	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



**BERKELEY HEIGHTS TWP
2016-2017**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	187
7	31	0	0	0	0	0	127
8	102	22	0	0	0	0	83
9	130	95	45	0	0	0	16
10	6	115	73	0	1	0	55
11	0	16	94	0	45	2	137
12	0	0	19	0	107	43	96
Districtwide	269	248	231	0	153	45	701
Enrolled in AP/IB Course					71	45	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	268	0	0	0	1	0
10	6	231	0	1	14	0
11	15	29	0	8	243	10
12	79	5	0	120	41	56
Districtwide	368	265	0	129	299	66
Enrolled in AP/IB Course	28	23		72	116	0



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	265	4	0	0	0	0
10	0	239	11	0	1	15
11	0	267	17	14	6	19
12	0	7	44	86	56	184
Districtwide	265	517	72	100	63	218
Enrolled in AP/IB Course	0	91	47	0	0	61



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

**39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922**

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	70	67	34	12	0	0	0
7	77	43	21	10	0	0	0
8	90	45	43	19	0	0	0
9	160	30	38	8	0	0	23
10	141	12	47	12	0	0	20
11	146	13	51	13	0	0	15
12	77	8	47	6	0	0	18
Districtwide	761	218	281	80	0	0	76
Enrolled in AP/IB Course	62	8	33	5	0	0	0
Enrolled in Level 3 or Higher	241	25	85	25	0	0	9
Earned Seal of Biliteracy	N	N	N	N	N	N	N



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

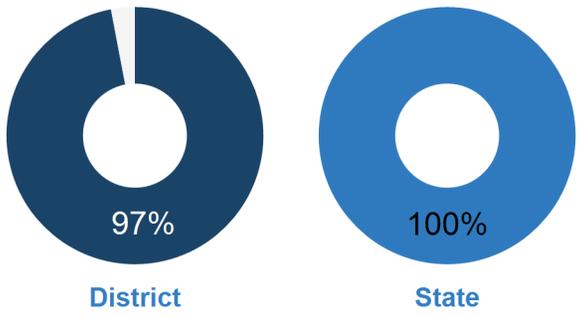
39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the district and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the district and across the state that were enrolled in one or more courses within each of the four arts disciplines.

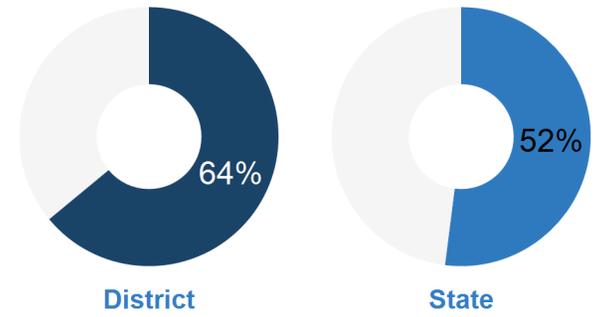
Grades 6-8:

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

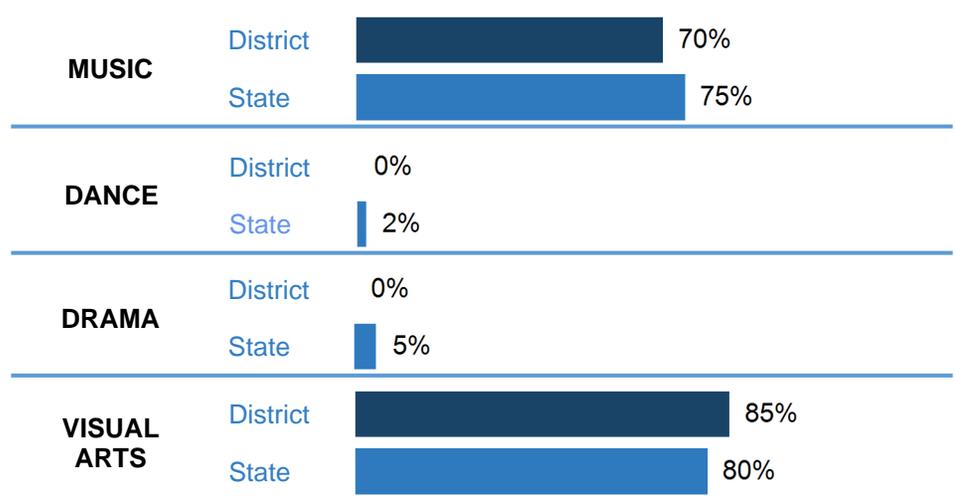


Grades 9-12:

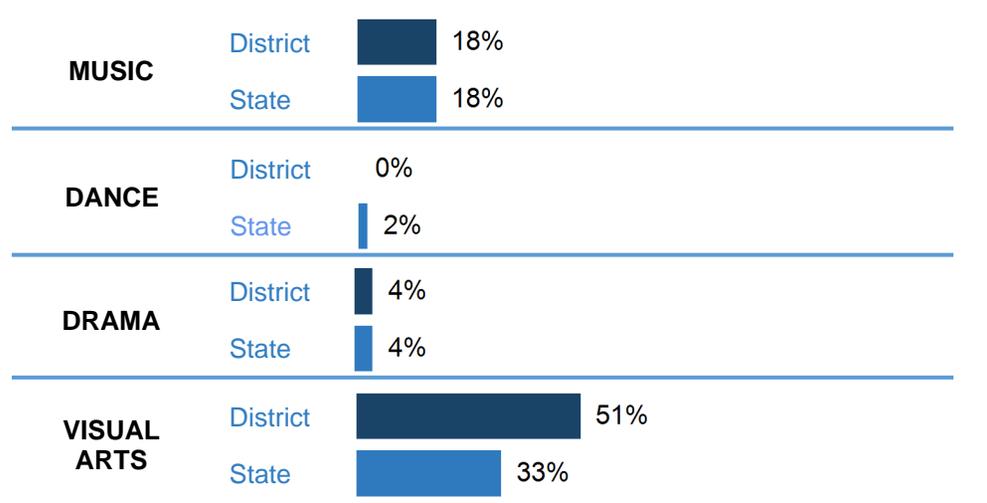
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**BERKELEY HEIGHTS TWP
2016-2017**

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the district and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the district and each student group met those targets.

Student Group	District - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	District - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Districtwide	96.8%	*	99.6%	*	98.3%	N	Met Goal	98.0%	N	Met Goal
White	97.2%	94.5%	99.5%	95.1%	98.5%	N	Met Goal	98.1%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	75.7%	78.8%	96.4%	82.1%	89.3%	79.4%	Met Target	82.8%	89.6%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.8%	-
2016	98.3%	99.6%
2015	97.6%	98.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the district and the state.

School Year	District Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

** ESSA accountability targets are only included if data is available for at least 20 students



**BERKELEY HEIGHTS TWP
2016-2017**

**39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922**

Grade Span PK-12

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Districtwide	89.4%	10.6%	89.5%
White	88.4%	8.2%	91.8%
Hispanic	87.5%	28.6%	71.4%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	95.7%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	100%	33.3%	66.7%
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	80.8%	14.3%	85.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the district and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Districtwide	88.3%	12.3%	87.7%	54.7%	45.3%	36%	64%
White	87.7%	11.3%	88.7%	56.7%	43.3%	34%	66%
Hispanic	87.1%	18.5%	81.5%	55.6%	44.4%	51.9%	48.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90%	5.6%	94.4%	44.4%	55.6%	27.8%	72.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	74.1%	35%	65%	65%	35%	50%	50%
English Learners	N	N	N	N	N	N	N



**BERKELEY HEIGHTS TWP
2016-2017**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

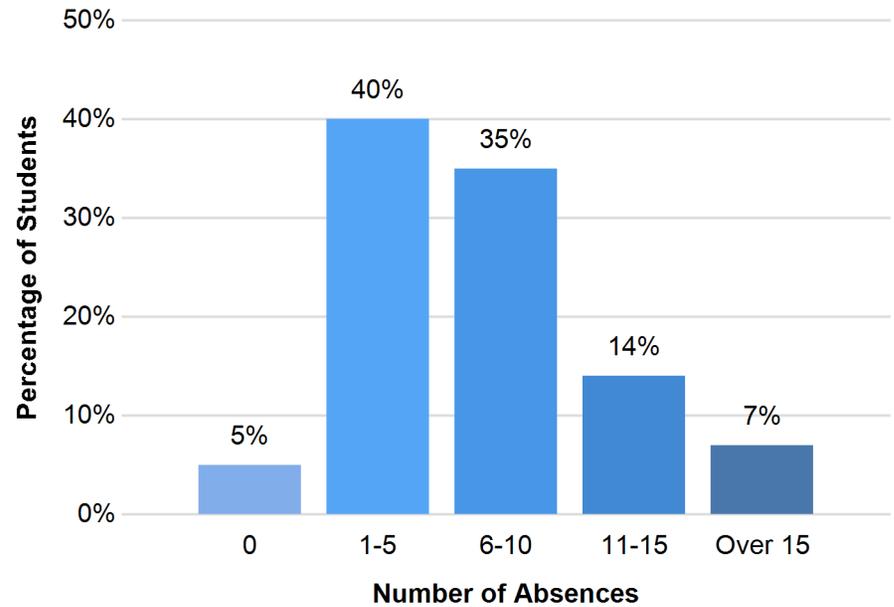
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	5.00	10.30	Met Target
White	4.90	10.30	Met Target
Hispanic	8.80	10.30	Met Target
Black or African American	0	10.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	10.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	6.70	10.30	Met Target
Economically Disadvantaged Students	12.70	10.30	Not Met
Students with Disabilities	11.30	10.30	Not Met
English Learners	10.50	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students districtwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



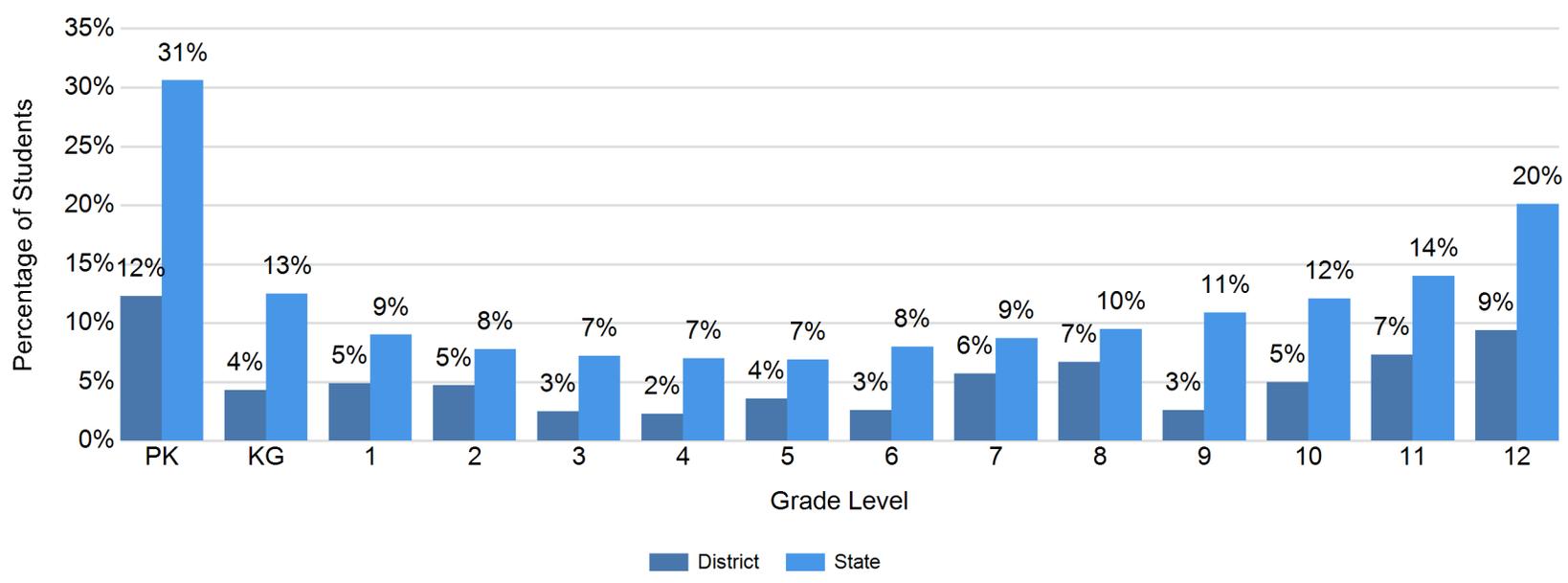


BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Chronic Absenteeism by Grade

This graph shows the percentage of students in the district and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**BERKELEY HEIGHTS TWP
2016-2017**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Grade Span PK-12

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the district.

Incident Type	Number of Incidents
Violence	9
Vandalism	4
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	37
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	1.93

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	1.0%
Any Suspension	1.3%

Student Expulsions

This table shows the number of students who were expelled from the a school in the district during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

Per-Pupil Expenditures

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$264	\$15,588	\$15,852



BERKELEY HEIGHTS TWP
2016-2017

Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	248	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience

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	21	9,506
Average years experience in public schools	17.9	15.9
Average years experience in district	8.4	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the district and state.

Staff Type	District Students: Staff
Teachers	12:1
Administrators	128:1
Librarian/Media Specialists	674:1
Nurses	449:1
Counselors	337:1
Child Study Team	180:1



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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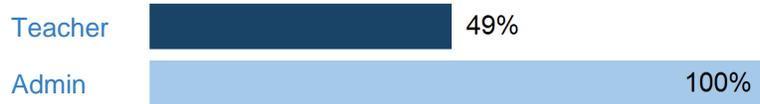
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

Accountability Summary by Student Group

New Jersey has developed an accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support. Any school with a student group where the summative rating would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. The table below shows the number of schools in the district identified for Targeted Support for a Low-Performing Student Group out of the total accountable schools. District performance is monitored using annual targets. For more details on accountability targets, see these [accountability resources](#).

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Met Target
White	0 out of 5 schools	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Met Target
Hispanic	0 out of 1 school	Met Target	Met Target	Met Target	**	**	Met Target	Met Target
Black or African American	**	**	**	Met Target	**	**	**	**
Asian, Native Hawaiian, or Pacific Islander	0 out of 4 schools	Met Goal	Met Goal	Met Target	**	Met Goal	Exceeds Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	N	**	**
Two or More Races	0 out of 1 school	Met Target†	Met Target	Met Target	**	N	Met Target	Not Met
Economically Disadvantaged Students	**	Met Target	Met Target	Not Met	**	**	Met Target	**
Students with Disabilities	0 out of 2 schools	Met Target	Met Target†	Not Met	Met Target	Not Met	Not Met	Met Target
English Learners	**	**	**	**	**	N	**	**

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

District General Info

Superintendent:	Mrs. Rattner	Email Address:	jrattner@bhpsnj.org
Address:	345 PLAINFIELD AVENUE BERKELEY HEIGHTS, NJ 07922	Website:	www.bhpsnj.org
Phone:	(908)464-1718		

District Narrative

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

	<p>Mission, Vision, Theme:</p> <p>The Berkeley Heights Public School District provides a high-quality education to a total of over 2,600 students at six district schools. The mission of the Berkeley Heights School District, a community partnership that values the direct relationship between exceptional education and individual success, is to challenge students to explore, to excel, and to embrace a lifetime of learning.</p>
	<p>Awards, Recognition, Accomplishments:</p> <p>The Berkeley Heights School District is routinely recognized as one of New Jersey's high-performing school systems: niche.com recently honored Berkeley Heights as the 25th best school district in the state. Our Governor Livingston High School was ranked #19 in New Jersey Monthly magazine's listing of New Jersey's Best High Schools; and Newsweek magazine rated Governor Livingston as the 30th best high school in the state.</p>



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Berkeley Heights Public Schools are proud to offer a broad curriculum experience for all students that culminates with a rigorous high school program aimed at preparing our students for college and careers. Students at Governor Livingston High School are able to choose from 26 Advanced Placement (AP) courses over a wide range of subject areas.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Governor Livingston High School and Columbia Middle School both sponsor interscholastic athletics and cheerleading teams. The athletics program at Governor Livingston features a wide array of teams for girls and boys, many of which offer varsity, junior varsity, and freshman levels of competition. Governor Livingston placed third among Group 3 high schools in the annual NJSIAA ranking of most successful athletics programs in New Jersey during the 2016-2017 school year.</p>
 <p>Clubs and Activities:</p>	<p>Our district's academic offerings are augmented by a program of co-curricular activities that is second to none. Opportunities for enriching experiences in the realms of the fine and performing arts, publications, service organizations, student government, and academic clubs are available to all students.</p>



BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
 UNION
 BERKELEY HEIGHTS TWP
 345 PLAINFIELD AVENUE
 BERKELEY HEIGHTS, NJ 07922

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 <p>Staff and Professional Learning:</p>	<p>Each year, the administration and staff of the Berkeley Heights School District contribute to the development of a District Professional Development Plan which supports the district initiatives and identified needs. This Professional Development Program frequently leverages our talented staff members, who then share their expertise with others. Over 60% of the professional staff members in our district hold a Master’s Degree, while another 3% possess a Doctorate.</p>
 <p>Postsecondary Information:</p>	<p>Over 96% of last year’s graduates of Governor Livingston High School are continuing their education at colleges and universities throughout the United States. Governor Livingston students consistently achieve high SAT scores, as evidenced by the mean score of 600 for Reading and Writing and the mean score of 588 for Mathematics attained by the Class of 2017.</p>
 <p>Student Supports and Services:</p>	<p>Students who need additional services are supported through multiple levels of intervention, including peer tutoring, extra help from teachers, and work with interventionists. The district’s Special Services Department provides a wide range of research-based programs and supports to students with disabilities. Some of our offerings include programs for the Deaf and Hard of Hearing, Community-Based Instruction, and Applied Behavior Analysis.</p>
 <p>Student Health and Wellness:</p>	<p>Each of the Berkeley Heights district’s six schools is staffed by a full-time, certified School Nurse. All students receive instruction in Physical Education and Health Education during each year of their school experiences.</p>
 <p>Parent and Community Involvement:</p>	<p>The educational and co-curricular programs of the Berkeley Heights Public Schools are strengthened by a wide variety of parent and community organizations, including Parent-Teacher Organizations (PTO) at each school, the Berkeley Heights Education Foundation (BHEF), the Special Education Parent Advisory Committee (SEPAC), and support groups for athletics and the performing arts.</p>



**BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12**

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

District Narrative

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

 <p>Facilities:</p>	<p>This year, the Berkeley Heights Board of Education and administration focused on improving security at all six schools by constructing secure vestibules in each building. In addition to the secure vestibules, the district installed a keyless access control system, upgraded its security camera system, and installed protective window covering on specific windows. Also, the artificial turf athletic field and track at Governor Livingston High School were replaced during the summer of 2017.</p>
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BERKELEY HEIGHTS TWP
2016-2017
Grade Span PK-12

39-0310
UNION
BERKELEY HEIGHTS TWP
345 PLAINFIELD AVENUE
BERKELEY HEIGHTS, NJ 07922

District Narrative

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The Berkeley Heights School District uses a variety of tools to keep the school community informed. The District App, in addition to Friday Folders, BOE Briefs, Monthly Matters, and News From the Berkeley Heights Public Schools, are just a few of the ways we keep everyone informed about district-wide and school-level initiatives and activities.



Other Information: