Report of the Superintendent

November 18, 2026

Our Student Representatives

Bernardsville Middle School

Noah Flinn

representing Student Council/8th Grade Musical

Trinity Landry

representing Grade 8 Culture and Climate

****

Bernards High School

Krisztina Lekai

Jack Martin

Somerset Hills School District Celebrates
Students Awarded with Academic Achievements

Dr. Scott Neigel, principal of Bernards High School, has announced that ten students have been recognized by the 2026 National Merit Scholarship Program.

The following nine students were recognized as National Merit Scholarship Competition Commended Students:

Preston Chen, Milo Consolla-Kutsuna, Isabelle Jatkoe, Trisha Kalavai, Brandon Lekai, Charles Quinn, Daniel Richardson, Matthew Todd, and Abigail Wolkow.



Additionally, ***Xavier Pavlou*** was recognized as a National Merit Scholarship Competition Semifinalist, and will have an opportunity to continue in the competition for some 6,700 National Merit Scholarships.

"We are incredibly proud to recognize these outstanding seniors for their achievements in the National Merit Program. This recognition is a testament to their hard work, intellectual curiosity, and dedication to academic excellence," said Neigel.

"Beyond their accomplishments in the classroom, these students have made meaningful contributions to Bernards High School, and they represent the very best of our school community."

These Bernards High School students were celebrated with a breakfast on November 13th and will be recognized by the Superintendent, Dr. Brian Brotschul, and the Board of Education members at the November 18th Board of Education Meeting.

NJSLA-A Results:
Spring 2026 Administration

NJSLA-A Overview (1 of 2)

- In Spring 2026 New Jersey implemented new adaptive state assessments to provide a more personalized testing experience for students and to align the assessments more closely with the 2023 New Jersey Student Learning Standards for English Language Arts and Mathematics.
- NJSLA-A is a federally required state assessment.

NJSLA-A Overview (2 of 2)

The 2026 NJSLA-A represents a substantially different assessment from the 2025 NJSLA. Because multiple components changed for English Language Arts and Mathematics simultaneously, 2026 results establish a new baseline and should not be directly compared with prior years.

- The assessment moved from a fixed-form to an adaptive model
- New Standards: aligned to 2023 NJSLS
- Changes to the ELA assessment include: moving from two extended writing tasks to a single writing task, greater emphasis on reading standards
- Changes to the Mathematics assessment include: extended response items are no longer used on the assessment, standards are clarified to include more advanced content in Algebra 2, and redesigned reporting categories
- Math testing time is decreased by 30 minutes; ELA testing time is increased by 60 minutes with a separate writing component
- New definitions of proficiency: NJSLA-A scale and cut scores change at each grade

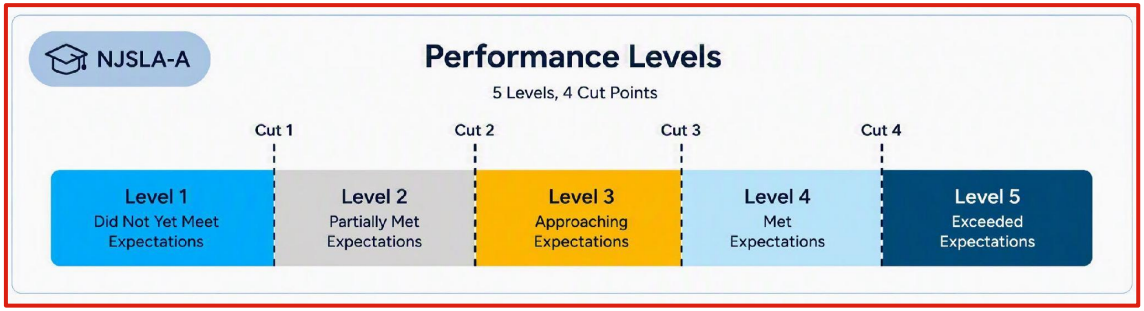
Presentation Overview

For each subject area (ELA, Math, and Science) the data presented includes:

District's state assessment performance data - Spring 2026 (ELA grades 3-9, Math grades 3-8, Algebra 1, Geometry, Algebra 2 grade 9, and Science grades 5, 8, and 11)

- Aggregated and disaggregated subgroup data
- Comparative analysis
- Observations on student learning
- Next steps

As in previous years, NJSLA-A results include 5 proficiency levels.



Overview: Percent of Students Who Met or Exceeded Expectations in 2023-2026

SUBJECT	NJSLA 2023 SHSD [NJ]	NJSLA 2024 SHSD [NJ]	NJSLA 2025 SHSD [NJ]	ASSESSMENT REDESIGN	NJSLA-A 2026 SHSD [NJ] (County)
ELA	**72.8%** [51.3]	**71.9%** [52.2]	**70.8%** [53.1]		**70.6%** [51.1] (62.0)
MATHEMATICS	**56.9%** [37.5]	**59.9%** [39.5]	**57.7%** [41.6]		**60.8%** [41.7] (53.5)
SCIENCE	**43.1%** [24.9]	**40.5%** [24.0]	**45.1%** [26.7]		**42.8%** [25.0] (35.2)

MATHEMATICS

NJSLA-A Mathematics

Grades Tested: **3, 4, 5, 6, 7, 8, Algebra I, Algebra II, Geometry**

Tests Taken: **735** Date Last Taken: **05/29/2026**



Percent	**7%**	**11%**	**21%**	**37%**	**24%**
Count	54	79	155	270	177

Performance

- **Did Not Yet Meet Expectations**
- **Partially Met Expectations**
- **Approaching Expectations**
- **Met Expectations**
- **Exceeded Expectations**

NJSLA-A 2026 District, State, and County Comparison by Level: Mathematics, Percents

Grade	Levels 1&2			Level 3			Levels 4&5		
	State	County	SHSD	State	County	SHSD	State	County	SHSD
3	37	27	24	14	14	21	49	60	55
4	30	20	22	24	20	23	47	59	55
5	31	21	27	23	20	24	46	59	49
6	32	20	13	27	25	17	40	55	71
7	33	25	12	29	30	27	38	45	60
8*	48	42	20	29	33	33	23	24	47
Algebra I	38	26	21	23	21	20	40	54	58
Geometry	22	14	4	27	24	7	51	63	88
Algebra II	27	10	*	26	21	*	47	69	*

SHSD Spring 2026 NJSLA Administration: Mathematics, Percents

Grade (# Students)	Level 1	Level 2	Level 3	Level 4	Level 5	Percent Proficient
Gr 3 *(n: 87)*	12.6%	11.5%	20.7%	33.3%	21.8%	55.2%
Gr 4 *(n: 86)*	10.5%	11.6%	23.3%	43.0%	11.6%	54.7%
Gr 5 *(n: 79)*	12.7%	13.9%	24.1%	34.2%	15.2%	49.4%
Gr 6 *(n: 109)*	5.5%	7.3%	16.5%	37.6%	33.0%	70.6%
Gr 7 *(n: 96)*	4.2%	8.3%	27.1%	39.6%	20.8%	60.4%
Gr 8* *(n: 55)*	10.9%	9.1%	32.7%	32.7%	14.5%	47.3%
Algebra 1 *(n: 147)*	5.4%	16.3%	20.4%	42.2%	15.6%	57.8%
Geometry *(n: 69)*	0%	4.3%	7.2%	24.6%	63.8%	88.4%

**Some students in grade 8 participated in the Algebra I and Geometry assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.*

Note: Subgroups included are those with over 10 students.

Trends and Comparison of District Performance Data 2015-2026: Mathematics (Percent Proficient)

Grade	Levels 4&5 2015 SHSD	Levels 4&5 2016 SHSD	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD	Levels 4&5 2023 SHSD	Levels 4&5 2024 SHSD	Levels 4&5 2025 SHSD	Levels 4&5 2026 SHSD
3	59.6	65.3	70.2	69.2	68.1	59.6	56.0	62.8	54.4	55.2
4	54.9	57.5	60.7	66.0	68.8	59.8	62.6	59.0	63.9	54.7
5	47.0	59.8	59.9	67.2	58.9	51.7	58.7	59.6	52.3	49.4
6	31.7	56.0	53.8	61.3	59.8	49.6	59.3	64.9	63.3	70.6
7	53.8	38.9	52.5	63.1	62.3	57.4	57.1	60.6	68.2	60.4
*8**	44.6	27.8	7.2	13.8	14.6	17.3	26.7	33.3	32.8	47.3
Algebra 1	58.7	46.4	42	50.5	53.0	49.7	52.2	59.2	50.6	57.8
Geometry	50.0	62.7	61.7	43.7	44.6	75.0	74.4	76.3	75.7	88.4
Algebra 2	33.3	34.2	45.0	38.1	45.7	–	–	–	–	–
District Passing Rate			52.7	55.3	56.0	53.7	56.9	59.9	57.7	60.8

Trends and Comparison of District Subgroups Spring 2022-2026: Mathematics (Percent Proficient)

Subgroup *(# Students)*	Levels 4&5 2022 SHSD [State]	Levels 4&5 2023 SHSD [State]	Levels 4&5 2024 SHSD [State]	Levels 4&5 2025 SHSD [State]	Levels 4&5 2026 SHSD [State]
Gender					
Female (n: 366)					**60.4%**
Male (n: 369)					**61.2%**
Student Demographics					
White (n: 477)	61% [46.0]	63.7% [48.6]	66.9% [51.1]	65.6% [53.4]	**70.0% [52.8]**
Hispanic (n: 180)	30% [19.1]	31.4% [21.3]	35.7% [23.2]	31.5% [25.4]	**33.3% [26.1]**
Asian (n: 29)	79% [71.7]	79.2% [73.7]	85.7% [75.1]	75.9% [76.7]	**79.3% [75.1]**
Two or more races (n: 34)	-	-	72.1%	84.2%	**76.5%**
Other Subgroups					
Students with Disabilities/IEP (n: 145)	27% [13.0]	28.6% [14.2]	26.5% [15.1]	24.8% [16.0]	**27.6% [15.9]**
Economically Disadvantaged (n: 144)	19% [16.6]	19.7% [18.7]	30.4% [20.9]	22.9% [23.7]	**25.0% [24.7]**
Multilingual Learners (n: 66)	5% [15.2]	7.0% [17.2]	9.2% [17.7]	4.9% [20.6]	**6.1% [21.0]**

ELA

NJSLA-A ELA

Grades Tested: **3, 4, 5, 6, 7, 8, 9**

Tests Taken: **720** Date Last Taken: **05/26/2026**



Percent	**4%**	**9%**	**16%**	**43%**	**27%**
Count	31	66	115	313	195

Performance

- **Did Not Yet Meet Expectations**
- **Partially Met Expectations**
- **Approaching Expectations**
- **Met Expectations**
- **Exceeded Expectations**

NJSLA-A 2026 District, State, and County Comparison by Level: ELA, Percents

Grade	Levels 1&2			Level 3			Levels 4&5		
	State	County	SHSD	State	County	SHSD	State	County	SHSD
3	32	24	20	19	17	16	48	59	63
4	27	20	18	26	22	20	46	58	63
5	33	25	20	15	13	14	52	62	66
6	27	19	11	22	21	21	51	61	68
7	27	19	15	17	14	12	56	67	73
8	27	21	9	20	16	16	53	63	75
9	32	22	7	17	15	14	51	63	78

SHSD Spring 2026 NJSLA Administration: ELA, Percents

Grade (# Students)	Level 1	Level 2	Level 3	Level 4	Level 5	Percent Proficient
Gr 3 *(n: 87)*	3.5%	17.2%	16.1%	47.1%	16.1%	63.2%
Gr 4 *(n: 86)*	4.7%	12.8%	19.8%	30.2%	32.6%	62.8%
Gr 5 *(n: 76)*	11.8%	7.9%	14.5%	45.3%	14.5%	65.8%
Gr 6 *(n: 109)*	3.7%	7.3%	21.1%	46.8%	21.1%	67.9%
Gr 7 *(n: 100)*	3.0%	12%	12%	42.0%	31.0%	73.0%
Gr 8 *(n: 95)*	4.2%	5.3%	15.8%	34.7%	40.0%	74.7%
Gr 9 *(n: 167)*	2.4%	5.4%	13.7%	48.5%	29.9%	78.4%

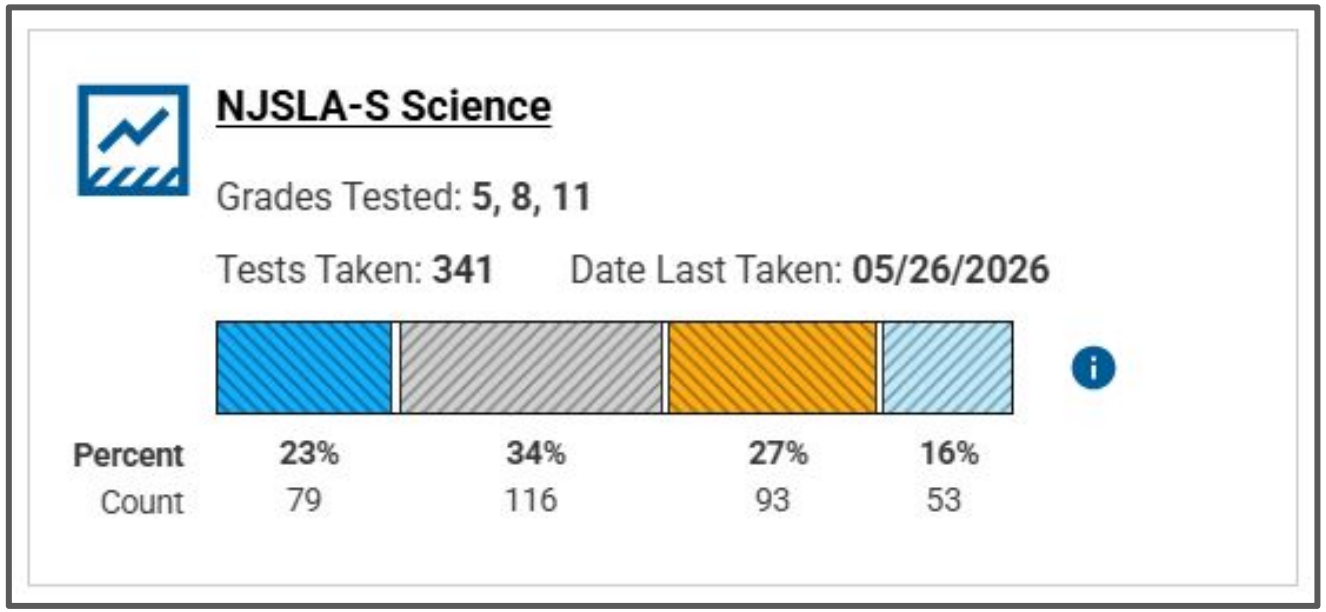
Trends and Comparison of District Performance Data 2015-2026: ELA (Percent Proficient)

Grade	Levels 4&5 2015 SHSD	Levels 4&5 2016 SHSD	Levels 4&5 2017 SHSD	Levels 4&5 2018 SHSD	Levels 4&5 2019 SHSD	Levels 4&5 2022 SHSD	Levels 4&5 2023 SHSD	Levels 4&5 2024 SHSD	Levels 4&5 2025 SHSD	Levels 4&5 2026 SHSD
3	57.8	66.6	66.7	62.1	56.8	58.4	65.7	61.8	54.4	63.2
4	70.6	62.9	68.3	75.5	64.8	72.3	67.8	66.3	67.1	62.8
5	67.5	77.3	78.3	74.4	68.5	70.2	64	68.8	69.7	65.8
6	46.0	72.4	78.3	79.4	72.7	69.2	75.9	71.1	76.5	67.9
7	67.8	58.7	68.9	73.4	83	73.5	73.8	68.7	79.8	73.0
8	80.2	70.5	55.2	71.2	75.2	86.2	79.5	75.8	87.2	74.7
9	61.8	63.6	68.4	64.2	66.1	70.6	77.3	81.3	61.6	78.4
District Passing Rate			68.8	71.2	69.8	71.5	72.8	71.9	70.8	70.6

Trends and Comparison of District Subgroups Spring 2022-2026: ELA (Percent Proficient)

Subgroup *(# Students)*	Levels 4&5 2022 SHSD [State]	Levels 4&5 2023 SHSD [State]	Levels 4&5 2024 SHSD [State]	Levels 4&5 2025 SHSD [State]	Levels 4&5 2026 SHSD [State]
Gender					
Female (n: 360)					**73.3%**
Male (n: 360)					**67.8%**
Student Demographics					
White (n: 473)	78% [58.5]	79.2% [61.0]	77.9% [62.0]	78.4% [63.5]	**78.9% [62.2]**
Hispanic (n: 171)	48% [34.8]	49.2% [37.1]	47.8% [37.8]	46.6% [38.7]	**43.9% [35.7]**
Asian (n: 28)	91% [78.8]	87.2% [80.6]	91.4% [80.9]	82.8% [80.6]	**82.1% [79.1]**
Two or more races (n: 34)			83.7%	89.5%	**85.3%**
Other Subgroups					
Students with Disabilities/IEP (n: 145)	40% [16.3]	34.0% [18.0]	37.1% [18.6]	38.9% [19.1]	**37.2% [20.0]**
Economically Disadvantaged (n: 135)	33% [30.6]	32.1% [33.1]	36.6% [34.3]	35.8% [36.6]	**35.6% [34.0]**
Multilingual Learners (n: 58)	3% [21.7]	11.1% [23.6]	10.4% [22.8]	7.4% [24.3]	**6.9% [21.1]**

SCIENCE


NJSLA-S Science
Grades Tested: 5, 8, 11
Tests Taken: 341
Date Last Taken: 05/26/2026
Percent
Count
23%
79
34%
116
27%
93
16%
53
Performance
Below Proficient
Near Proficiency
Proficient
Advanced Proficiency

NJSLA-A 2026 District, State, and County Comparison by Level: Science, Percents

Grade	Level 1			Level 2			Levels 3&4		
	State	County	SHSD	State	County	SHSD	State	County	SHSD
5	32	22	13	41	41	47	27	38	38
8	33	24	16	48	48	41	19	28	43
11	44	33	32	28	27	24	29	40	45

SHSD Spring 2026 NJSLA Administration: Science, Percents

Grade *(# Students)*	Level 1	Level 2	Level 3	Level 4	Percent Proficient
Grade 5 *(n: 78)*	14.1%	47.4%	26.9%	11.5%	38.5%
Grade 8 *(n: 95)*	15.8%	41.1%	27.4%	15.8%	43.2%
Grade 11 *(n: 168)*	31.5%	23.8%	27.4%	17.2%	44.6%

Trends and Comparison of District Performance Data 2019-2026: Science (Percent Proficient)

Grade	Levels 3&4 2019 SHSD	Levels 3&4 2022 SHSD	Levels 3&4 2023 SHSD	Levels 3&4 2024 SHSD	Levels 3&4 2025 SHSD	Levels 3&4 2026 SHSD
5	45.9%	46.6%	51.5%	40.4%	45.5%	38.5%
8	34.4%	36.4%	32.8%	35.8%	45.3%	43.2%
11	38.4%	47.9%	45.6%	43.5%	44.8%	44.6%
District Passing Rate	**39.2%**	**44.1%**	**43.1%**	**40.5%**	**45.1%**	**42.8%**



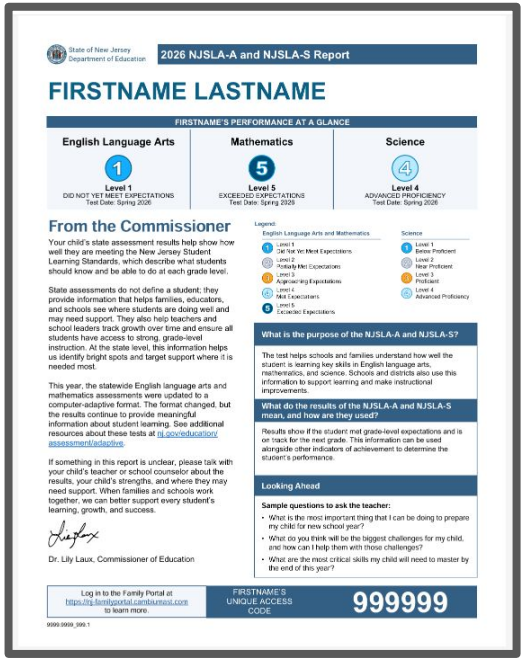


Trends and Comparison of District Subgroups Spring 2022-2026: Science (Percent Proficient)

Subgroup *(# Students)*	Levels 3&4 2022 SHSD [State]	Levels 3&4 2023 SHSD [State]	Levels 3&4 2024 SHSD [State]	Levels 3&4 2025 SHSD [State]	Levels 3&4 2026 SHSD [State]
Gender					
Female (n: 162)					**45.7%**
Male (n: 179)					**40.2%**
Student Demographics					
White (n: 227)	50.4% [29.7]	53.3% [32.3]	44.4% [32.6]	50.2% [34.6]	**46.3% [31.9]**
Hispanic (n: 75)	20.6% [10.5]	16.7% [11.4]	21.5% [11.4]	24.5% [13.5]	**25.3% [12.5]**
Asian (n: 16)	61.9% [53.1]	47.1% [55.7]	61.5% [55.5]	62.1% [57.7]	**62.5% [54.2]**
Two or more races (n: 14)	-	-	66.7%	71.4%	**64.3%**
Other Subgroups					
Students with Disabilities/IEP (n: 60)	26.3% [6.5]	22.4% [7.0]	10.4% [7.0]	18.8% [8.1]	**10.0% [7.1]**
Economically Disadvantaged (n: 57)	11.9% [8.8]	2.1% [9.8]	19.5% [10.2]	18.8% [12.3]	**22.8% [11.5]**
Multilingual Learners (n: 20)	3.2% [5.5]	3.6% [5.8]	4.2% [5.4]	3.8% [6.9]	**20.0% [6.2]**

NJSLA-A Individual Student Reports

- Printed copies of the NJSLA-A (ELA, Math, and Science) Individual Student Reports were mailed to parents/guardians on October 20th, 2026
- Family Portal: https://nj-familyportal.cambiumast.com/



State of New Jersey Department of Education

2026 NJSLA-A and NJSLA-S Report

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

English Language Arts	Mathematics	Science
1	5	4
Level 1 DID NOT YET MEET EXPECTATIONS Test Date: Spring 2026	Level 5 EXCEEDED EXPECTATIONS Test Date: Spring 2026	Level 4 ADVANCED PROFICIENCY Test Date: Spring 2026

From the Commissioner

Your child's state assessment results help show how well they are meeting the New Jersey Student Learning Standards, which describe what students should know and be able to do at each grade level.

State assessments do not define a student; they provide information that helps families, educators, and schools see where students are doing well and may need support. They also help teachers and school leaders track growth over time and ensure all students have access to strong, grade-level instruction. At the state level, this information helps us identify bright spots and target support where it is needed most.

This year, the statewide English language arts and mathematics assessments were updated to a computer-adaptive format. The format changed, but the results continue to provide meaningful information about student learning. See additional resources about these tests at nj.gov/education/assessment/adaptive.

If something in this report is unclear, please talk with your child's teacher or school counselor about the results, your child's strengths, and where they may need support. When families and schools work together, we can better support every student's learning, growth, and success.

Dr. Lily Laux, Commissioner of Education

Legend:

English Language Arts and Mathematics
- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Approaching Expectations
- Level 4 Met Expectations
- Level 5 Exceeded Expectations

Science
- Level 1 Below Proficient
- Level 2 Near Proficient
- Level 3 Proficient
- Level 4 Advanced Proficiency

What is the purpose of the NJSLA-A and NJSLA-S?

The test helps schools and families understand how well the student is learning key skills in English language arts, mathematics, and science. Schools and districts also use this information to support learning and make instructional improvements.

What do the results of the NJSLA-A and NJSLA-S mean, and how are they used?

Results show if the student met grade-level expectations and is on track for the next grade. This information can be used alongside other indicators of achievement to determine the student's performance.

Looking Ahead

Sample questions to ask the teacher:
- What is the most important thing that I can be doing to prepare my child for new school year?
- What do you think will be the biggest challenges for my child, and how can I help them with those challenges?
- What are the most critical skills my child will need to master by the end of this year?

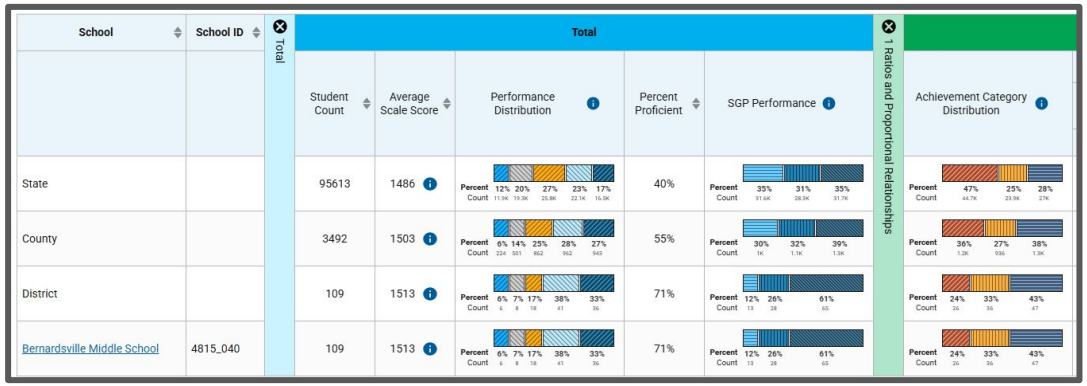
Log in to the Family Portal at https://nj-familyportal.cambiumast.com to learn more.

FIRSTNAME'S UNIQUE ACCESS CODE 999999

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NJSLA-A Next Steps

- Analyze NJSLA-A results to identify strengths, areas for growth, and trends across ELA and mathematics
- Examine student subgroup performance to identify areas of need and opportunity
- Build familiarity with the new reporting system and its range of data tools, with a focus on understanding how the available reports can best inform instruction and student support



School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient	SGP Performance	Ratios and Proportional Relationships	Achievement Category Distribution
State			95613	1486	Percent 12% 20% 27% 23% 17% / Count 11.9K 19.3K 25.8K 22.1K 16.5K	40%	Percent 35% 31% 35% / Count 31.6K 28.3K 31.7K		Percent 47% 25% 28% / Count 44.7K 23.9K 27K
County			3492	1503	Percent 6% 14% 25% 28% 27% / Count 224 501 862 962 943	55%	Percent 30% 32% 39% / Count 1K 1.1K 1.3K		Percent 36% 27% 38% / Count 1.2K 936 1.3K
District			109	1513	Percent 6% 7% 17% 38% 33% / Count 6 8 18 41 36	71%	Percent 12% 26% 61% / Count 13 28 65		Percent 24% 33% 43% / Count 26 36 47
Bernardsville Middle School	4815_040		109	1513	Percent 6% 7% 17% 38% 33% / Count 6 8 18 41 36	71%	Percent 12% 26% 61% / Count 13 28 65		Percent 24% 33% 43% / Count 26 36 47

NJSLA-A Next Steps

- Identify potential focus areas in preparation for the Spring 2027 administration of NJSLA-A
- Explore the use of i-Ready and IXL analytics to research potential correlation with NJSLA-A performance to identify patterns in student performance
- Use findings to inform instructional planning, targeted support, and intervention for identified students
- Continue Sheltered Instruction training to support Multilingual Learners

Additional Information

- Additional information about the NJSLA-A can be found on the NJDOE Assessments webpage at https://nj.gov/education/assessment/adaptive/

- NJSLA-Adaptive Frequently Asked Questions (FAQs) https://nj.gov/education/assessment/adaptive/faq.shtml

A Duke Sweep!



Stomping sneakers. Rumbling bleachers. Excitement level off the charts. And chants for the four house teams of Duke, Rutgers, Penn State, and Princeton echoing throughout the gymnasium! Anyone who has been to an arena to watch their favorite sports team battle it out, knows the sights and sounds described, as Bernardsville Middle School students and staff brought their A-game on October 23rd; and by game we mean the ultimate competition of Rock, Paper, Scissors!

Once the new school year gets underway, each fall marks the first official House Day celebration at BMS. This year Culture and Climate Team advisors, Jaclyn Pasquarelli and Jenny Koletar, were thrilled to plan an event with the PE staff that this year brought a twist! The intended challenge spanned the whole day, beginning at the first bell and ending with a pep rally and final showdown six hours later!

In their homeroom, students were given a red necklace, and staff received white. During each passing of classes and at each lunch period, students challenged their peers across grade levels (as well as staff members) to Rock, Paper, Scissors. The winner of the round would get the necklace(s) of their opponent.

"Our school tradition of having Houses, and subsequent challenges, fosters connection and community. It represents the idea of 'four houses, one home' along with friendly competition and a healthy dose of fun," shared Pasquarelli. With that in mind, all activities are designed to present opportunities for students to encourage and support each other, as well as demonstrate teamwork, strong sportsmanship, and positive character traits.

As the day progressed there were wins, losses, and redemptions. There were smiles, laughter, and fist bumps. Disappointment did not last long, as it was remedied quickly by either devising a new strategy or hanging on to hope.

The students who had amassed the most necklaces heading into the final showdown explained their processes. Roman Webb from Rutgers said he went into each battle "just winging it," while Edward Monk from Princeton tried to assess facial expressions and gestures to predict what symbol would be thrown. Kinley Dunnder from Duke shared that she tended to lead with Rock, and she also joined forces with two peers for a strategy that will be kept under wraps for the future. "Mr. Koellhoffer said that if people were eating or drinking that they could decline a battle round, so my strategy was to have a pocket full of snacks once I had won a lot," said Jasper McCredie of Penn State.



Once the academic day ended, the school community gathered to see who would be victorious. The four students duked it out with Kinley from Duke winning when she threw a Rock to Jasper's Scissors. The crowd went wild! There was then a showdown amongst BMS staff members Michelle Clark, Alex Andino, Megan Froysland and Luke LaChac. With Ms. Clark winning at the staff level, it was a Duke sweep!

The rest of the October House Day included Assistant Principal Keith Koellhoffer's transformation into a mummy, in the spirit of the upcoming weekend, as well as some fun middle school PE games organized by the outstanding and creative PE teachers Liz St. Ours, Ashley Oliveira, Michael Filieri, and Phil Mahlik. While the winning House for the entire event was Duke, we would not be surprised if there were a lot of Rock, Paper, Scissors challenges amongst parents and siblings over the weekend!





Crimson Cadets... the New Generation



Fourth graders at Bedwell Elementary School are digital creators, spreading their stories one click at a time!

Prior to teaching Tech & Design, Allen Thurlow joined the Somerset Hills School District as a 4th grade teacher. Learning from his mentor teacher Jane Kay Julian, the two collaborated over the years to produce, print, and distribute copies of ever-popular classroom newspapers. Their student journalists were always thrilled to write and distribute copies, as well as to read their peers' work.

Fast forward 10 years to when Thurlow decided to incorporate a digital news magazine into his repertoire of projects... and it has been an instant hit ever since! "I loved this idea since our students pour so much time and effort into their writing pieces as they continue to develop and advance their skills in Language Arts. It is exciting for students to share their work on the bulletin boards, or with their families, but the thing I like about this is that it gives them an opportunity to share outside the classroom walls," said Thurlow. "My goal is to promote their written work with a much wider audience, putting it out into our BES community and beyond!"



Thurlow has been using the online platform Padlet, as he feels the format mimics that of newspaper columns and is easy to navigate. He encourages his student journalists to write about a topic of importance or high interest to them, be it in class, at Bedwell, or throughout the Somerset Hills community. Recently, they have written about the youth Mountaineers football team, the new district-wide clock system, local wildlife, movie reviews, downtown business, and a crowd favorite... teacher interviews! While Thurlow monitors the content, along with a filter system via Padlet, students or readers are able to interact with different writing pieces by giving a thumbs up.

In their 40 minute lessons held once a week, learning objectives have included: tech literacy, the writing process, peer editing, providing positive/productive feedback, teamwork, and collaboration to produce a digital story. This year Thurlow raised the bar and reached out to Bernards High School teacher Heather Hunkele who is the staff advisor for the Crimson. In the past, some elementary student work had been featured in their publication, but this year a new idea formed. Senior Jack Martin, an Editor-in-Chief of the Crimson, explained to Thurlow that he will be a liaison for a newly designed section on their site called Crimson Cadets in the effort to highlight and elevate the writing of Bedwell students.

Be it for purpose or pleasure, writing resonates with many at Bedwell. Fourth graders are invested in their classroom digital magazines, yet are also eager for a bonus opportunity to be highlighted by the BHS Crimson as one of their cadets down the line. But for now, they are dazzling their readers, one story, highlight, or interview at a time, in their own 4th grade digital magazines: *The Hall-way Report*, *Mariani Times*, *Cohen Chronicles*, and *The Reed Times: You got to read it!*

BMS Visited SCVTS

Towards the end of October, BMS 8th graders with an interest in multiple career opportunities were able to tour the campus of the Somerset County Vocational & Technical Schools in Bridgewater. They learned about many programs offered such as Culinary Arts, HVAC, and options via the Academy for Health and Sciences.



Last spring the whole 7th grade class heard firsthand from students in the Vo-Tech programs when they came to the middle school. Then this fall, in their 8th grade year, the class gathered more details about their options when Chris Habermas and Michele Adkins visited their Social Studies classes. The field trip was open to all 8th grade students and 22 attended.

Putting GOOD into the world...

The Multilingual Learners Club organized and carried out a Breast Cancer Awareness fundraiser throughout the month of October. With the support of their club advisor, Janet Garay, they collected $653 selling Breast Cancer Awareness pins. The money collected will be donated to the Breast Cancer Research Foundation. This organization was researched and suggested by BHS teacher Taylor Smith, as the cause is very close to her heart.

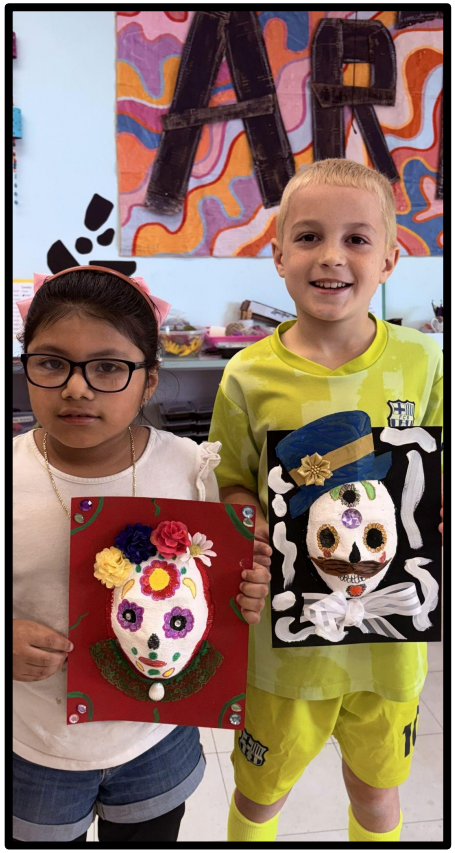
A big thanks to all who participated at BHS and BMS... and special thanks to MLL Club officers Adiel Perez Perez, Adelaida Cabrera Escobar, Sucely Gomez Escobar, Daniela Hernandez Vasquez, Hillary Castillo Rosales, and Diego Jasinski Gomez for their leadership and selflessness.



BREAST CANCER RESEARCH FOUNDATION

Bedwell Snippets

In Terri Johnson's Art class, 3rd graders designed and constructed plaster Day of the Dead Masks
Great job Estrella & Hudson!



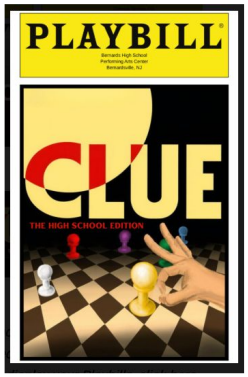


Our BES Nurses, Lais Parichuk and Jessica Danik, took the opportunity during the recent November Professional Development day to work with the entire school staff.

They taught them about the Medical Emergency Response Team (MERT). They ended the training with a MERT drill for the actual team!



BHS Performing Arts





This year the fall play, *CLUE* was performed in the BHS Performing Arts Center from October 23rd-25th. This fast-paced, madcap comedy and mystery farce based on the iconic 1985 Paramount film and the classic board game, was a bonafide hit! Over 30 students participated in the cast and crew (a school record) and the audience grew by over 15% from last year with 315 tickets sold.

For the second year in a row, BHS PAC Parents sponsored a poster design contest which had eight entries and was won by a freshman collaboration of Alex Izaguirre and Ethan Cheung. The design was also selected to be featured by Playbill.com in a "10 Spooky Playbillder Covers for Halloween" article on their website.

Next up this spring, from March 5th-7th, will be *Footloose: the Musical*, a high-energy, stage adaptation based on the iconic 1984 film of the same name. The buzz is already palpable! A student interest meeting was held on Nov 13th with auditions this week.

This year we celebrate the 20th anniversary of the BHS Performing Arts Center and the goal is to have the stage full of performers. Mark your calendars for March!





BHS Honors Veterans



Each year the Bernards High School staff participates in Red, White, Blue Day, also known as Jeans for Troops. Employees across the state participate by wearing jeans and donating money to the G.I. Go Fund. Bernards High staff members have been participating in this fundraiser for over a decade and the American Red Cross Club at BHS jumped in to assist. Seniors Gia Gomez, Kristen Lee, Ana Coto Portillo, and Gracie Mongno helped with displaying the American flags on the high school campus in honor of Veterans Day. The students also participated in wearing red, white and blue and Gia read a morning announcement about the history of Veterans Day and why it's important to continue to support the men, women and their families who have made the ultimate sacrifice. Special thanks to staff advisor Kelly Clark for her leadership and dedication, in always honoring the military troops, past and present, on both Veterans Day and Memorial Day.

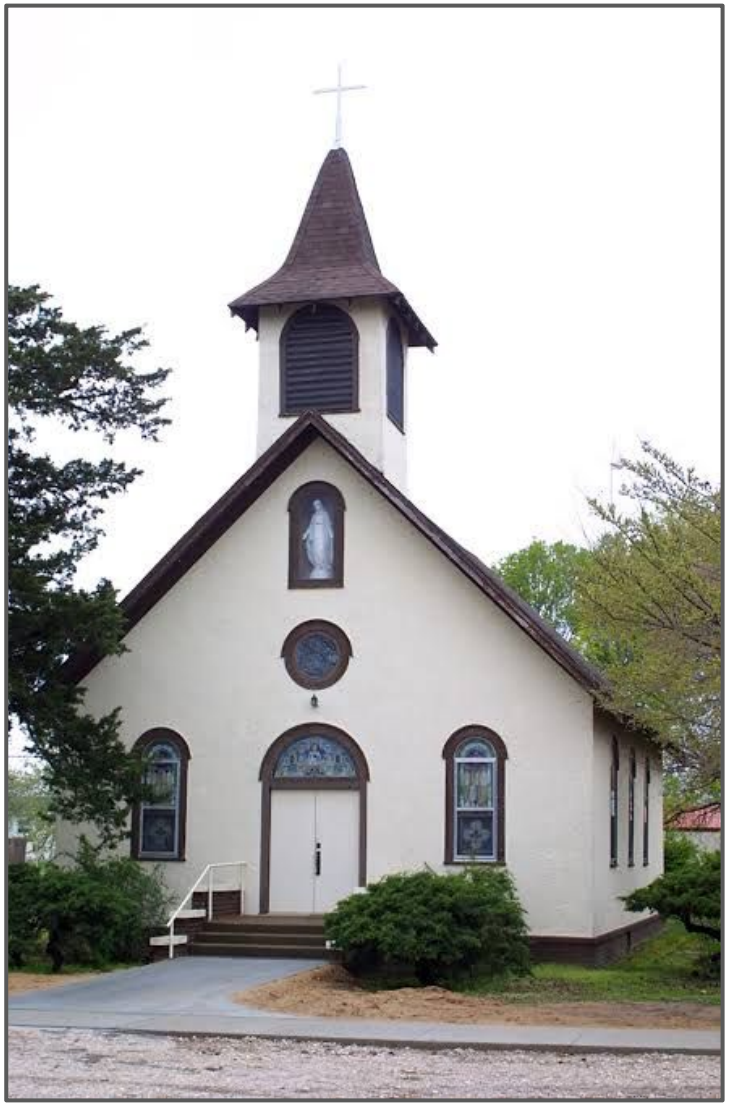
Partnerships Matter

The Somerset Hills School District is proud to partner with the Food Bank Network of Somerset County on initiatives to address food insecurity in our community.

The Food Bank Network recently launched a monthly food bank in Bernardsville that is run out of Sacred Heart Chapel.

At a fall food bank gathering, our Title 1 teacher Tatiana Gutierrez was on hand to connect with families and speak to them about available school resources.

The district looks forward to collaborating with the Food Bank Network for future events. Families facing food insecurity can reach out to their school counselor, our Title 1 teacher, or the Food Bank Network of Somerset County directly.



Clockwise:

John Ganley
Dreammurh

Lexa Dervalics
Road Crossing

Jake DiClemente
Moon Rising







From the BHS Digital Art 1 class of Ms. Rovtar...

"This BHS project was called 'Surreal Spaces: Where Reality Bends.'

Their objective was to design a surreal digital scene in Photoshop that blends photography and imagination.

They manipulated scale, space, and perspective to communicate a mood, concept, or story."

~Ms. Rovtar

From the BHS Art classes of Ms. Crisman...



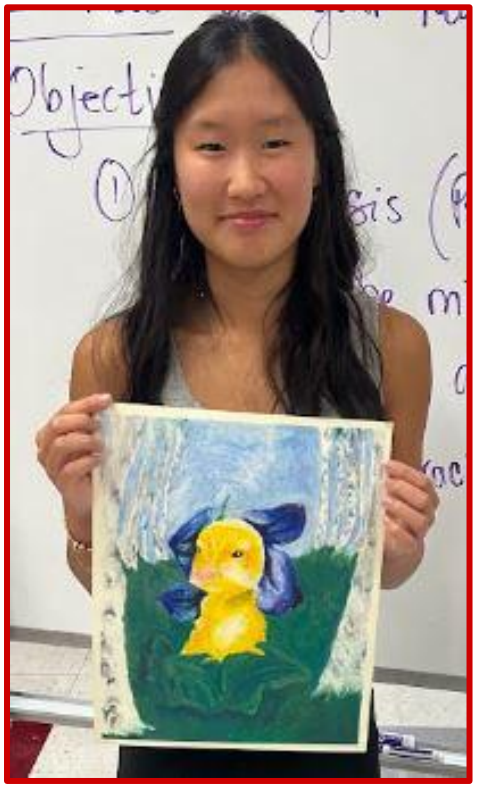
Clara Hunziker

Art 3 Honors
Fabric Still Life Study
in Charcoal

Mateo Ruiz Diaz Soloaga

Art 2
Popcorn Metamorphosis
in Chalk Pastel





Kayla Choi

Art 2
Popcorn Metamorphosis
in Oil Pastel

Fall Sports...

Girls Cross Country place 2nd in Central 1 Sectional Championships



Boys Sectional Champions





The Bernards Athletic Association hosted the first ever "Track or Treat" on Olcott Field.





In The News...

Have you checked out our *recent newsletter*?

SOMERSET HILLS SCHOOL DISTRICT

Pathways to Success

September/October 2026



***Superintendent's Corner* by Dr. Brian Brotschul**

Did you know that 1,909 incidents of bias were reported between January and October this year across 301 municipalities in New Jersey (including communities in the Somerset Hills)? Did you know those incidents address personal distinguishing characteristics found among our residents here in the Somerset Hills?

The Somerset Hills School District invited various Somerset Hills communities and stakeholders to examine these matters more deeply and to develop local solutions for the communities that make up this great area.

The working group is designed to examine and addre... across our communities and, further, to design and distribute a community-based resource for ou...ipalities, elected officials, community volunteers (e.g., sports coaches, recreation advisor...upport the residents of the Somerset Hills communities in navigating these ch...ur youth.

Our first session involved understanding the t... factors that contribute to it. We used a to... individual incidents, and focus on developing...

In future sessions, we plan to share an ar... contributing to hateful behavior and incid...

The Pareto principle (e.g., "80/20" rul... portion of the problem, allowing us t... impact. By collecting and analyzing d... attention, and develop targeted stra... address the root causes of hate, cre... for everyone.

During the winter/spring mo... children to refer to when ad... School District, serve as a ... challenge head-on and have...

Thanks to this communi...

Practice Makes Prepared
by Scott Wolfe and Arielle Rementilla



On October 14th, members of the Bernardsville Fire Department visited Bedwell Elementary School to talk about fire safety with all of the students and staff. Students had the opportunity to explore the fire truck, ask questions of the firefighters, and get their picture taken with their class in front of the truck. They learned a lot about what to do if there is a fire in their house, the importance of smoke detectors in every room in the house, and how to prevent a fire from occurring in the first place.

This is an annual learning opportunity at Bedwell and staff and students ended the day with a fire drill allowing all to practice evacuating the school in case of a fire. Although drills are done each month, it was particularly great to see how the students took what they learned in the morning with the fire department, and applied some of those skills during the drill. We are very proud of all of them for taking safety seriously. Special thanks to the Bernardsville Fire Department for their time and valuable information!

Counseling Corner: Annual College Fair Returns Bigger and Better
by Dr. Jaime Walker

On October 8th, the annual Bernards/Ridge College Fair was held at nearby Ridge High School. The event was a success! Representatives from more than 120 institutions of higher learning including colleges/universities and branches of the military were welcomed by staff and families. The event provided students with a valuable opportunity to explore a wide range of postsecondary options, learn about academic programs, and gather information about the college admissions process. Representatives were available to answer questions, share insights about their institutions, and help students begin envisioning their futures beyond high school. This year, some of the longest lines were for University of Michigan, MIT, Vanderbilt, PITT, Penn State, Rutgers, and Virginia Tech.

The fair was well attended by students and families from both Bernards High School and Ridge High School, reflecting the strong interest in college and postsecondary planning within our school communities. We are grateful to the participating admissions representatives for their time and support in making this event a meaningful and informative experience for our students and families. Dates for next year's programming will be available in summer 2027.

The Unsung Heroes of Bernards Athletics:
by Jess McGinn



Fall sports at Bernards consists of all of the usual components...athletes, coaches, Friday Night Lights, PRs, wins and losses. That said, there are two individuals behind the scenes who make a marked difference in what it means to be part of the Mountaineer culture: senior, Ben Balian and junior, Macklin (Mac) Dunnder.

While Phil Nardone is the official voice of Bernards Athletics, Ben Balian is the student voice. Ben considers himself the "glue to the equation." Ben announces for many of Bernards home games, has a podcast "The Sports Pod" and is the go-to host of Senior Night celebrations. Ben first became interested in broadcasting when he attended a summer camp at Montclair State University during the summer of 7th grade. Ben summed up his impact by sharing, "I am happy to make the viewing experience better, make players feel special, and remind players that the games are about them." Ben hopes that he will be remembered for "being a positive voice" and would like to mentor underclassmen to carry on what he has started.

Ben intends to head to Syracuse University or the University of South Carolina to study broadcast journalism. He is realistic about the challenges he may face building a career in such a competitive industry, but there is no doubt the initiative he has shown at a young age is preparing him for great things.

Bernardsville Middle School 5th Graders Visit Brick Academy
by Dr. Michael Catelli



At the beginning of fall, Bernardsville Middle School students embarked on a trip to the Brick Academy in Bernards Township. The 1809 historic schoolhouse in Basking Ridge served as a private, and later public, school for the community. It is now the center of The Historical Society of the Somerset Hills and a museum modeling what an early 1800's school house would have looked and functioned like.

Bernardsville Middle School 5th graders study early American History with a focus on local history, so a visit to the historic school house was a great addition to the curriculum.

BHS students had a chance to see what children would have studied, historical "school supplies," and how classroom rules compare then and now. These opportunities allow students a chance to practice historical thinking and grow historical knowledge of their own community.

The Historical Society of the Somerset Hills provides multiple programs and events throughout the year, as well as opportunities for research. To learn more about the organization and upcoming events, visit their website: somersethillshistoricalsociety.org

