NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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 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	MR. NEIGEL
Address	25 OLCOTT AVENUE BERNARDSVILLE, NJ 07924
Phone Number	(908)630-3000
Email Address	SNEIGEL@SHSD.ORG
Website	http://www.shsd.org

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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
9	223	206	228
10	217	218	204
11	198	206	221
12	195	195	202
Total	833	825	855

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	49.2%	49.7%	51.8%
Male	50.8%	50.3%	48.2%
Economically Disadvantaged Students	12.3%	11.1%	12.0%
Students with Disabilities	14.4%	14.5%	15.1%
English Learners	4.3%	4.1%	5.2%
Homeless Students		0.1%	0.4%
Students in Foster Care		0.2%	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	75.7%	76.1%	72.9%
Hispanic	15.5%	15.4%	18.1%
Black or African American	1.0%	0.7%	0.8%
Asian	7.3%	7.0%	6.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.9%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	827	819	851
Shared Time Students	8	8	6
Full Time Equivalent	831	823	854

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	85.1%
Spanish	12.1%
Other Languages	2.9%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	422	99.3	64.2	69.9	56.7	64.2	45	Met Target
White	305	99.0	68.8	75.3	65.6	68.8	47.8	Met Target
Hispanic	83	100.0	39.7	44.0	42.5	39.7	24.3	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	91.3	*	82.3	91.3	70.7	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	75.7	63.4	*	**	**
Female	215	99.1	74.5	79.4	64.5	74.5		
Male	207	99.5	53.6	60.8	49.4	53.6		
Economically Disadvantaged Students	35	100.0	25.8	37.0	38.5	25.8	12.8	Met Target
Non-Economically Disadvantaged Students	387	99.2	67.7	73.3	67.5	67.7		
Students with Disabilities	66	95.7	18.2	32.7	21.6	18.2	18.9	Met Target†
Students without Disabilities	356	100.0	72.7	77.9	63.9	72.7		
English Learners	19	100.0	10.5	24.2	27.3	10.5	N	N
Non-English Learners	403	99.3	66.7	72.7	59.4	66.7		
Homeless Students	*	*	*	*	27.7	*		
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.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	225	759	759	752	9%	7%	20%	45%	20%	64%	55%
White	152	767	767	760	*	*	18%	49%	23%	72%	64%
Hispanic	54	729	729	735	30%	*	26%	*	*	37%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	11	778	778	782	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	113	764	764	759	*	*	14%	53%	20%	73%	63%
Male	112	753	753	744	*	*	25%	37%	19%	55%	46%
Economically Disadvantaged Students	22	701	701	733	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	203	765	765	761	*	*	*	*	*	69%	65%
Students with Disabilities	32	724	724	716	*	*	34%	*	*	13%	15%
Students without Disabilities	193	764	764	758	*	*	17%	*	*	73%	62%
English Learners	16	675	675	691	*	*	*	*	*	*	*
Non-English Learners	209	765	765	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	207	756	756	749	10%	12%	17%	45%	16%	61%	51%
White	153	759	759	756	7%	10%	17%	51%	15%	66%	58%
Hispanic	38	729	729	733	*	*	*	*	*	34%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	806	806	782	0%	0%	*	*	*	92%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	107	766	766	759	*	*	17%	53%	20%	73%	60%
Male	100	745	745	739	*	*	18%	36%	12%	48%	42%
Economically Disadvantaged Students	20	715	715	730	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	187	760	760	758	*	*	*	*	*	65%	59%
Students with Disabilities	32	723	723	707	*	38%	*	*	*	22%	15%
Students without Disabilities	175	762	762	756	*	7%	*	*	*	68%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	57	726	726	736	30%	19%	26%	*	*	25%	39%
White	28	732	732	737	*	*	39%	*	*	21%	41%
Hispanic	21	704	704	731	52%	*	*	*	*	10%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	24	734	734	745	*	*	*	*	*	38%	48%
Male	33	719	719	728	*	*	*	*	*	15%	31%
Economically Disadvantaged Students	22	711	711	730	*	*	*	*	*	14%	33%
Non-Economically Disadvantaged Students	35	735	735	739	*	*	*	*	*	31%	42%
Students with Disabilities	28	723	723	708	*	*	*	*	*	*	13%
Students without Disabilities	29	729	729	742	*	*	*	*	*	*	44%
English Learners	10	677	677	702	*	*	*	*	*	*	*
Non-English Learners	47	736	736	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

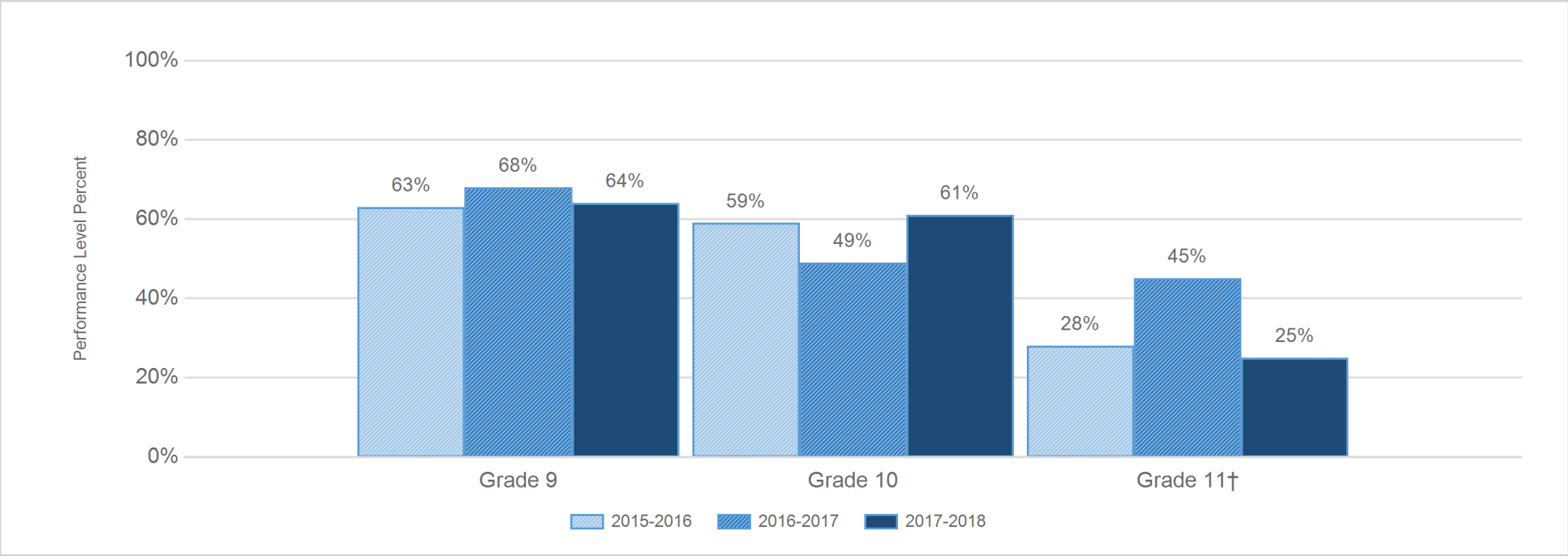
NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.



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

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	411	99.0	42.6	56.1	45.0	42.6	36.8	Met Target
White	302	98.7	45.3	62.0	54.1	45.3	37.5	Met Target
Hispanic	75	100.0	22.6	27.5	29.2	22.6	21.9	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.2	*	77.0	65.2	70.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	72.7	53.0	*	**	**
Female	212	99.5	42.9	55.1	46.0	42.9		
Male	199	98.5	42.2	57.1	43.9	42.2		
Economically Disadvantaged Students	28	100.0	17.9	26.7	26.6	17.9	13.6	Met Target
Non-Economically Disadvantaged Students	383	99.0	44.4	59.0	55.9	44.4		
Students with Disabilities	64	94.1	11.0	28.1	17.1	10.8	19.6	Not Met
Students without Disabilities	347	100.0	48.4	62.2	50.5	48.4		
English Learners	11	100.0	*	*	24.6	*	**	**
Non-English Learners	400	99.0	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
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

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	120	735	753	746	10%	18%	45%	27%	0%	27%	46%
White	72	738	757	755	*	*	47%	31%	0%	31%	57%
Hispanic	41	731	*	730	*	24%	41%	*	*	22%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	N	N	*	755	N	N	N	N	N	N	54%
Female	65	738	753	748	*	*	42%	34%	0%	34%	48%
Male	55	731	753	745	*	*	49%	18%	0%	18%	44%
Economically Disadvantaged Students	16	715	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	104	738	*	756	*	*	*	*	*	*	57%
Students with Disabilities	29	716	*	716	*	*	*	*	*	*	13%
Students without Disabilities	91	741	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	211	743	743	735	7%	18%	32%	39%	5%	44%	30%
White	158	746	746	740	*	15%	32%	*	*	49%	37%
Hispanic	37	723	723	723	*	38%	35%	*	*	11%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	105	741	741	736	*	17%	38%	*	*	38%	30%
Male	106	746	746	734	*	18%	25%	*	*	50%	29%
Economically Disadvantaged Students	19	719	719	722	*	*	*	*	*	16%	13%
Non-Economically Disadvantaged Students	192	746	746	741	*	*	*	*	*	47%	38%
Students with Disabilities	32	717	717	713	*	38%	*	*	*	16%	*
Students without Disabilities	179	748	748	738	*	14%	*	*	*	49%	*
English Learners	10	712	712	711	*	*	*	*	*	*	*
Non-English Learners	201	745	745	736	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	133	737	737	727	23%	13%	25%	*	*	40%	30%
White	94	741	741	733	17%	14%	28%	*	*	41%	35%
Hispanic	20	712	712	710	*	*	*	*	*	20%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	15	755	755	766	*	*	*	*	*	60%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	68	739	739	728	21%	*	22%	*	*	44%	30%
Male	65	735	735	727	25%	*	28%	*	*	35%	30%
Economically Disadvantaged Students	17	696	696	709	65%	*	*	*	*	12%	13%
Non-Economically Disadvantaged Students	116	743	743	736	16%	*	*	*	*	44%	37%
Students with Disabilities	25	695	695	693	*	*	*	*	*	*	*
Students without Disabilities	108	747	747	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

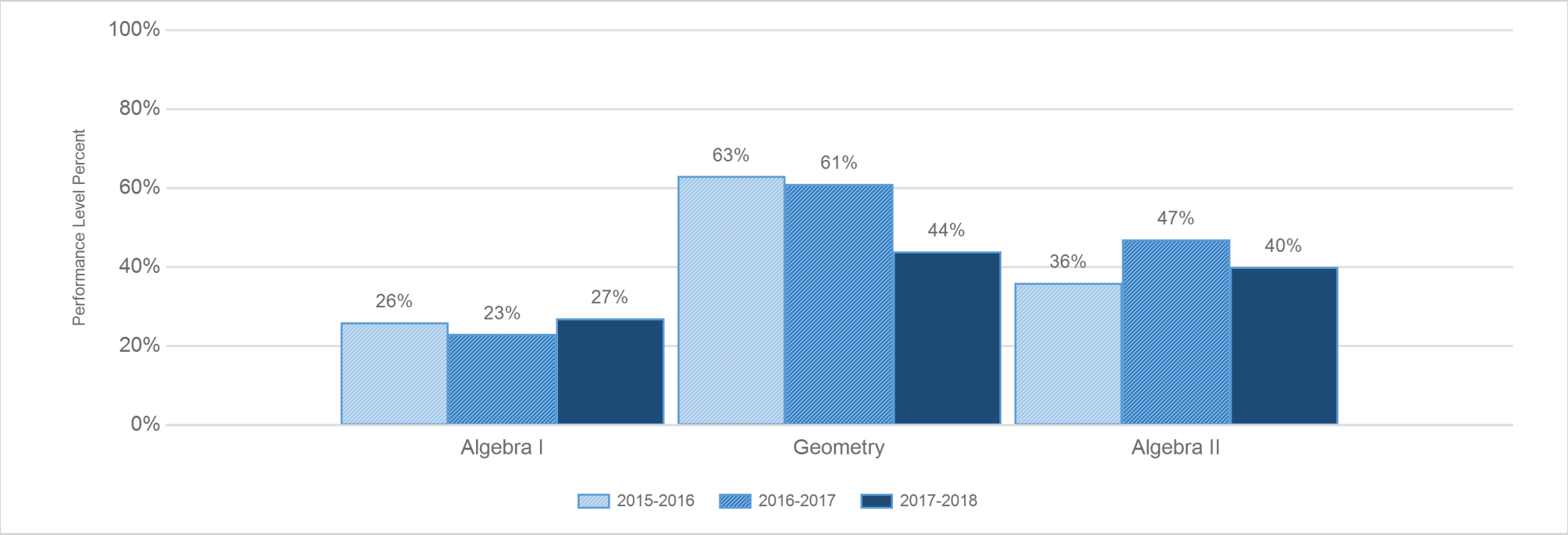
NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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
9	N	N
10	N	N
11	*	*

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	17.9%	46.8%	Not Met

† 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	16	*	*
3-4	24	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	79.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	52.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	70.8%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	550	478	Grade 10: 430 Grade 11: 460	84%	62%
PSAT 10/NMSQT - Math	527	478	Grade 10: 480 Grade 11: 510	64%	42%
SAT - Reading and Writing	605	542	480	93%	72%
SAT - Math	620	543	530	81%	54%
ACT - Reading	26	24	22	78%	62%
ACT - English	27	24	18	94%	78%
ACT - Math	25	24	22	71%	62%
ACT - Science	25	23	23	67%	53%

NJ SCHOOL PERFORMANCE REPORT

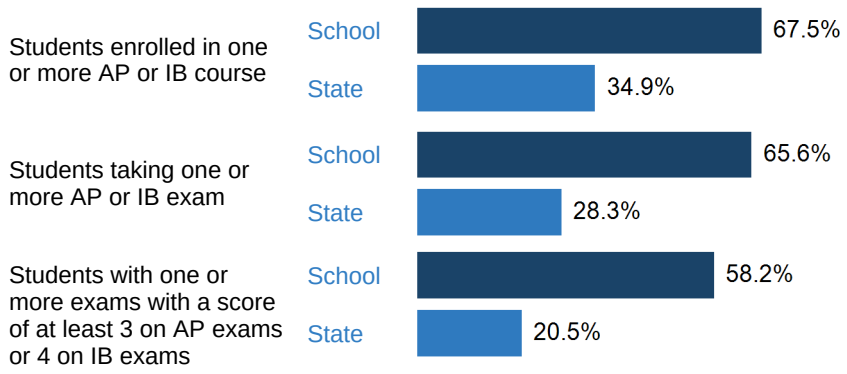
BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
2017-2018

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

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

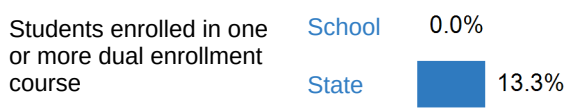
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	67	64
AP Calculus AB	9	9
AP Calculus BC	31	31
AP Chemistry	30	28
AP Computer Science A	26	23
AP Computer Science Principles	0	89
AP English Language and Composition	32	33
AP English Literature and Composition	55	55
AP Environmental Science	32	26
AP European History	12	12
AP French Language and Culture	8	8
AP Government	34	0
AP Macroeconomics	81	75
AP Microeconomics	0	74
AP Physics 1	48	49
AP Physics C	30	0

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	30
AP Physics C: Mechanics	0	30
AP Psychology	51	51
AP Spanish Language	23	22
AP Statistics	74	72
AP Studio Art—Two-Demensional	3	3
AP U.S. Government and Politics	0	33
AP U.S. History	71	49
AP World History	14	14
Total Exams taken		880
Exams with scores of at least 3 on AP exams or 4 on IB exams		746

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
2017-2018

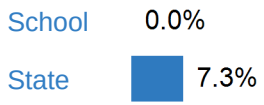
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

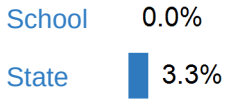


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	*	*

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	115	100	2	0	0	0	14
10	6	106	91	1	0	0	5
11	3	9	106	94	3	30	2
12	0	2	10	46	54	84	29
Total	124	217	209	141	57	114	50
Enrolled in AP/IB Course					40	74	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	216	0	0	0	0	13
10	12	189	0	0	0	4
11	29	30	0	3	185	6
12	40	16	0	54	38	64
Total	297	235	0	57	223	87
Enrolled in AP/IB Course	67	30		32	78	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	222	1	18	0	0	0
10	13	194	7	25	0	8
11	9	213	30	45	0	23
12	7	16	92	51	44	77
Total	251	424	147	121	44	108
Enrolled in AP/IB Course	14	71	81	51		45
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	146	35	0	15	0	0	0
10	141	42	0	20	0	0	0
11	113	48	0	13	0	0	0
12	33	13	0	1	0	0	0
Total	433	138	0	49	0	0	0
Enrolled in AP/IB Course	23	8	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	164	78	0	31	0	0	0

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
2017-2018

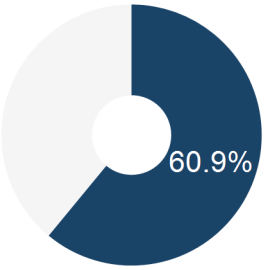
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

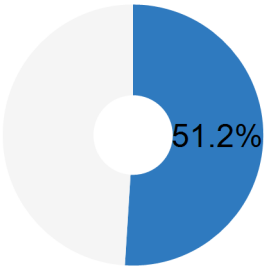
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

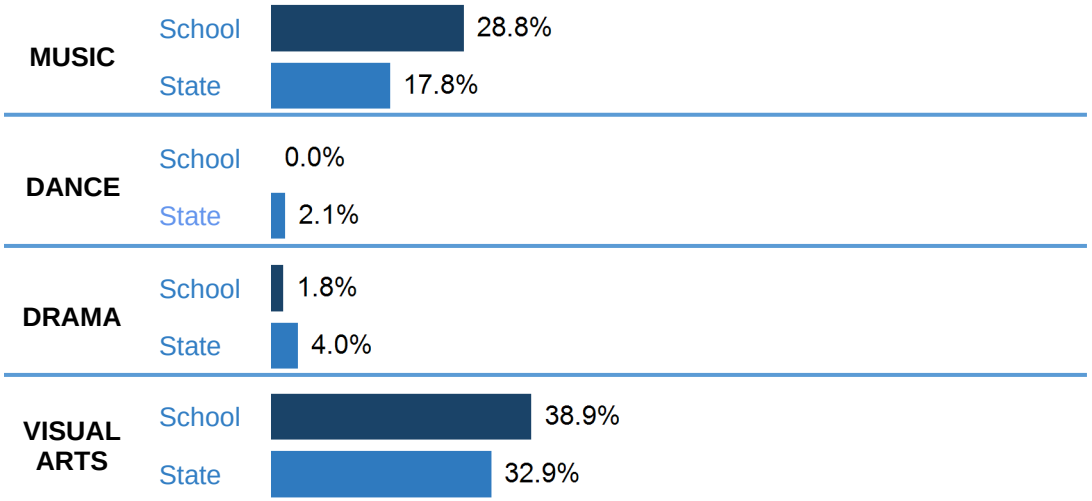


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.5%	90.9%	98.5%	92.4%	97.1%	N	Met Goal	97.1%	N	Met Goal
White	99.4%	95.0%	100.0%	95.7%	99.4%	N	Met Goal	98.7%	N	Met Goal
Hispanic	62.5%	84.8%	90.0%	87.3%	83.3%	86.6%	Not Met	93.8%	86.2%	Met Target
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	93.3%	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	64.0%	84.6%	90.9%	87.0%	86.4%	N	N	100.0%	**	**
Students with Disabilities	94.4%	80.1%	100.0%	83.5%	100.0%	N	Met Goal	87.0%	91.9%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	22.0%	23.5%
Substitute Competency Test	76.0%	74.0%
Portfolio Appeals Process	0.5%	0.5%
Alternate Requirements specified in IEP	1.0%	1.5%
Unknown	0.5%	0.5%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.5%	-
2017	97.1%	98.5%
2016	95.2%	97.1%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.6%	1.2%
2016-2017	0.9%	1.1%
2015-2016	1.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	85.2%	13.8%	86.2%
White	86.7%	12.4%	87.6%
Hispanic	77.3%	29.4%	70.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.6%	9.1%	90.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70.6%	41.7%	58.3%
Students with Disabilities	86.7%	30.8%	69.2%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	87.9%	13.2%	86.8%	50.3%	49.7%	31.1%	68.9%
White	86.6%	10.9%	89.1%	53.5%	46.5%	27.1%	72.9%
Hispanic	95.8%	30.4%	69.6%	47.8%	52.2%	60.9%	39.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.3%	0%	100%	16.7%	83.3%	25%	75%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	70.6%	41.7%	58.3%	58.3%	41.7%	75%	25%
Students with Disabilities	66.7%	12.5%	87.5%	50%	50%	31.3%	68.8%
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

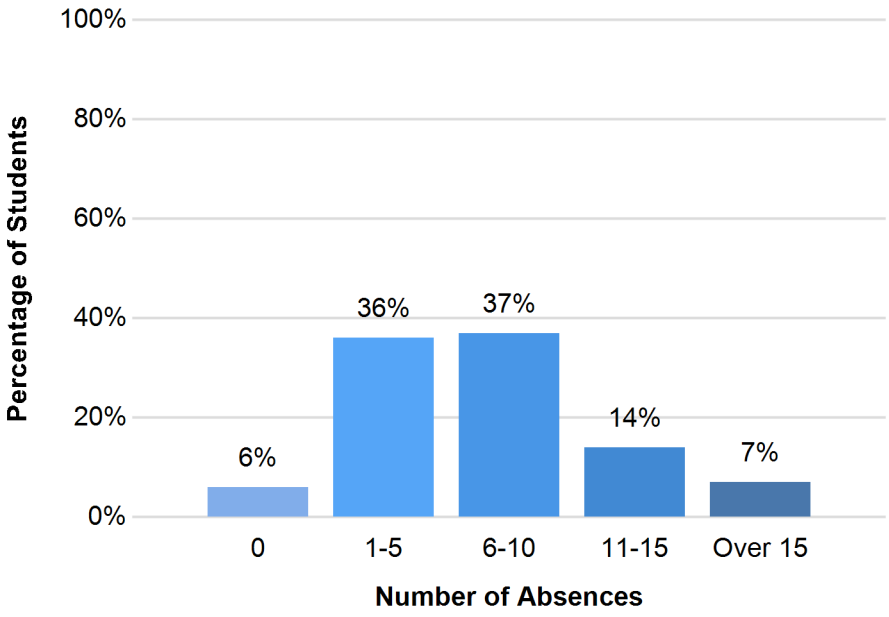
Chronic Absenteeism

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	45	5.1	14.9	Met
White	34	5.3	14.9	Met
Hispanic	8	5.2	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	3.3	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	9.8	14.9	Met
Students with Disabilities	15	10.1	14.9	Met
English Learners	6	14.0	14.9	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

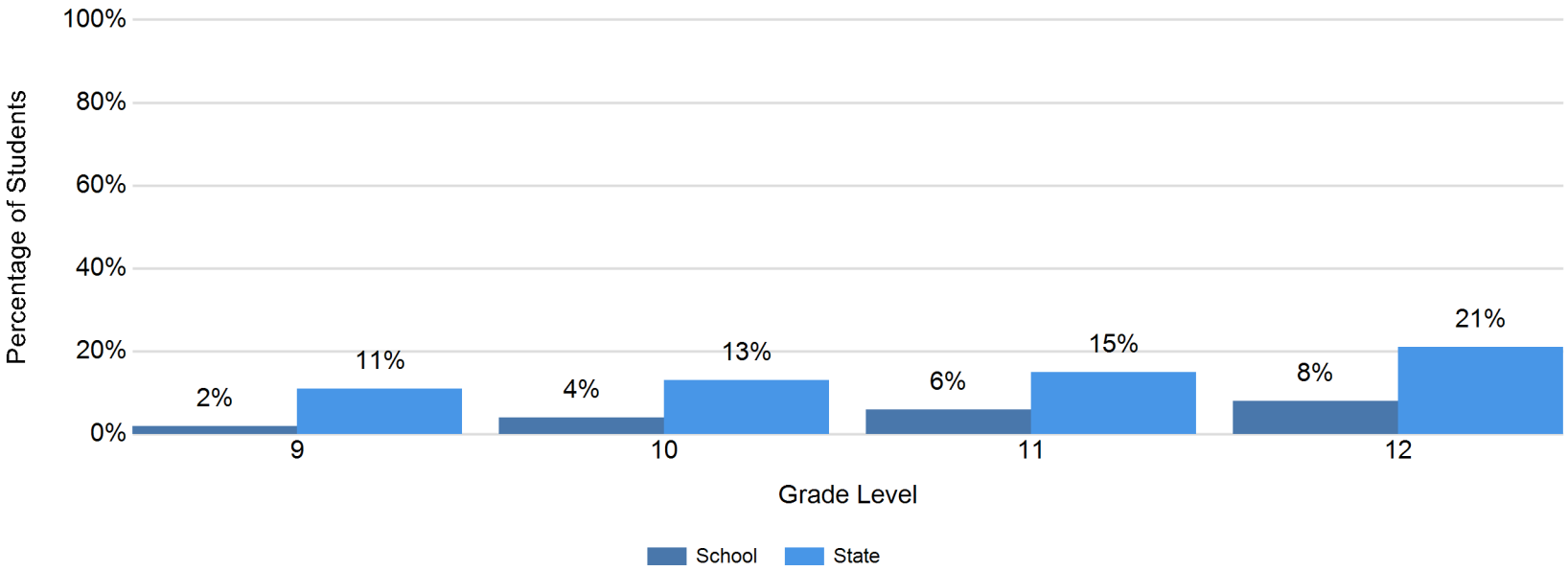
BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	10
Weapons	0
Vandalism	1
Substances	16
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	3.51

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	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	22	2.6%
Out-of-School Suspensions	20	2.3%
Any Suspension	33	3.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
145

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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 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	7:45 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	3 Hrs. 33 Mins.

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	1.1:1

Per-Pupil Expenditures (District Level)

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

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

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	68	117,464
Average years experience in public schools	9.4	12.0
Average years experience in district	9.4	10.7
Teachers in district for 4 or more years	69.1%	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	285:1	131:1
Teachers to Administrators	23:1	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

NJ SCHOOL PERFORMANCE REPORT

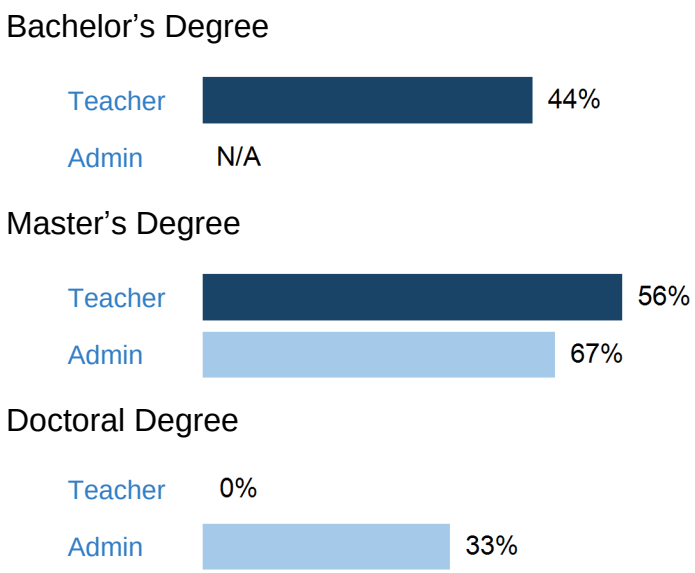
BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
2017-2018

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

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 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	95.8%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.8%	0.0%
Male	41.2%	100.0%
White	98.5%	100.0%
Hispanic	1.5%	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%

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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		

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	63.61	15.0%
Mathematics Proficiency	63.61	15.0%
Graduation Rate - 4-Year	73.64	20.0%
Graduation Rate - 5-Year	65.52	20.0%
Progress Towards English Language Proficiency	6.36	20.0%
Chronic Absenteeism	81.03	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.29	n/a
Summative Rating: Percentile Rank of Summative Score	55.59	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Met Goal	Not Met	Met	No
White	80.95	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	56.48	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	49.06	8.94	No	Met Target	Met Target	N	**	n/a	Met	No
Students with Disabilities	76.81	8.94	No	Met Target†	Not Met	Met Goal	Not Met	n/a	Met	No
English Learners	**	**	No	N	**	**	**	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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:	• State of the art media center and language lab. • Named to 9th Annual AP District Honor Roll. • Award Winning Yearbook, Chorus, Marching Band, and Jazz Ensemble.
Mission, Vision, Theme:	The Bernards High School philosophy is to develop the whole student through outstanding academic offerings and diverse co-curricular activities that challenge and motivate students to become lifelong learners.
Awards, Recognition, Accomplishments:	BHS students received numerous honors. Eight students were named as National Merit Commended students and two students were named National Merit Semifinalists, with one winning a scholarship. Forty students were named AP Scholars, 40 qualified for the AP Scholar with Honor Award, 47 students qualified for the AP Scholar with Distinction Award, 54 students qualified for the AP National Scholar Award, 1 student qualified for AP International Diploma.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Courses, Curriculum, Instruction:	Curriculum is aligned with New Jersey Student Learning Standards. BHS offers 23 Advanced Placement classes as well as honors level classes in all academic content areas. AP Computer Principles was added as a new course in the 2016-2017 school year.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Fifty seven percent of the BHS Student body participated in one or more of our interscholastic athletic programs. During the 2017-2018 School Year, BHS captured thirteen (13) championships: Boys Cross Country - Conference Division Champions; Field Hockey - Conference Division Champions, County Champions; Boys Basketball - Conference Division Champions; Boys Fencing - Conference Division Champions; Girls Fencing - Conference Division Champions; Boys Swimming - Conference Division Champions; Girls Swimming - Conference Division Champions; Wrestling - Conference Division Champions; Boys Lacrosse - Conference Division Champions; Girls Lacrosse - Conference Division Champions, Sectional Champions; Girls Spring Track - Conference Division Champions.
Clubs and Activities:	School Sponsored Clubs: Yearbook – Bernardian, Book Club, Newspaper – Crimson, Fall Drama, Debate Team, Green Team, Harvard Model Congress, Key Club, Marching Band, Math League, Spring Musical, Peer Leadership, Photo Club, Literary Magazine: Pinnacle, Robotics, Science Team: Biology, Chemistry I, Chemistry II, & Physics, Student Council, Technology Honor Society.Volunteer, Student-Created Clubs: Fellowship of Christian Athletes, French Club, More Than Me, Spanish Club, FBLA, CommuKnity Club

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Before and After School Programs:	The media center is available to students after school every school day until 5:00pm for studying and group work. Clubs, activities, and athletics meet before and after school to provide students with opportunities for growth outside the classroom.
Staff and Professional Learning:	The staff at Bernards High School is continuously engaged in professional learning through Professional Learning Communities (PLCs) as well as department and individual professional development. A professional development institute is offered at the district level featuring internal instructors teaching sessions to their colleagues. Additionally, the district encourages teachers to attend workshops and traing sessions outside the district so that they can bring back resources and ideas.
Postsecondary Information:	Class of 2018: 95% Post-Secondary. 83% planned to attend four year colleges and 12% planned to attend two year colleges.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Student Supports and Services:	BHS offers English Language Learning courses including a bilingual newcomer program. BHS also offers myriad programs for students with disabilities including a program for students with multiple disabilities. There is an Intervention and Referral Services team as well as a 504 team to assist students who are experiencing learning, behavior or health difficulties. All students have access to a certified counselor as well as a student assistance counselor for support.
Student Health and Wellness:	Students are engaged in physical activity during PE class or through our robust after school athletics program. Students take health classes all four years at BHS. Additionally, stress relief programs such as pet therapy and mindfulness are explored in small groups occasionally throughout the year.
Parent and Community Involvement:	The Bernards High School Home and School Association meets every other month to discuss upcoming events and school issues. Parent programs are offered as pertinent topics arise and are offered in conjunction with neighboring communities. BHS sends a Friday Folder home each week with important information for parents. Additionally, parents can access student grades through the PowerSchool Parent Portal.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers A school climate survey was administered to students through Google Forms. The school safety team administered the survey and analyzed the data. The data was shared with the faculty at a faculty meeting.
Facilities:	A new media center was completed in March of 2017 and has been open to students since that time. It is a state of the art media center with flexible seating, cooperative group rooms, and enhanced technological capabilities. A language lab with 30 seats and advanced technology was also added to the high school. In October of 2017, the C Wing Annex was opened in the old library space. This new wing houses a school store, living space, office space, classroom, speech room, OT/PT room, and rooms for small group instruction.
School Safety:	Bernards High School emphasizes school safety through various technological capacities and extensive work with the local police department. The school CERT team trains regularly for crisis situations and works with local law enforcement to prepare for potential school emergencies.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Technology and STEM:	Starting in the classroom, students frequently use technology to support learning objectives by using Chromebook, personal laptops, or mobile devices. Teachers continually explore new inventive ways to incorporate technology into their classrooms by following models such as the SAMR framework to guide their levels of technology integration. BHS offers an after school technology club where students explore engineering principles. Students have chosen in the past to focus their engineering thinking towards robotics, computer game development, and computer programming. This past year BHS implemented the Project Lead the Way curriculum into our second year engineering course. This hands-on curriculum engaged students in topics ranging from mechanical advantage to electrical engineering. Students will also have access to unique opportunities such as scholarships, college course advancement, or training programs should they choose to pursue a career in engineering in the future.

NJ SCHOOL PERFORMANCE REPORT

BERNARDS HIGH SCHOOL
(35-4815-020)
Grades Offered: 09-12
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

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.

Other Information:	Our Math League continues to be active both in mathematics competitions and in fundraising efforts. Through competitions like the New Jersey Math League, Math Madness, AMC 10/12, and the Moody's Mega Math Challenge, students hone both critical thinking as well as high level mathematical skills. Through the BHS Math-a-Thon and other fundraising efforts, the team has raised several thousand dollars over the last few years which they donated to the Matheny School to benefit their math education program. Students from Bernards High participated in six academic science competitions this year: New Jersey Science League, the Chemistry Olympiad, the US Physics Team qualifying exam, and the NJ Physics Olympics. The New Jersey Science League (NJSL) Biology II Team placed ninth in the state with its top scorer placing eleventh in the state. The NJSL Physics C team placed sixth in the state, with its high scorer placing sixth state-wide. One hundred thirty three schools compete in Science League. Of the four BHS teams that competed in the NJ Physics Olympics,one team placed second and one placed fourth in the state. Fifteen students received an award for the National Latin Exam. Of those 15, 10 ranked cum laude, 2 ranked magna cum laude, 2 ranked maxima cum laude and 1 ranked summa cum laude. Fifteen students received medals for the National French Exam. Of those fifteen, 4 were silver and 11 were bronze. There were 40 honorable mentions for the French Exam. There were forty-six awards for the National Spanish Exam. 8 received bronze, 5 received silver, and 33 received an honorable mention.