NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	SOMERSET HILLS REGIONAL
Principal Name	MS. DEMPSEY
Address	141 SENEY DRIVE BERNARDSVILLE, NJ 07924
Phone Number	(908)204-1916
Email Address	GDEMPSEY@SHSD.ORG
Website	http://www.shsd.org

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
5	113	143	131
6	130	113	147
7	156	132	116
8	151	154	131
Total	550	542	525

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.0%	47.8%	49.3%
Male	50.0%	52.2%	50.7%
Economically Disadvantaged Students	10.5%	10.5%	10.3%
Students with Disabilities	16.0%	17.5%	17.3%
English Learners	2.9%	2.8%	2.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	74.7%	73.8%	74.3%
Hispanic	17.1%	18.3%	18.1%
Black or African American	0.7%	0.6%	0.4%
Asian	4.7%	4.1%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	2.5%	3.1%	3.4%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	82.7%
Spanish	13.1%
Other Languages	4.2%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	55	50	Met Standard	53	53	50	Met Standard
White	54	53.5	50	Met Standard	53	53	51	Met Standard
Hispanic	57	58	49	Met Standard	59	57	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	60.5	75	61	**	67.5	61	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	44	48	49	**	45	45	51	**
Economically Disadvantaged	60	61	48	Exceeds Standard	57	49	47	Met Standard
Students with Disabilities	52	47	41	Met Standard	49	49	43	Met Standard
English Learners	58	60	54	Met Standard	60.5	51	51	Exceeds Standard

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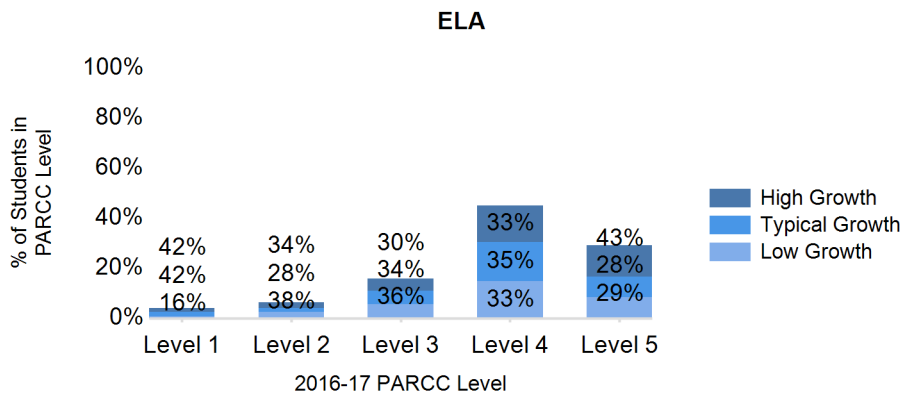
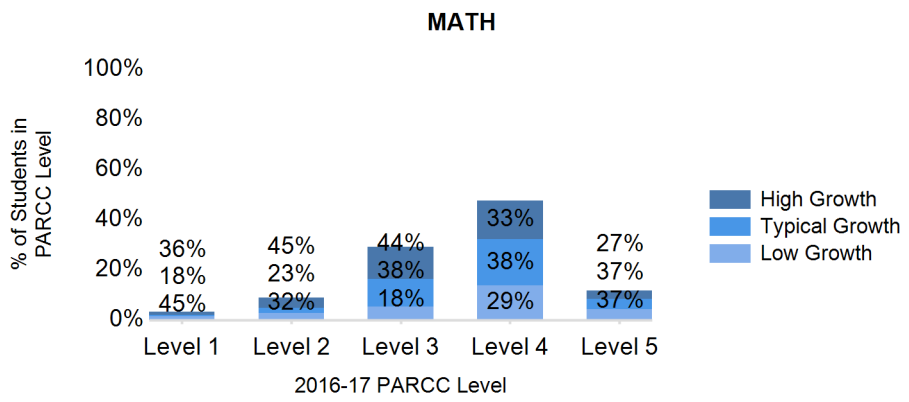
Student Growth by Performance Level

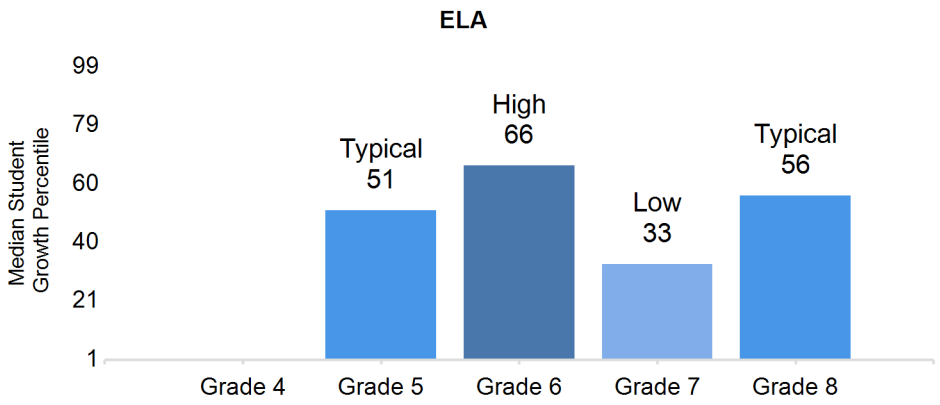
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

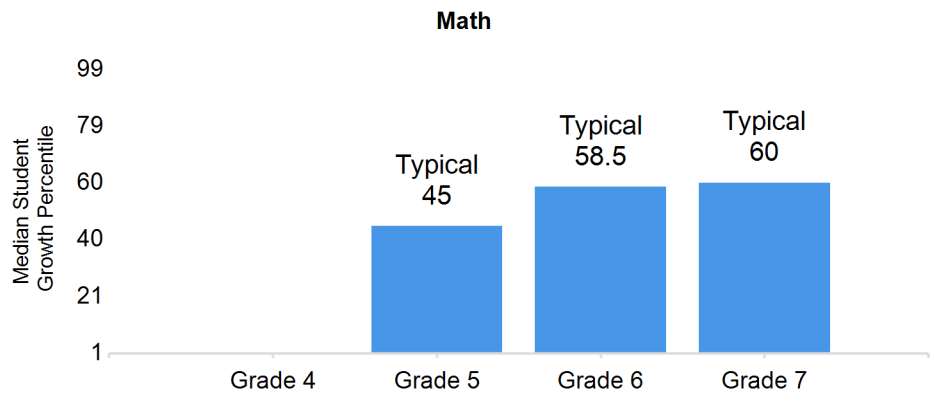




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	496	94.7	75.0	69.9	56.7	74.7	60.8	Met Target
White	364	94.1	80.8	75.3	65.6	80.0	65.7	Met Goal
Hispanic	89	95.8	48.3	44.0	42.5	48.3	30.9	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	95.2	85.0	*	82.3	85.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	18	100.0	77.7	75.7	63.4	77.7	**	**
Female	243	94.2	82.3	79.4	64.5	81.6		
Male	253	95.2	68.0	60.8	49.4	68.0		
Economically Disadvantaged Students	45	97.8	46.7	37.0	38.5	*	30.4	Met Target
Non-Economically Disadvantaged Students	451	94.4	77.8	73.3	67.5	*		
Students with Disabilities	87	87.9	34.4	32.7	21.6	31.9	31	Met Target
Students without Disabilities	409	96.3	83.6	77.9	63.9	83.6		
English Learners	25	100.0	36.0	24.2	27.3	36.0	31.5	Met Target
Non-English Learners	471	94.4	77.0	72.7	59.4	76.6		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	771	771	755	*	*	17%	52%	22%	74%	58%
White	92	776	776	763	*	*	14%	57%	25%	82%	68%
Hispanic	18	738	738	743	*	*	*	*	*	33%	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	69	781	781	762	*	*	*	*	*	86%	66%
Male	52	759	759	749	*	*	*	*	*	60%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	20	748	748	724	*	*	*	*	*	50%	22%
Students without Disabilities	101	776	776	762	*	*	*	*	*	79%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	780	780	754	0%	*	*	39%	40%	79%	56%
White	101	786	786	761	0%	*	*	39%	46%	84%	66%
Hispanic	31	763	763	742	0%	*	*	*	*	65%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	64	788	788	761	0%	*	*	39%	47%	86%	64%
Male	77	774	774	748	0%	*	*	39%	35%	74%	48%
Economically Disadvantaged Students	14	747	747	739	0%	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	127	784	784	764	0%	*	*	*	*	83%	68%
Students with Disabilities	23	739	739	723	0%	*	*	*	*	22%	18%
Students without Disabilities	118	788	788	760	0%	*	*	*	*	91%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	772	772	760	*	*	18%	38%	36%	73%	63%
White	80	780	780	768	*	*	16%	34%	46%	80%	72%
Hispanic	19	740	740	746	*	*	*	*	*	42%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	46	779	779	769	*	*	*	28%	50%	78%	72%
Male	63	766	766	752	*	*	*	44%	25%	70%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	18	743	743	721	*	*	*	*	*	33%	22%
Students without Disabilities	91	778	778	768	*	*	*	*	*	81%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	771	771	759	*	*	13%	42%	30%	71%	60%
White	92	777	777	767	*	*	*	43%	33%	76%	70%
Hispanic	22	738	738	744	*	*	*	*	*	41%	45%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	64	781	781	768	*	*	*	44%	34%	78%	69%
Male	61	761	761	751	*	*	*	39%	25%	64%	52%
Economically Disadvantaged Students	17	741	741	740	*	0%	*	*	*	53%	42%
Non-Economically Disadvantaged Students	108	776	776	769	*	13%	*	*	*	74%	71%
Students with Disabilities	23	735	735	719	*	*	*	*	*	35%	19%
Students without Disabilities	102	779	779	766	*	*	*	*	*	79%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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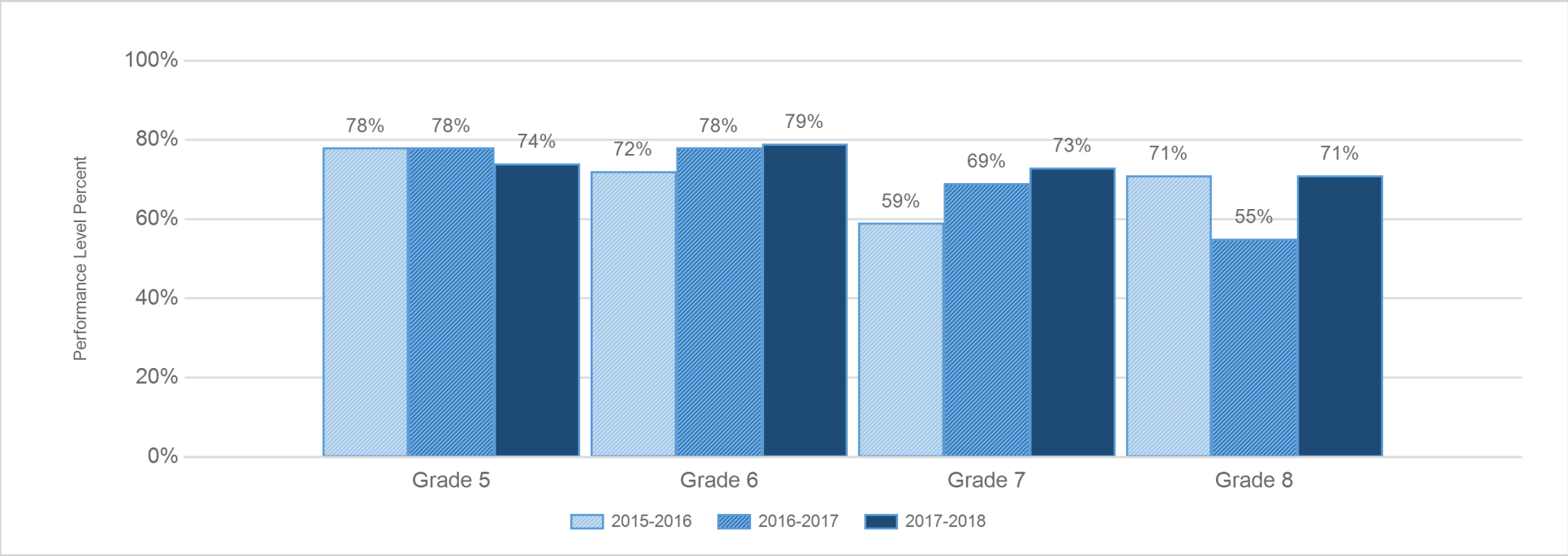
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	499	94.7	62.1	56.1	45.0	61.9	48	Met Target
White	366	93.9	70.5	62.0	54.1	69.7	53.4	Met Target
Hispanic	90	96.9	23.3	27.5	29.2	23.3	16.4	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	95.2	90.0	*	77.0	90.0	69.7	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	18	100.0	72.3	72.7	53.0	72.3	**	**
Female	246	94.6	60.6	55.1	46.0	60.3		
Male	253	94.9	63.7	57.1	43.9	63.5		
Economically Disadvantaged Students	45	97.9	22.2	26.7	26.6	*	18.3	Met Target
Non-Economically Disadvantaged Students	454	94.4	66.1	59.0	55.9	*		
Students with Disabilities	86	86.9	26.8	28.1	17.1	24.5	25.2	Met Target†
Students without Disabilities	413	96.5	69.5	62.2	50.5	69.5		
English Learners	28	100.0	25.0	*	24.6	25.0	18.4	Met Target
Non-English Learners	471	94.4	64.3	*	46.9	63.9		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	758	758	748	*	10%	22%	*	*	67%	49%
White	93	760	760	756	0%	*	20%	*	*	73%	60%
Hispanic	18	734	734	736	*	*	*	*	*	22%	32%
Black or African American	N	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	69	758	758	749	*	*	20%	*	*	71%	50%
Male	53	757	757	747	*	*	25%	*	*	62%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	20	741	741	726	*	*	*	*	*	40%	20%
Students without Disabilities	102	761	761	752	*	*	*	*	*	73%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	756	756	744	*	*	26%	51%	11%	61%	44%
White	101	762	762	751	*	*	19%	59%	13%	72%	54%
Hispanic	32	738	738	731	*	*	50%	*	*	25%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	64	756	756	745	*	*	28%	*	*	61%	45%
Male	78	756	756	742	*	*	24%	*	*	62%	42%
Economically Disadvantaged Students	14	729	729	729	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	128	759	759	753	*	*	*	*	*	66%	56%
Students with Disabilities	23	726	726	717	*	*	*	*	*	17%	13%
Students without Disabilities	119	762	762	748	*	*	*	*	*	70%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	758	758	743	*	*	23%	50%	14%	63%	43%
White	80	764	764	750	*	*	21%	56%	16%	73%	54%
Hispanic	21	734	734	732	*	*	*	*	*	24%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	47	754	754	745	*	*	32%	*	*	53%	45%
Male	64	760	760	741	*	*	16%	*	*	70%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	18	740	740	717	*	*	*	*	*	33%	12%
Students without Disabilities	93	761	761	748	*	*	*	*	*	69%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	721	721	728	28%	22%	36%	*	*	14%	28%
White	37	725	725	736	*	*	41%	*	*	19%	36%
Hispanic	17	713	713	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	31	723	723	731	*	*	35%	*	*	16%	31%
Male	27	718	718	725	*	*	37%	*	*	11%	26%
Economically Disadvantaged Students	12	708	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	46	724	724	735	*	*	*	*	*	*	35%
Students with Disabilities	18	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	40	725	725	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
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2017-2018

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	784	753	746	0%	0%	*	*	*	93%	46%
White	56	783	757	755	0%	0%	*	*	*	93%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	35	780	753	748	0%	0%	*	*	*	89%	48%
Male	33	788	753	745	0%	0%	*	*	*	97%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	743	735	N	N	N	N	N	N	30%
White	N	N	746	740	N	N	N	N	N	N	37%
Hispanic	N	N	723	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	N	N	741	736	N	N	N	N	N	N	30%
Male	N	N	746	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	719	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	746	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	717	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	748	738	N	N	N	N	N	N	*
English Learners	N	N	712	711	N	N	N	N	N	N	*
Non-English Learners	N	N	745	736	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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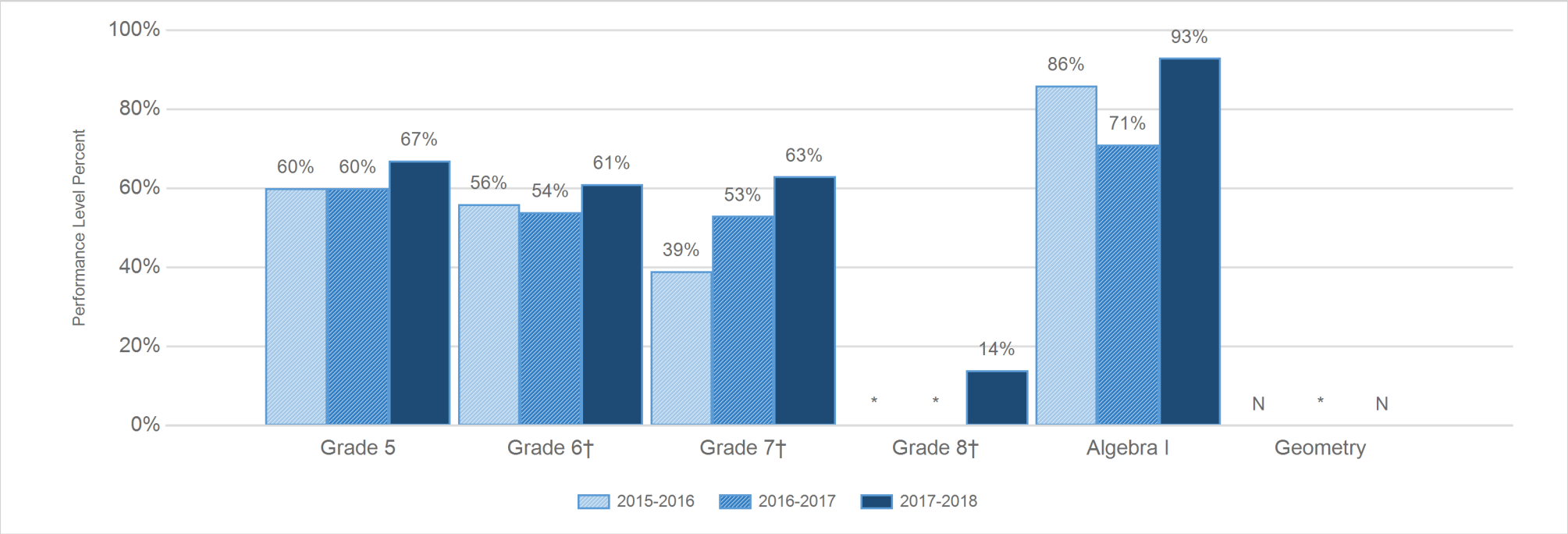
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	58.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	147
7	0	0	116
8	68	0	62
Total	68	0	325

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	75	26	0	25	0	0	0
7	58	44	0	0	0	0	0
8	51	41	0	18	0	0	0
Total	184	111	0	43	0	0	0

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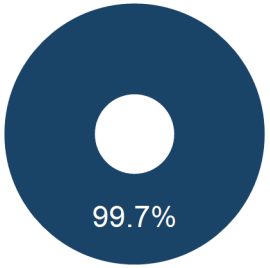
Visual and Performing Arts – Course Participation

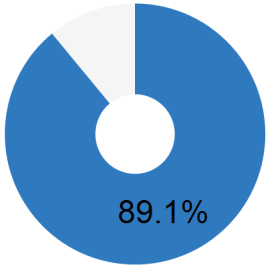
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

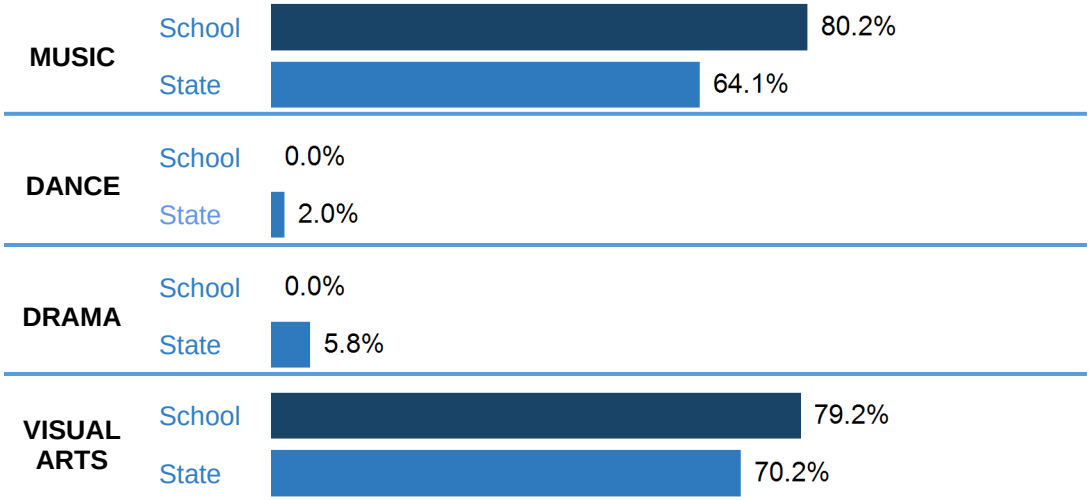


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

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

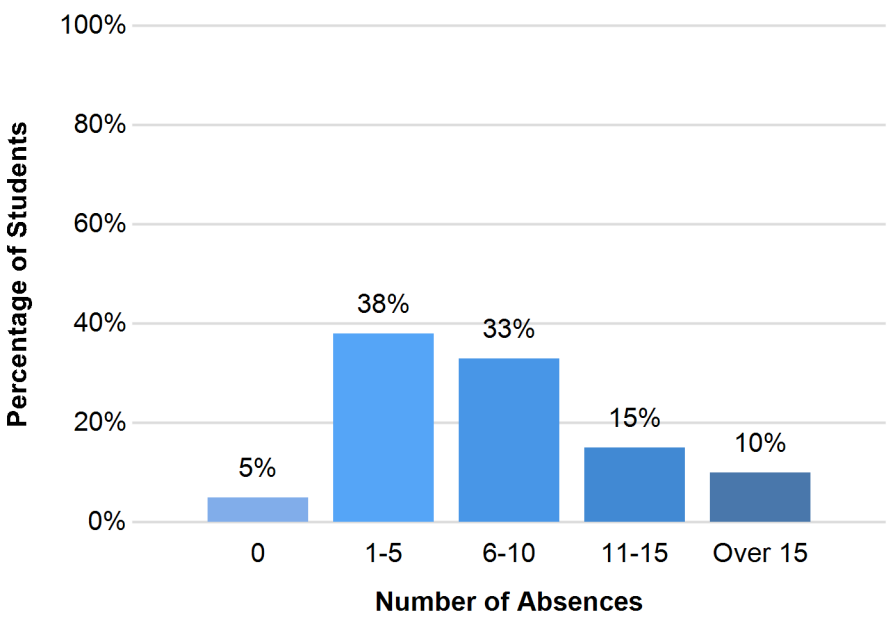
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	32	6.0	9.1	Met
White	23	5.8	9.1	Met
Hispanic	7	7.3	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	9.5	9.1	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	7.3	9.1	Met
Students with Disabilities	9	9.2	9.1	Not Met
English Learners	2	13.3	**	**

Days Absent

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



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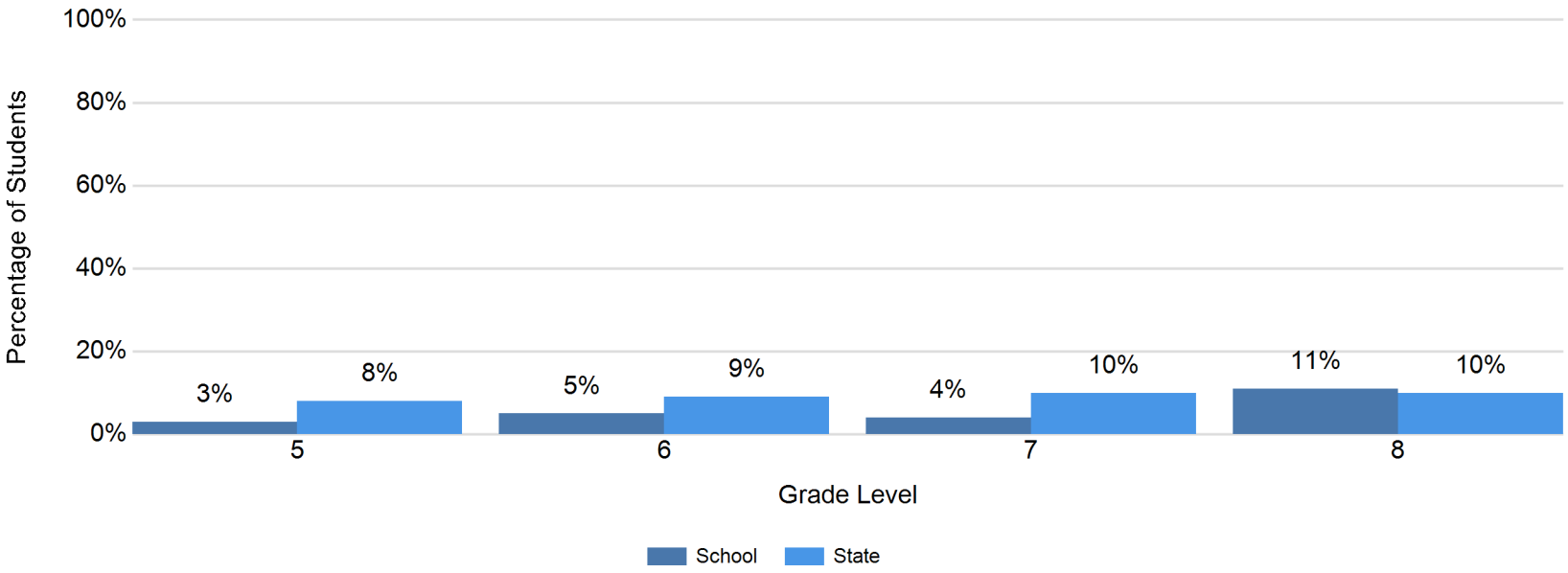
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	3.05

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	3
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	2	6	8
Sexual Orientation	0	0	0
Disability	0	1	1
Other	2	8	10
No Identified Nature	10		10

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
20

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 1 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.5:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$299	$16,046	$16,345

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	84.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	10.1	16.0
Average years experience in district	8.5	12.0
Administrators in district for 4 or more years	80.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	263:1	131:1
Teachers to Administrators	20:1	11:1
Students to Librarians/Media Specialists		655:1
Students to Nurses		655:1
Students to Counselors		281:1
Students to Child Study Team		327:1

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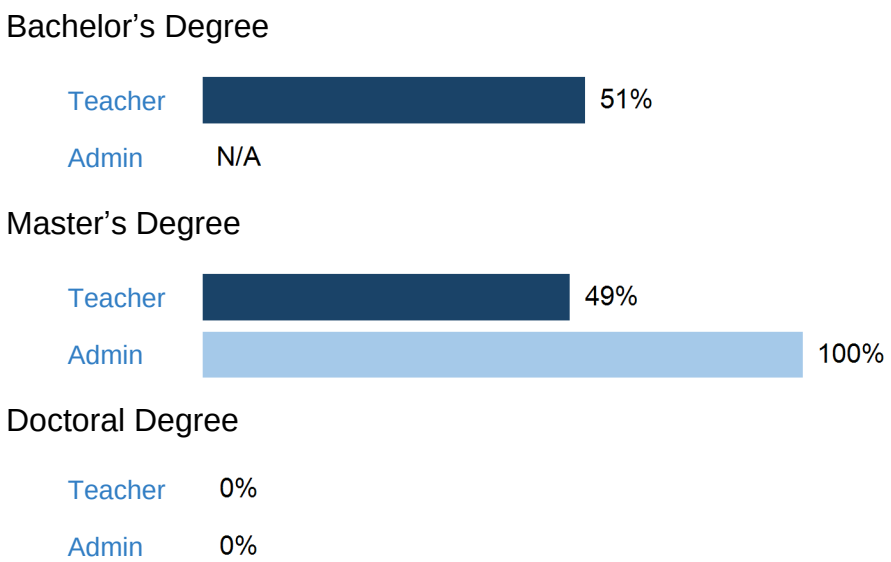
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.6%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.0%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	69.2%	50.0%
Male	30.8%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	70.73	17.5%
Mathematics Proficiency	60.66	17.5%
English Language Arts Growth	71.62	25.0%
Mathematics Growth	65.76	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	65.44	n/a
Summative Rating: Percentile Rank of Summative Score	74.11	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	66.65	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	63.46	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	71.13	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	72.76	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	65.81	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

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

Highlights:	• Project School for Teachers College Reading and Writing Project. • Curriuclum also includes Connected Math Program (CMP), DBQ Project, and Full Option Science System (FOSS). • Daily related arts to include art, chorus, band, orchestra, digital photography, and public speaking.
Mission, Vision, Theme:	The mission of the Somerset Hills School district is to provide authentic and balanced learning experience for each student by harnessing the power of innovation and an engaged community to create thoughtful and impactful global citizens.
Awards, Recognition, Accomplishments:	BMS is the only middle school in the state to enter a team in the NJ Science League, a high school competition. The team finished 2nd in the state last year. BMS had 3 students recognized for excellence in the Patriot's Pen, an essay contest sponsored by the VFW. BMS students are also recognized for their accomplishments on the National French, Latin, and Spanish exams. This school's orchestra, band, and chorus compete in a variety of forums annually and are consistently recognized for their excellence.

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Courses, Curriculum, Instruction:	BMS is a Project School for Teachers College Reading and Writing Project. Curriculum included Connected Math, DBQ Project, and FOSS (Full Option Science System). Daily instruction in a physical education, related arts, and a world language (French, Latin, Spanish) is provided grades 5-8. Current related arts offerings include: computers, technology, digital photography, visual art, music, public speaking, wellness, and digital citizenship. HOnors classes are offered in math, language arts, and science in grades 6-8.
Sports and Athletics:	Sports offered: cross country for boys and girls (5-8), field hockey for girls (6-8), soccer for boys and girls (6-8), basketball for boys and girls (6-8), baseball (6-8), softball (6-8), and spring track and field for boys and girls (6-8). Sports teams for boys and girls are coordinated through a school/parent partnership in fall, winter and spring. Almost half of the BMS student population at BMS particpated in the sports program during the school year.
Clubs and Activities:	Outside of the school day, BMS offers a variety of extracurricular opportunities to provide both additional academic support and as well as enrichment. The enrichment includes explorations in drama, leadership, art, photography, science, and journalism. The Green Team works to beautify school grounds as well as promote and facilitate environmental awareness. Drama is offered, with plays produced both in the spring and the fall. The BMS Forensics team also practices and competes annually. Student Council attended the state NJSAC Winter Convention. The BMS Robotics team competes at the state level.

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Before and After School Programs:	BMS students can work in the school's library every day until 4PM under direct teacher supervision. In addition, an aftercare program is available to all BMS students from dismissal to 6PM. Run through the Somerset County YMCA, the program is housed a short walk at the district's elementary school. STudents can have a snack, have help with their homework, and play games with peers. The BMS playground is available when weather permits.
Staff and Professional Learning:	BMS staff meets for professional development numerous times throughout the year, with four full half days and six half days devoted to professional learning. Teachers College staff developers work with in building with language arts teachers five times a year . Consultants support math teachers on an ad hoc basis. The district's Professional Development Institute encourages teachers to support other teachers in professional learning, and all are members of professional learning communities. Lesson study is practiced. Teachers may have opportunities to attend out of building conferences with approval from district administration when it supports district initiatives.

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Student Supports and Services:	Child Study Team members support special education students with programs that span grades and instructional configurations. English Language Learners are supported through flexible programming designed to help them acclimate and grow. The school's Intervention and Referral Services Committee meets monthly. In addition to developing action plans for referred students, this committee reviews attendance, assessment, and discilpine data in an effort address students' needs proactively.
Student Health and Wellness:	All students receive a minimum of 180 minutes of physical education weekly, with most receiving an excess of 200. Health standards are addressed through classroom instruction with certified teachers. Fifth graders participate in a yearlong class surrounding wellness, which addresses mindfulness, conflict-resolution, empathy, and responsibility. All grade levels have access to recess within their scheduled lunch periods, weather permitting. Health and Wellness is a district level initaitive.
Parent and Community Involvement:	BMS Home and School Association is an integral part of the school, sponsoring cultual arts, assemblies, and programs. The district education foundation provides funding through their grant process, enabling staff members to dream big. Youth Services Commission and the Somerset HIlls Municipal Alliance are also financial supporters of this school. They enable to the school to target character education, peer tutoring, Red Ribbon Week, and an 8th grade Youth Summit which supports the transition to high school.

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Climate Surveys:	BMS staff, students, and parents participated in a Culture and Climate survey produced through a partnership between the United Way and St. Elziabeth's College. The survey results will guide the Culture and Climate team at BMS during a three year endeavor. A team of students attended a Youth Summit at Drew University as part of the relationship BMS has with United Way.
Facilities:	BMS shares a wooded campus with the district's elementary school. The majority of the building was constructured in the latter part of the twentieth century, with an addition that is about a decade old. BMS boasts a media center, computer labs, four science rooms, an art room, a chorus room, a music room, a gym, and a multi-purpose cafeteria. All classrooms are air conditioned.
School Safety:	BMS employs a SLEO III for the safety and well-being of staff and students.

NJ SCHOOL PERFORMANCE REPORT

BERNARDSVILLE MIDDLE SCHOOL
(35-4815-040)
Grades Offered: 05-08
2017-2018

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

School Narrative

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Technology and STEM:	BMS provides Chromebook access to grades 5-8. Digital Citizenship is a required offering. The BMS Robotics team competes at both Liberty Science Center and TCNJwith age level peers.