



Mary Kay McMillin Early Childhood Center (39-0310-035)

2022-2023

County: Union

District: Berkeley Heights School District

651 Mountain Avenue
Berkeley Heights, NJ 07922

Principal: Mrs. Anne Corley-Hand

[School Website](#)

908-464-5583



250
Total Students



PK-02
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Union
District	Berkeley Heights School District
Principal Name	Mrs. Anne Corley-Hand
Address	651 Mountain Avenue, Berkeley Heights, NJ 07922
Phone Number	908-464-5583
Email Address	acorley@bhpsnj.org
Website	www.bhpsnj.org

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2020-21	2021-22	2022-23
PK	55	46	54
KG	102	67	62
1	158	60	74
2	0	88	60
Total	315	261	250

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	46.0%	40-45%	45-50%
Male	54.0%	55-60%	50-55%
Non-Binary/Undesignated Gender	≤1%	≤5%	≤5%
Economically Disadvantaged Students	1.9%	3.0%	1.6%
Students with Disabilities	15.2%	17.0%	20.3%
English Learners	2.9%	4.1%	4.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	1.3%	0.7%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	59.0%	54.8%	56.3%
Hispanic	11.7%	14.1%	11.3%
Black or African American	1.6%	1.1%	1.2%
Asian	19.0%	20.0%	21.5%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	8.3%	10.0%	9.8%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

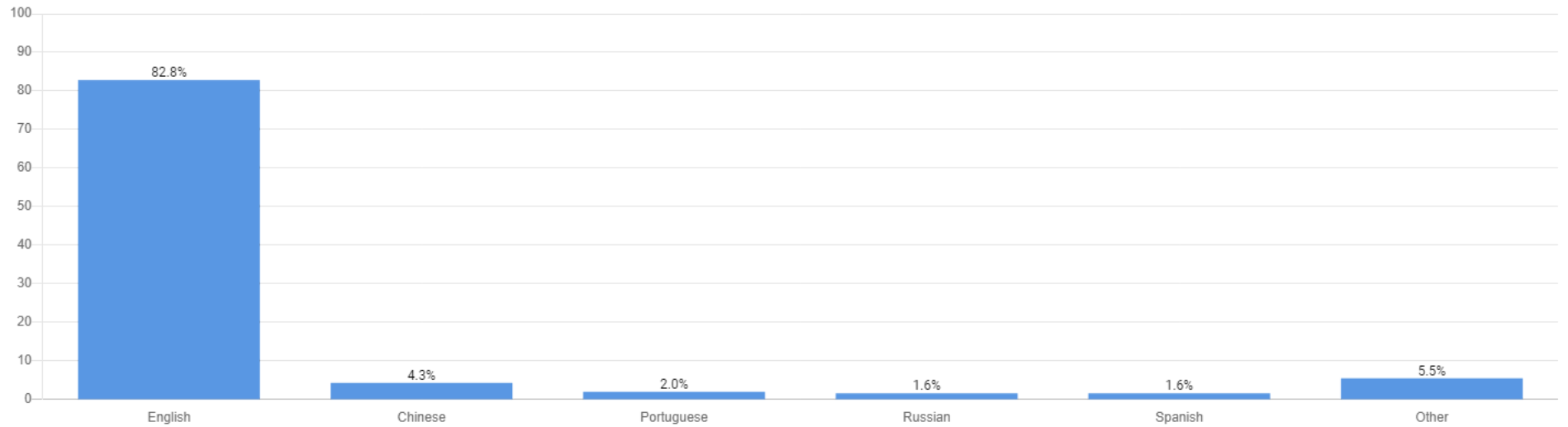
Grade	2020-21	2021-22	2022-23
PK - Half Day	55	43	54
PK - Full Day	0	3	0
KG - Half Day	86	0	0
KG - Full Day	16	67	62

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 Assessment for English language proficiency and the percentage of students tested who 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	10	90%	10%
3-4	*	*	*
5 or more	N	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within a confidence interval.

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.



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College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.



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Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	0	60	0	0	0	0	0
Total	0	60	0	0	0	0	0

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	23	12.0%	19.6%	Met
White	12	12.0%	19.6%	Met
Hispanic	6	25.0%	19.6%	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	3	6.4%	19.6%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	10.5%	**	**
Female	*	7.9%		
Male	*	15.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	5	18.5%	19.6%	Met
English Learners	0	0.0%	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

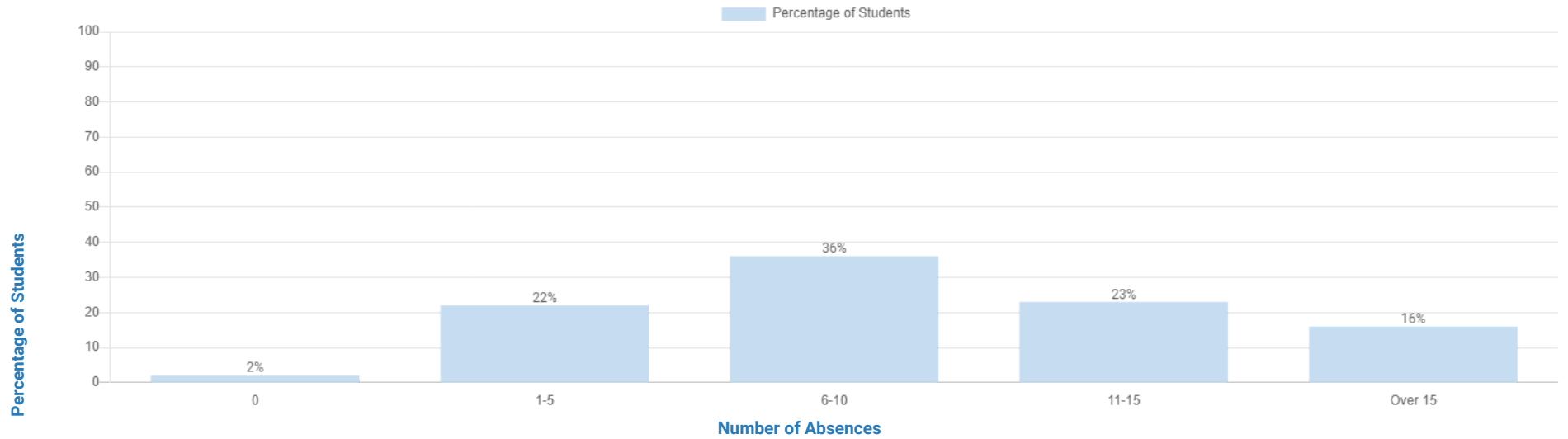
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Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



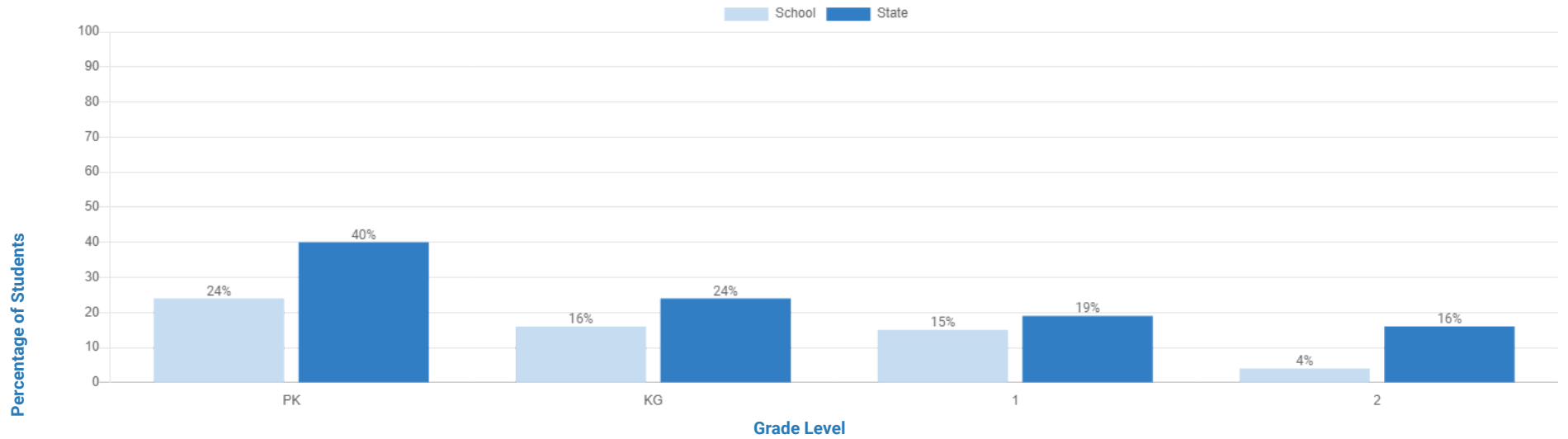
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year with a state comparison.



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.78

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

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

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Climate and Environment

School Day

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

Category	School
Typical Start Time	8:08 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs. 7 Mins.
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2023, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2022-2023	1:1

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,882
Average years experience in public schools	10.3	12.5
Average years experience in district	8.7	11.3
Number of Teachers with 4 or more years experience in the district	17	88,415
Percentage of Teachers with 4 or more years experience in the district	65.4%	74.8%
Number of out-of-field teachers	0	2,811
Percentage of out-of-field teachers	0%	2.4%
Number of Teachers with Provisional Credentials	0	8,605
Percentage of Teachers with Provisional Credentials	0%	7.3%

Administrators – Experience

This table shows information about the experience of administrators assigned to this school and across the state.

Category	Admin. in School	Admin. in State
Total Number of administrators	1	9,952
Average years experience in public schools	23.0	16.1
Average years experience in district	13.0	12.5
Number of Administrators with 4 or more years experience in the district	1	7,675
Percentage of Administrators with 4 or more years experience in the district	100.0%	77.9%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	26	234	118,882
Administrators	1	20	9,952
Librarians/Media Specialists	1	3	1,194
Nurses	1	6	2,960
School Counselors	1	12	4,519
Child Study Team Members	3	21	9,367
School Psychologists	1	7	2,166
School Social Workers	N	3	2,654
Student Assistance Coordinators	N	1	381
School Safety Specialists	N	1	694

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	256:1	124:1
Teachers to Administrators	26:1	12:1
Students to Librarians/Media Specialists †	256:1	827:1
Students to Nurses †	256:1	413:1
Students to Counselors †	256:1	207:1
Students to Child Study Team Members †,††	17:1	20:1
Students to School Psychologists †	256:1	354:1
Students to School Social Workers †	N	827:1
Students to Student Assistance Coordinators †	N	2481:1
Students to School Safety Specialists †	N	2481:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45-50%	>80%	*	48.0%	77.0%	57.0%
Male	50-55%	≤20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤5%	≤20%	*	≤1%	≤1%	≤1%
White	56.3%	96.2%	100.0%	39.1%	82.2%	74.8%
Hispanic	11.3%	3.8%	0.0%	33.1%	8.3%	8.5%
Black or African American	1.2%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	21.5%	0.0%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	9.8%	0.0%	0.0%	2.9%	0.2%	0.4%

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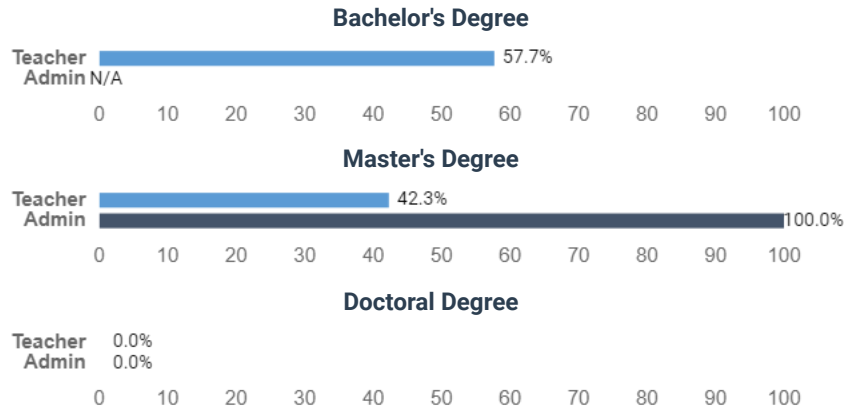
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	86.1%	88.4%
2021-22 Administrators: Same district 2022-23	73.9%	86.6%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2022-23 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Berkeley Heights Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$407	\$19,962	\$20,370	2,493.3
Governor Livingston High School	\$315	\$15,863	\$16,178	931.6
District Level Central Expenditures	\$68	\$5,099	\$5,167	2,493.3
Thomas P. Hughes School	\$386	\$12,917	\$13,303	276.6
Columbia Middle School	\$172	\$13,671	\$13,843	562.3
Mary Kay Mcmillin Early Childhood Center	\$484	\$15,376	\$15,860	266.8
Mountain Park School	\$613	\$18,108	\$18,721	219.9
William Woodruff School	\$363	\$12,439	\$12,802	236.1

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
 - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#)

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the [COVID-19 State Plan Addendum](#). Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

†This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		N	N
Math Proficiency		N	N
ELA Growth		N	N
Math Growth		N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	N	10.3%	12.0%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Indicator Scores and Summative Ratings - 2022-23 School Year

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

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	**	**
Math Proficiency Indicator Score	**	**
ELA Growth Indicator Score	**	**
Math Growth Indicator Score	**	**
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	**	**
Chronic Absenteeism Indicator Score	56.08	n/a
Summative Score	**	
Summative Rating	n/a	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

Alternate Methodology Note: This school does not have any grades where students take statewide assessments, so a summative score could not be calculated. Instead, this school was linked with one or more receiving schools in the district that have assessed grade levels and treated as a single unit for school accountability purposes. Based on that review, this school was not identified for comprehensive or targeted support for the 2024-25 school year.

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

†† A modified summative score was calculated using only available data.

Accountability

Accountability Summary by Student Group - 2022-23 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	N	N	N	N	N	N	**	Met	No
White	**	**	No	N	N	N	N	N	N		Met	No
Hispanic	**	**	No	N	N	N	N	N	N		Not Met	No
Black or African American	**	**	No	N	N	N	N	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	N	N	N	N		Met	No
American Indian or Alaska Native	**	**	No	N	N	N	N	N	N		**	No
Two or More Races	**	**	No	N	N	N	N	N	N		**	No
Economically Disadvantaged Students	**	**	No	N	N	N	N	N	N		**	No
Students with Disabilities	**	**	No	N	N	N	N	N	N		Met	No
English Learners	**	**	No	N	N	N	N	N	N	**	**	No

†Target was met within a confidence interval.

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Big Ideas Math is a newly adopted program that empowers teachers to utilize research-based instructional strategies to challenge, motivate and individualize student learning.
- MKM is committed to providing equitable learning opportunities that enable students to achieve their full potential by establishing a school climate that is inclusive and affirming of differences.
- Teachers participated in the piloting and evaluation of a new word study program. The evaluation team met several times to provide feedback and help develop curriculum based on the chosen program.



Mission, Vision, Theme:

Mission - To create a learner-centered educational program that supports all young students in acquiring foundational skills in literacy, math & pro-social behaviors while engaging families as a strategy to extend student learning and development beyond the classroom, preparing students for life-long success. A caring community of learners is established through relationships of mutual respect, shared responsibility, & open communication. Each child is unique & development varies within age-related norms. Families are partners in successful outcomes. Learning occurs in the context of positive, supportive relationships between child and adult. A safe, nurturing learning environment that is respectful, culturally and linguistically responsive and supportive promotes the optimal growth & development of each child. Young children learn best through active engagement with their physical & social environments. Diversity is valued for inspiring the human spirit.



Awards, Recognition, Accomplishments:

The Early Childhood Center was twice awarded the New Jersey Department of Education Best Practice Award and recognized as a New Jersey Department of Education Star School, representing New Jersey's "cutting edge" schools.

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Courses, Curriculum, Instruction:

MKM is a pre-K through second-grade school. BHPS is committed to fostering an inclusive model & offers co-taught classrooms at each grade level. The school employs a full child study team to identify students & full time occupational, physical and speech therapists deliver services to identified students. Teachers work with students in large and small groups using a station-based approach to both literacy and math instruction. Every K - Grade 2 student is assigned a Chromebook for engaging in technology-enhanced independent work. The staff is steadfast in its commitment that all students acquire the foundational skills necessary for later learning and providing a strong foundation of skills.



Clubs and Activities:

An Afterschool Enrichment Program, led by teachers, offers additional opportunities for students to engage in science, literacy, math, art and STEM activities.



Before and After School Programs:

The Berkeley Heights School District utilized Elementary and Secondary School Emergency Relief Funds to create the Beyond the School Day Program to provide intervention and remediation for students identified at risk. The local YMCA offers before and afterschool to our students both onsite and at the local YMCA facility.

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Staff and Professional Learning:

The district offers a comprehensive PD catalog and multiple opportunities for staff members to hone their craft. As new district wide initiatives take place, appropriate staff members participate in rigorous professional development. PLCs, grade level meetings and staff meetings provide opportunities for micro PD.



Student Supports and Services:

MKM Early Childhood Center prides itself on fostering an inclusive environment in which students with and without disabilities and English language learners learn together while being provided with daily support. Following the New Jersey Tiered System of Support model, a daily "What I Need" intervention/enrichment period meets the needs of all students with interventionists providing remedial support for students that are struggling and enrichment activities for those that need more challenging opportunities. While the district provides a continuum of placement services for students with disabilities, 95% of our students are supported by a general and special educator through a comprehensive co-taught model. Additional support is provided by a variety of interventionists and therapists.



Student Health and Wellness:

MKM ECC is a safe and nurturing environment that allows all students - regardless of their perceived strengths and weaknesses - to explore the world around them and to become the best versions of themselves. Monthly Community Celebrations and Precepts foster inclusivity and recognition of our diverse community of students. A school counselor provides individual, small group and classroom instruction to address the social and emotional learning needs of our students and staff. Our school nurse conducts routine screenings and leads the Medical Emergency Response Team comprised of numerous staff members trained in CPR, AED, and Epi-pen administration. Health lessons are delivered within the classroom and for the safety of our students, our snack policy allows only for fruits and vegetables to be consumed in classrooms. Physical Education classes support the physical health and well-being of our students as does daily recess and a commitment to outside play each day.

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Parent and Community Involvement:

The school supports ongoing parental interest and involvement through art and library class volunteers, book fairs, author's visits, Writer's Celebrations, and "Care to Share" opportunities for parents to visit and share family traditions and/or work related topics. An active Parent Teacher Organization supports school-wide initiatives and assembly programs. Parents are represented on both the Diversity, Equity and Inclusion committee and School Safety committee.



Facilities:

Hamilton Terrace School first opened in 1961 before becoming the Early Childhood Center at Hamilton Terrace in 1997. In 2009, the school was renamed Mary Kay McMillin Early Childhood Center in honor of the school's Principal, Mary Kay McMillin. In 2005, a grant funded the installation of an outdoor classroom where children can explore our forest like school grounds. In 2016, our PTO provided funding for the installation of classroom air conditioners.



School Safety:

The school maintains a positive and visible working relationship with local law enforcement. The school uses PickUp Patrol to reduce errors and student dismissal mishaps by providing an efficient way to compile and track daily changes. Using PickUp Patrol, the staff has a record of every student's dismissal plan and can track absences and tardiness. The district school safety teams continue to research and evaluate best practices for social and emotional wellness. Fire and security drills occur monthly and parents receive notification each time a school security drill is conducted. MKM has a shared SRO and SLOIII office assigned to the building. Additional school staff meet regularly for school safety, medical safety, and threat assessment.

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Technology and STEM:

Students are exposed to various STEM activities and design challenges throughout the school year. Many classrooms also have designated Makerspace areas for both independent and group work. A district STEAM Specialist collaborates with the Special Area teachers and provides additional STEAM opportunities for students. Each student at the K-2 level has an assigned Chromebook for a variety of classroom uses including iReady. Students have the opportunity to explore topics such as programming, robotics, and 3D printing during their Media Center and Computer classes.



Early Childhood Education:

Our Pre-K program is available to students found eligible for special education services with remaining seats available to general education students through a lottery system. MKM has a partnership which is part of the New Jersey Department of Education Office of Special Education (OSE) and the Montclair State University Center for Autism and Early Childhood Mental Health (CAECMH) as part of its Preschool Inclusion Education Project (NJPIEP). The project empowers educators, administrators, students, and parents by providing tools, resources, and collaboration with experts to foster an inclusive and supportive learning environment so all students can be served in their least restrictive environments.



Effective and Efficient Use of ESSR Funding:

Mary Kay McMillin's warm and caring environment promotes students, staff, families and administration working as a team to address students' academic and social-emotional needs. Elementary and Secondary School Emergency Relief Funds were used for a Beyond the School Day program to provide intervention and remediation for students identified at risk in first and second grade. This after school program was taught by classroom teachers.

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Other Information:

Both Early Childhood Centers administrative staff work collaboratively to ensure consistency of programs.