

BERMUDIAN SPRINGS

"Inspiring to lead, learn, compete, and serve."



SCHOOL DISTRICT

2015-2016 STUDENT DATA REPORT

Dr. Shane D. Hotchkiss, Superintendent

Mr. Roger H. Stroup, Assistant to the Superintendent
for Curriculum and Instruction

Mr. Jon DeFoe, HS Principal

Mr. Mark Fleming, HS Asst. Principal

Dr. Wade Hunt, MS Principal

Mrs. Jennifer Eley, MS Asst. Principal

Mrs. Kathleen Myers, ES Principal

Mrs. Shannon Myers, ES Asst. Principal

Bermudian Springs School District
York Springs, Pennsylvania 17372

Student Data Report 2015-2016

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BERMUDIAN SPRINGS SCHOOL DISTRICT

OFFICE OF THE ASSISTANT TO THE SUPERINTENDENT

Roger H. Stroup

STUDENT DATA REPORT – NARRATIVE HIGHLIGHTS

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) represent the scores students should meet or exceed to be considered on track to be college or career ready. Sixty-five (65) students participated in the exam. Bermudian students scored significantly above both the state and national averages on all subtests.

SAT

During the 2015-16 school year, a total of seventy-six (76) BSHS students were administered the Scholastic Aptitude Test (SAT). The average scores were

COLLEGE IN THE HIGH SCHOOL

During the 2015-16 school year the district offered the following courses through the Harrisburg Area Community College: pre-calculus/calculus, statistics, history, English, and health. One hundred-five students participated in the respective programs, an increase of twenty (20) students from last year. Ninety six (96) students or 91% were eligible for college credit .

DROP-OUT PROFILE

There was one (1) drop-out reported during the 2015-16 school year, which is the lowest an outstanding accomplishment and a tribute to the entire high school staff. Our summer school, credit recovery, and intervention opportunities continue to enable our students to be successful.

SENIOR EXIT INTERVIEW

Ninety one (91%) percent of the seniors report that they feel they had a good educational experience in the high school. Seventy five (75%) percent would grade assign the high school a grade of A or B. Eighty three (83%) percent participated in extracurricular activities in the high school.

STAR ASSESSMENTS/ACCELERATE READER MIDDLE SCHOOL

The STAR assessment is a thirty minute computer-based benchmark assessment that is administered four times to all students in grades 5-8 in reading and math. Students in grades 5-8 read 9,467 books and demonstrated proficiency on 8,532 on the on-line comprehension quizzes, which is a 90% proficiency.

PSSA 2014-15 (2016 results will be available in late summer)

During the 2014-15 school year students in grades 3-8 were tested in math and reading. Bermudian Springs students scored above the state level in ELA in all grades 3-8. Bermudian Springs students scored above the state level in math in grades 3-7.

KEYSTONE EXAMS 2015 (2016 results will be available in late summer)

During the 2014-15 school year keystone exam proficiency scores were as follows: math 73% (PA 64%), literature 77% (PA 73%), and biology 56% (PA 59%).

BERMUDIAN SPRINGS HIGH SCHOOL REPORTS ALL STUDENTS (65)

May 2016

PSAT/NMSQT 2015-Fall, 11th grade - Scores by Institution

Total Score (320 - 1520)

School
Mean Score

1055

District
Mean Score

1055

State
Mean Score

996

National Tested
Mean Score

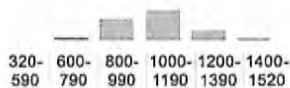
1009

Less

65 Test Takers /
166 Enrolled ②
39% Participation

60% Met Both Benchmarks
97% Met ERW
62% Met Math
2% Met None

Distribution of Scores



Mean Total Score (320 - 1520)

1055 Total Score ②

Mean Section Scores (160 - 760)

537 Evidence-Based Reading and Writing ②

518 Math ②

Mean Test Scores (8 - 38)

27 Reading ②

27 Writing and Language ②

26 Math ②

Mean Cross-Test Scores (8 - 38)

26 Analysis in Science ②

27 Analysis in History/ Social Studies ②

Mean Subscores (1 - 15)

10 Command of Evidence ②

10 Words in Context ②

9 Expression of Ideas ②

10 Standard English Conventions ②

8 Heart of Algebra ②

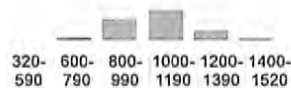
10 Problem Solving and Data Analysis ②

9 Passport to Advanced Math ②

65 Test Takers /
166 Enrolled ②
39% Participation

60% Met Both Benchmarks
97% Met ERW
62% Met Math
2% Met None

Distribution of Scores



Mean Total Score (320 - 1520)

1055 Total Score ②

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8 Heart of Algebra ②

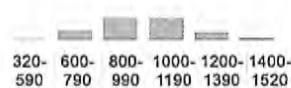
10 Problem Solving and Data Analysis ②

9 Passport to Advanced Math ②

73,792 Test Takers /
128,101 Enrolled ②
58% Participation

47% Met Both Benchmarks
85% Met ERW
48% Met Math
15% Met None

Distribution of Scores



Mean Total Score (320 - 1520)

996 Total Score ②

Mean Section Scores (160 - 760)

499 Evidence-Based Reading and Writing ②

497 Math ②

Mean Test Scores (8 - 38)

25 Reading ②

25 Writing and Language ②

25 Math ②

Mean Cross-Test Scores (8 - 38)

25 Analysis in Science ②

25 Analysis in History/ Social Studies ②

Mean Subscores (1 - 15)

9 Command of Evidence ②

9 Words in Context ②

9 Expression of Ideas ②

9 Standard English Conventions ②

8 Heart of Algebra ②

9 Problem Solving and Data Analysis ②

9 Passport to Advanced Math ②

1,781,077 Test Takers /
3,543,512 Enrolled ②
50% Participation

48% Met Both Benchmarks
86% Met ERW
49% Met Math
13% Met None

Distribution of Scores



Mean Total Score (320 - 1520)

1009 Total Score ②

Mean Section Scores (160 - 760)

507 Evidence-Based Reading and Writing ②

502 Math ②

Mean Test Scores (8 - 38)

25 Reading ②

25 Writing and Language ②

25 Math ②

Mean Cross-Test Scores (8 - 38)

25 Analysis in Science ②

25 Analysis in History/ Social Studies ②

Mean Subscores (1 - 15)

9 Command of Evidence ②

9 Words in Context ②

9 Expression of Ideas ②

9 Standard English Conventions ②

9 Heart of Algebra ②

9 Problem Solving and Data Analysis ②

9 Passport to Advanced Math ②

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

**CLASS OF 2016 SAT SCORES
SAT SCORE DISTRIBUTION**

<i>SCORE</i>	<i>MATH</i>	<i>READING</i>	<i>WRITING</i>
750 - 800	0	2	1
700 - 749	1	2	2
650 - 699	5	4	3
600 - 649	11	5	5
550 - 599	9	11	6
500 - 549	19	11	13
450 - 499	13	18	17
400 - 449	12	11	12
350 - 399	5	7	12
300 - 349	0	2	2
250 - 299	1	2	3
200 - 249	0	1	0
<i>TOTAL # BSSD 2016 GRADUATES TAKING THE SAT = 76</i>			
<i>2015 NATIONAL/PA AVERAGE SAT SCORES</i>			
	<i>Math</i>	<i>Reading</i>	<i>Writing</i>
<i>National Average Score</i>	<i>511</i>	<i>499</i>	<i>484</i>
<i>PA Average Score</i>	<i>504</i>	<i>495</i>	<i>482</i>

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

**College In The High School
2006 - 2007 THROUGH 2015 - 2016**

SUBJECT SCHOOL YEAR	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS ELIGIBLE FOR COLLEGE CREDIT	FAILURES / WITHDRAWAL
PRE-CALCULUS/CALCULUS			
2006-2007	8	8	0
2007-2008	13	12	1
2008-2009	12	2	0
2009-2010	13	10	0
2010-2011	15	14	0
2011-2012	12	6	0
2012-2013	16	8	0
2013-2014	15	9	0
2014-2015	12	11	0
2015-2016	19	15	0
STATISTICS			
2013-2014	16	15	0
2014-2015	5	5	0
2015-2016	13	12	0
Instructor: Mr. Balas			
HISTORY			
2006-2007	35	35	0
2007-2008	27	27	0
2008-2009	40	37	0
2009-2010	28	26	0
2010-2011	46	46	0
2011-2012	17	17	0
2012-2013	32	32	0
2013-2014	39	37	0
2014-2015	44	44	0
2015-2016	52	51	3
Instructor: Mr. Hanson/Mr. Havel/Mrs. Snyder/Mr. Updike			
ENGLISH			
2008-2009	3	3	0
2009-2010	6	6	0
2010-2011	n/a	n/a	n/a
2011-2012	13	12	0
2012-2013	8	6	0
2013-2014	8	8	0
2014-2015	17	17	0
2015-2016	9	9	0
Instructor: Mr. Bennett/Ms. Pero			
HEALTH			
2008-2009	14	14	0
2009-2010	19	19	0
2010-2011	n/a	n/a	n/a
2011-2012	9	7	0
2012-2013	6	5	0
2013-2014	n/a	n/a	n/a
2014-2015	7	7	0
2015-2016	12	9	0
Instructor: Ms. Rapp			

BERMUDIAN SPRINGS SCHOOL DISTRICT
7335 Carlisle Pike, York Springs PA 17372
DROP OUT PROFILE

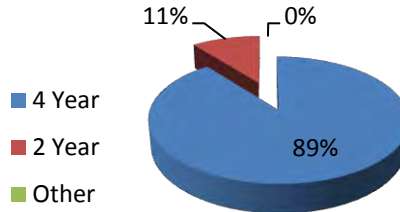
SCHOOL YEAR	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	TOTAL all YEARS
SEX																	
Male	0	2	2	5	8	5	4	5	13	10	7	13	8	2	7	6	97
Female	0	2	2	4	3	3	3	0	7	5	2	5	4	9	4	5	58
RACE																	
Black	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Hispanic	0	0	2	1	1	1	0	2	2	1	2	1	0	1	0	2	16
White	1	4	2	6	10	6	7	3	18	14	7	17	12	10	11	9	132
Asian	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
AGE																	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	1	3	2	2	0	1	0	3	12
17	0	2	3	3	10	4	4	3	9	8	2	6	8	7	5	3	75
18	1	2	1	6	1	3	3	1	8	2	4	8	4	3	6	5	55
19	0	0	0	0	0	1	0	1	2	2	1	2	0	0	0	0	9
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
GRADE																	
9	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2
10	0	1	1	1	2	1	0	0	2	1	2	4	1	1	3	4	23
11	0	3	3	2	3	2	2	1	3	7	4	6	6	5	2	4	50
12	1	0	0	6	6	5	5	4	15	6	3	8	5	5	6	2	76
PROGRAM																	
General	1	4	3	9	9	4	7	3	18	15	7	10	8	8	7	9	117
Academic	0	0	0	0	0	2	0	1	2	0	0	0	0	1	0	0	6
Vocational	0	0	0	0	2	0	0	0	0	0	0	2	0	0	0	1	5
Exceptional	0	0	0	0	0	2	0	1	0	0	2	6	4	2	4	1	22
REASON																	
Academic	0	0	0	0	0	1	0	0	5	4	6	8	4	3	5	1	37
Behavior	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	2	6
Disliked School	0	1	2	2	4	4	3	2	8	9	1	5	1	5	5	5	56
ChildCare	0	0	0	1	2	1	1	0	1	0	0	2	1	0	0	0	9
Work	0	2	1	4	2	2	2	3	3	0	2	3	6	0	0	1	26
Other	1	1	1	2	3	0	0	0	0	0	0	0	0	3	1	2	12
Runaway Expelled	0		0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
TOTAL DROP OUTS	1	4	4	9	11	8	7	5	20	15	9	18	12	11	11	11	155

BERMUDIAN SPRINGS HIGH SCHOOL

2014-2015 GRADUATE SURVEY - 19 responses

TYPE OF COLLEGE ENROLLED IN

4 YEAR	17
2 YEAR	2
OTHER	0



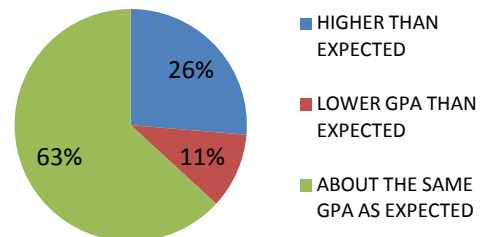
Area of Study in College

Nursing
Undeclared
Fire science
Elementary education
Applied engineering advanced manufacturing
Engineering
Social work minor in psychology
Astrophysics major, math minor

Early education and special education dual major
Biobehavioral health
Music therapy
Pre-medical lab assistant
Actuarial mathematics
Exercise science major education minor
Human developmental family science
Biology

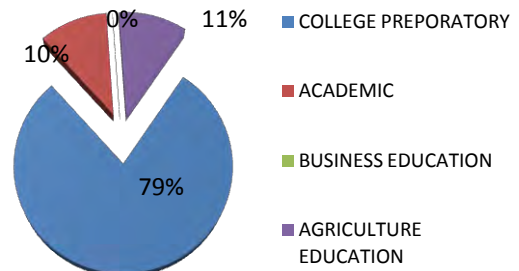
Actual post-secondary GPA attained vs Anticipated GPA

HIGHER THAN EXPECTED	5
LOWER GPA THAN EXPECTED	2
ABOUT THE SAME GPA AS EXPECTED	12



Type of curriculum enrolled in @ BSSD

COLLEGE PREPATORY	15
ACADEMIC	2
BUSINESS EDUCATION	0
AGRICULTURE EDUCATION	2

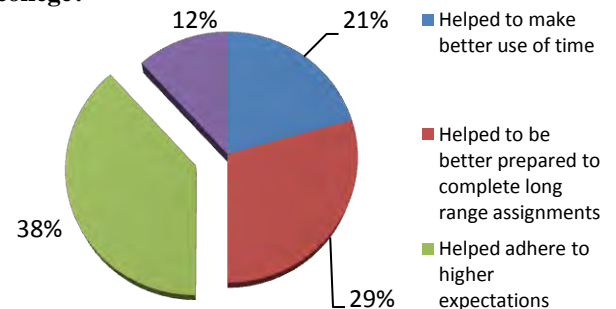


Were any of the following advanced level courses taken during senior year @ BSSD?

ADV. Chemistry	6	CHS Calculus	2
Physics	7	Honors English	7
Honors Gov't / Economics	6	CHS US History	7

In what way did the advanced level courses help to prepare for college?

Helped to make better use of time	7
Helped to be better prepared to complete long range assignments	10
Helped adhere to higher expectations	13
Other	4



BERMUDIAN SPRINGS HIGH SCHOOL
2014-2015 GRADUATE SURVEY - 19 responses

In what way were the curricula/programs in BSSD helpful?

Teachers like XXX and XXX really prepared me for the difficulty of college level classes.

Helped with preparation for real-world scenarios

They helped prepare me for the classes I am taking.

I had a clear advantage with writing skills than the majority of students at college

They helped prepare me for college life

hardly helpful

Ms.XXX's CP English 12 helped me the most for writing and reading. However, Mrs. XXX 's government class helped me prepare for the rigorous material of college

The only class that is similar to college was Mr. XXX 's CHS class

Showed time saving skills

gave a basic knowledge of topic

What suggestions can you offer that might improved the educational program in BSSD?

Have XXX teach everything because he's a boss. Seriously though I thought our school was pretty good.

More evidence-based/real-world applications involved in lessons

Less lecture

Promote higher classes.

They need to be harder and less spoonfeeding

Be less lenient with due dates and exams.

Offer more college/AP courses

Teach the kids time saving skills

Include exercises in free writing; not a single essay I've written so far adhered to a format used at Bermudian

More CHS courses

More homework

More responsibility and accountability

What was the biggest adjustment that needed to be made as a freshman?

Learning to live away from home.

Time management

Living in a new area with a diverse population

Studying

The difficulty in tests.

Adjusting to people of different mindsets, political views, etc.

The biggest adjustment was having to take notes during lectures

how to study and take hard exams. I had a very hard adjustment and i was a straight A student that didnt struggle at all in high school

Being prepared

Allocating free time and dealing with heavier workload

Time management

Making friends,time management

Needed to study more frequently and efficient

Everything

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

POST-GRADUATE PLANS CLASS OF 2016

**FOUR YEAR (State related)
COMMONWEALTH UNIVERSITIES**

Penn State University
(9) STUDENTS

University of Pittsburgh
(2) STUDENTS

**FOUR YEAR STATE COLLEGES &
UNIVERSITIES**

East Stroudsburg University
(1) STUDENT

Indiana University of PA
(3) STUDENTS

Lock Haven University
(3) STUDENTS

Mansfield University
(1) STUDENT

Millersville University
(5) STUDENTS

Shippensburg University
(5) STUDENTS

West Chester University
(2) STUDENTS

**PRIVATE PA FOUR YEAR COLLEGES &
UNIVERSITIES**

Cornell University
(1) STUDENT

Delaware Valley University
(1) STUDENT

Drexell University
(1) STUDENT

Juniata College
(2) STUDENTS

Lebanon Valley College
(2) STUDENTS

Messiah College
(2) STUDENTS

Washington and Jefferson College
(1) STUDENT

York College of Pennsylvania
(10) STUDENTS

**OUT-OF-STATE PRIVATE FOUR
YEAR COLLEGES & UNIVERSITIES**

Appalachain University
(1) STUDENT

University of Delaware
(1) STUDENT

University of Edinburgh
(1) STUDENT

Emerson University
(1) STUDENT

Michigan State University
(1) STUDENT

Ohio State University
(1) STUDENT

University of Richmond
(1) STUDENT

San Diego University
(1) STUDENT

Shenandoah University
(2) STUDENT S

**TRADE/TECHNICAL &
BUSINESS SCHOOLS**

Automotive Training Center
(1) STUDENT

Dental Assistant School
(1) STUDENT

Pennsylvania College of
Technology
(4) STUDENTS

Thaddeus Stevens
(1) STUDENT

Universal Technical Institute
(2) STUDENTS

**OUT OF STATE POST-SECONDARY
SCHOOL (OTHER)**

Ohio Technical College
(1) STUDENT

COMMUNITY COLLEGE

Harrisburg Area Community
College
(22) STUDENTS

MILITARY

(10) STUDENTS

EMPLOYMENT

Social Service/ Food Service/
Personal Care
(8) STUDENTS

Clerical/Office Work
(4) STUDENTS

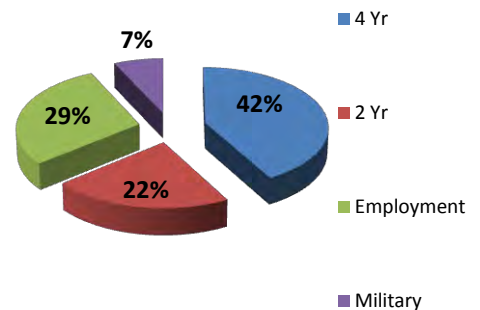
Construction
(13) STUDENTS

Farm Work
(6) STUDENTS

Homemaker
(2) STUDENT S

No Plans Established
(9) STUDENTS

POST-GRADUATE PLANS

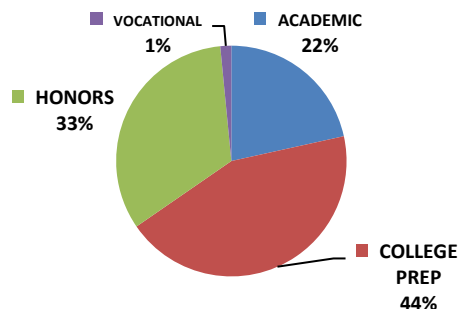


Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

WHICH CURRICULUM DID YOU FOLLOW?

ACADEMIC	28
COLLEGE PREP	57
HONORS	43
VOCATIONAL	2
TOTAL RESPONSES	130



HOW MANY YEARS HAVE YOU ATTENDED SCHOOL @ BSSD?

13 YEARS	78	8 YEARS	4	3 YEARS	2
12 YEARS	9	7 YEARS	3	2 YEARS	3
11 YEARS	4	6 YEARS	5	1 YEAR	1
10 YEARS	6	5 YEARS	3		
9 YEARS	6	4 YEARS	6		

WHY DID YOU SELECT THE COURSES YOU TOOK IN HIGH SCHOOL?

Because I felt like it

Art ,Culinary & Greenhouse

I wanted to get to know more people.

In order to prepare myself for college, and help benefit me in the future.

I chose what I thought would be easy and what I would like.

The reason that I chose the classes that I chose in High School was to mainly achieve a higher understanding in the field of education, and to learn as much as I could in the amount of time that was provided for me.

They interested me

At first it was for a certain career choice, but I changed my mind about it.

I selected these courses because I wanted a challenge.

They were the courses that best fit my interests and abilities.

They were challenging but not too hard.

Very few teachers made me think I could take CP classes

I chose what was interesting

I felt like they were the right courses for me

For hands on learning and stuff I liked

I chose according to my future career path.

The teachers

Focused most of my courses around preparing myself for college and business.

i wanted to challenge myself

They were courses that interested me

To challenge myself and set myself up for success in college and beyond

They were easy courses, and I didn't want to do much work.

French

to prepare for college

I wasn't sure what level of classes to take.

I choose those courses because I felt that they were for me and that I was going to good on them.

I wanted to have a challenge but not too much where I wouldn't graduate and for college.

Chose courses to prepare for future goals

I selected the courses that I thought I could handle.

They were the pace I felt the most comfortable in

Well... to prepare for college

I took college prep because I'm smart but not that smart

So that I was well prepared in the future. Except there were some courses I wish the school did have that would have helped me with courses I will be taking in the college. There should be more credits that are not based on farming.

I chose honors courses to challenge myself and prepare myself for college and electives that I was interested in.

I selected them based off what I thought would best fit my capability.

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

To prepare me for college
they were benefits of what I want to do when I graduate.
I wanted to be prepared for college.
I wanted to push myself academically and be able to grow as a student as I planned to attend college after graduation.
To prepare me for college
For college
To help understand the basics of what my chosen career would entail
I would do better in every single class I had
They allowed me to have a interest in them.
I was interested in them
because there around the interests I like
They were what was suggested for me to take.
interests and skill level
I either thought I would like them or I thought they would be an easy credit
I chose what I was interested in
It was based on my interest.
Because I thought that they would be the best fit for me.
I thought they would challenge me and better prepare me for college
I took a selection of Honors and College Prep classes so I could challenge myself but not be too overwhelmed.
Prepare for collage
I thought they were the right level.
I selected them based on my interests.
To further my interests in a variety of things and finally decide my future career.
I wanted to challenge myself.
To prepare for college and around my major I was considering.
I want to go 2 college
They looked interesting
I picked them based on the amount of interest I had in each subject
they seemed pretty interesting and it was stuff I wanted to learn about.
It was easy.
They interested me and will benefit me in college
For being successful in life and hands on
Experience
They were courses that generally interested me.
they were a little easier for me
To better develop my learning skills and to challenge myself
The courses I chose were the ones that interested or benefitted me the most
They were easier
To challenge myself and to be more prepared for college
Interest, the teachers
they looked and sounded fun
I was interested in the subject
I just took courses that interested me the most.
Challenging, most optimal choices for my career path
It best fit my major for college.
To prepare for the future
They were a little easier for me
For my own personal benefit.
I selected the courses I took, because I was interested in them and wanted to learn more about the topics.
College
I took a mix of college prep and honors courses, both to challenge myself and to impress colleges.
I took the most advanced courses that I could take to engage with other driven students in our school and to build my resume for college.
Interest
To get by

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

I selected the ones that interested me.

Because I didn't want to take 20 different Ag courses

For my Career

balancing "I don't want to be bored" with "I don't want to work that hard"

I picked the classes I thought I would do my best in.

I selected these courses because I felt that they would help and challenge me the most during high school. I also felt that they would be the most useful in college.

I felt they were for the best for me to take with what I want to do.

To be successful later on in life with college and my career.

Easier than honors

Based on my interest.

Preparing myself for college

I felt prepared for a challenge. Also, many of my friends took Honors courses.

I was smart enough for CP but too dumb for Honors.

I thought about the career that I wanted and chose classes accordingly.

Whatever was easiest to get into, otherwise random.

Easiest

I selected the courses that would best prepare me for outside situations I would face in the career choice I selected.

They benefit the future I am looking into. Also a lot of the courses are required for college

I enjoy them

I went with what the teachers recommended me to go with.

I took courses that I felt would help me in the future, because up until senior year I had no clue what I wanted to do.

I wanted to prepare myself for college and challenge myself throughout my high school experience.

I plan on going into the business world after high school so I signed up for things I thought would best prepare me for the outside world.

I had interest in these classes

I selected them to prepare myself for college.

I selected the courses to prepare me for my future schooling and career.

I knew those classes were the best fit for me and would challenge me.

I wanted a challenge and preparation for college

I selected the courses I took in high school because it best fitted my academic ability, but I could've took more honors classes.

I selected the courses I took because I believed they best fit with my learning.

These courses challenged my knowledge, and they will benefit me in the future.

I'm good at being mediocre.

I found them interesting or I was told that they would be fun classes.

To challenge myself and prepare myself for college

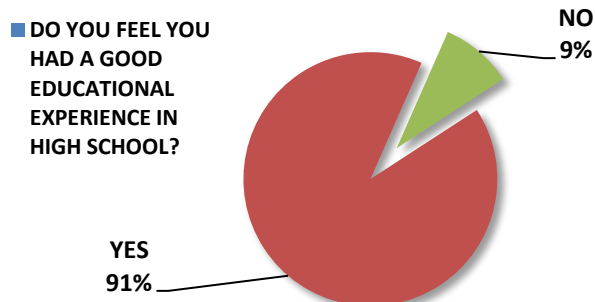
I took courses that I thought would challenge me and be intellectually stimulating.

So that I could be prepared for college and life after high school. I took the classes I did so that I could succeed in my career.

To maximize my capabilities

Because I initially wanted to attend college.

They challenged me



Briefly comment on your educational experience

Challenging

I struggled with my grades, but overall had a good education

In all honesty the classes were decent. I do wish that the teachers in general would be a little lighter on the paper work considering I have had to empty out my folder multiple times, and on top of that have had to work on the assignment from when I got home until I went to bed at nine.

The teachers were helpful, but overall not to bad

It was pretty good

AMAZING

My educational experience did a fairly good job at preparing me for college, if I choose to go.

It was adequate.

Teachers sucked

Most teachers greatly benefitted my learning experience with challenging activities and interesting topics.

There were more options and resources I wish I had that I see many other schools having. We do not offer that many business courses besides some basic accounting which is for the most part outdated. The stuff XXXXXXX teaches on taxes is good but when he turns to the books they are very outdated.

XXXXXX was the worst experience because he got into kids drama and made fun of them to other kids.

My educational experience was fun as well as easy

I feel I have learned a good deal of information and skills, most of which is useful

Most teachers were a pleasure to have, the classes were worth the hassle. I learned a lot in each of these classes. went good

I like how the majority of the teachers took the time to help me out when I was not on track with the rest of my peers.

My first two years weren't to great, but my last two years were really good.

The school has a well done education an people learn just fine.

It was good, I hated having to wake up so early every day. If not for that it would've been excellent.

Absolutely Radtastic

It was decent, there are improvements that could be made

good, except I don't remember learning a lot on black history or women's history.

I thought that the teachers are very helpful and they are easy to relate to. There were plenty of opportunities to talk to a teacher if I needed help with anything whatsoever. The teachers seem to really care about our education and made it an easy and fun environment to learn.

I got in a lot of trouble because of teachers and XXXXXX.

Almost all of the teachers genuinely cared about the students and that created such a positive, comfortable learning environment.

They were always happy to help and I feel that I grew a lot. Could have been pushed harder, but ultimately was very good.

It was tough at some points, but over all I think I did well and is prepared for college.

School is school.

The school is unable to accommodate different circumstances.

Most of the teachers have a good teaching method.

The educational experience was very broad by getting to choose different things you may be interested in.

It wasn't bad

I learned a lot I believe will benefit me for my future education

good

It was good.

Good experience, meaningful

At times hard, or boring, but there were fun classes and rewarding classes as well.

I feel that compared to other schools in our area, we get a very good education.

im nyt gonna say it was gr8 butt it

was okay

It felt long

most of the teachers were pretty good.

My education was fairly alright.

I enjoyed high school but our class selection should have some changes made. We need more options because I began to run out of choices that interest me

Lots of mandatory classes with electives being hands on

The teachers were almost always more than happy to help when we were struggling, and they did well at explaining it the first time in most cases.

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

There was barely any focus on learning stuff you need outside of school to actually make it through life.

Good

Felt like it would be like any other school.

It was good.

There are things that are honestly pointless to everyone no matter who you are, and teachers that need to get there stuff straight as well but overall it was okay.

For the most part it was fairly easy but a lot of work

I know math basics but don't know how to buy a house or manage my bank account.

I think my educational experience was a good one at Bermudian Springs.

Our school provides a lot of good opportunities to advanced students through honors and CHS courses, but CHS courses put top students at a disadvantage because they sometimes only transfer to state schools. For example, none of my 15 CHS credits will transfer to my university. AP credits would have transferred.

easy. Should have pushed myself harder

It was exciting and rigorous.

The teachers were helpful

It was lit

I think I have a very good education to bring to college. The teachers were very helpful in my learning at Bermudian Springs.

My education was good. I believe that it challenged me but not too hard that I did not fail any of the classes I chose.

Most of the teachers I had were very understanding with multiple classes that you had to worry about. Some of my teachers just all around sucked though.

The rigor of some courses helps me feel prepared for college classes.

meaningful

The only thing that I really disliked was having to do group projects because I always ended up doing them by myself. Everyone always got credit for my work.

Don't remember any of it.

Boring

Teachers made students feel welcomed and helped us throughout the years.

I'm grateful for my experience but opportunity for electives and classes for business were very limited.

It pushed me to do my best and
enjoy everyday.

Almost all of my classes, I walked out with a better knowledge on the subject. All of the teachers made sure the material was understood, and helped along the way.

I have been blessed with a great teaching staff who have supported me along the way. They often times would challenge me and help me become successful.

I have learned a lot through my high school experience and I think I will truly benefit from it.

My educational experience has been great from learning to the teachers

My educational experience was very enjoyable and i do not want to leave.

It was great

I think it was very beneficial and learned a lot.

Educational?

Some of the teachers piled up the workload on us students. We have lives and we want to enjoy ourselves and not be stuck in our rooms working on homework all night.

First of all, I have learned a lot of information from the classes I took, but I wish that students could learn more about life outside of high school, rather than focusing on books. Second of all, I think that I would have preferred block scheduling as a high school student. There would be less stress when it comes to assignments, people involved in extracurricular activities could have more time to work on them, and we could have the option of graduating early. Overall, though, it was a good experience.

For the most part, there were many courses that weren't offered that I would of liked to see.

I learned the most from **XXXXX** and with his help, I will follow my career path.

It sucked school is a joke

LIST YOUR FAVORITE SUBJECT IN HIGH SCHOOL

Math	Steal Band	Chemistry/Advanced Chemistry
History, Economics and English	Economics	English 12 C.P.
Math	French	Foreign Language
English	Art	Physics
Social studies	History	Psychology
French	Science	Math

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

Psychology	History	Art
Art	Pychic	History/Social Studies
science	Psychology	Tech Prep
History classes	Math	Graphic Design
Ag	Science	Music
Art	Anatomy & Physiology	lunch
CHS English and ADV Bio	Pre-Calc	Gov/Econ
American History	Science	history
Psychology	math	science
psychology	English	Pre Calc
Art and Science	Anatomy	Science
Science	Math	History
Psychology.	science	biology
Plant scince	math	Science
French	Psychology	graphic design
Ag business.	History	Math
History	Ag	Science
Math	Mech and Tech	History
French	Biology	Any math class
History	Steel Band	Music classes-specifically Eagle Singers
History	Agricultural Classes	Graphic Design
Ecology/Chemistry	study hall	none
Steel Band	English	Anatomy
art	math	Psychology
Statistics and Algebra	Physics	Ag
Psychology & Sociology	Science Technology	Math
Algebra	Science-especially biology	Sociology
study hall	Biology/ Anatomy	English
Band	Chemistry	Ag
English	Sociology	Math
Algebra 2	Stats	Music
Mathematics	History	Algebra
Diesel Tech Prep	English	Product Innovation and Design
Math	graphic design	Geometry but only because of XX <3
Gym	Product Innovation and Design	Ag
Math	science	
History	Ag	
Art	Ag business	

WHY WAS THE SUBJECT YOU LISTED YOUR FAVORITE?

There is only one answer to the problems

Very important to know about the history of the U.S., good to know about the value of money and important to know how to use your money, and well English is always used in this country, we should all know how to spell and speak good English outside of school.

I love numbers.

I love writing.

I personally think it is one of the only classes we need because it tells us about how things were before our time.

The reason that Steal band was one of my favorite subjects is because the music was different. The band really comes alive with the music that was played throughout the years, and every single year there are more songs added to the Steal Band collection, making the Steal Band a place of joy for the students to experience.

Good teacher

The teacher is great and so is the class.

It lets me show my creativity

Because of Ms XXXX and Mr XXXXX

I think that it is valuable to have a second language, and Mrs. XXXX gave excellent instruction and made it enjoyable.

Bermudian Springs High School Senior Exit Interview 2015-2016

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This is what I want I am going to college for.

I loved being able to learn new things all the time, and XXXXX is one of the best teachers I've ever had.

it was more hands on and practical for real life

I have an extreme interest in history.

I have a farm background

It's something I actually enjoyed doing

because I got to eat

Great teachers, great subject material, laid back environment, interesting projects

I've always had an interest in it.

Mr. XXXX is by far one of the best teachers in the school in his delivery of the material and they way he communicates and interacts with students.

One of my Favorite things to learn about plus great teacher!

They were easy and fun

It is practical

Mr.XXXX is a Fantastic teacher, he helped me through my entire high school year, he also taught extremely well. the class was Semi- Challenging.

learn more than plants

I love learning new languages

It taught me a lot about business which I was extremely interested in.

I like to learn about stuff an events that already happened

For the most part math comes easy to me and I enjoy it.

The teacher is nice and the material is interesting

Because I have a deep interest in it, plus it comes easily to me.

It just was

Because of Mrs. XXXXX <3

I was very attached to the steel band and I took it all 4 years of high school.

gave me a chance to express myself

Math comes easy to me and those were two classes i enjoyed going to because i liked doing the work.

They both interested me a lot.

I always loved math and I want to be a math teacher

it was fun

It is the subject I feel that I am best at

I really enjoy literature and writing. Also, my English teachers were always my favorite.

Cause I love math and dealing with numbers

The teachers in the math department

It allowed me to specialize in my chosen career

it was easy for me to understand

you could play sports.

I really like math

I like learning about what happened before I was born

Mrs XXXX is the best teacher at the school.

I enjoy the freedom of the class and the teacher.

The classes are fun and Mr. XXXX talks about real life things that will help you in the future like taxes.

I liked all the projects

It is what I want to do in life

Because Mr. XXXXX is the best teacher at it

Bermudian springs.

Science interests me and it is based on my major

It was a challenge and could be fun when it wasn't frustrating.

Easy

I enjoyed it a lot.

It is what I had to most fun learning, and am majoring in in college

It got students to experience something new that they would never have done before. Also it gets students more active in learning/playing and the concerts make students feel amazing when the audience starts clapping for them.

I like math.

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

It interested me and the teachers were all willing to help make the class fun.

bc im gurd at it

It was interesting

History has always been one of my favorite things to learn about.

Seemed like a good idea at the time?

Mr. xxxx is well spirited teacher the reason I will come to was to come see him, he's one of the teachers few I respect and have help me threw out high school career.

It was easy and interested me and most of the teachers were cool

Any science programs I felt I understood fairly well except Chem.

It dealt with what I want to do in the future the most.

I do nothing but watching movies

My teacher my junior and senior year was my favorite teacher in all my years of school

Everything about it was interesting and Mrs. XXX made the class so much fun.

I like to write

I'm going to be a radiologist and I want to be able to know everything in the body

Best teachers

it was interesting

All the teacher that I got for math were really nice and I understood everything which made it easy.

Most interesting

Mr. XXXX knows how to teach from an academic standpoint and encourages discussions in class.

I'm the best at anything related to Ag.

it was a lot of hands on work and I learned a lot about welding and electrical wiring

I think it's an easy class.

It had me involved and others as well, made it exciting.

My agricultural classes is my favorite because I enjoy being in Ag, and the experiences it gave me to participate in.

The majority of history teachers at this school teach to educate instead of teaching to test. They tended to be more personable, and provided the most insight into what is actually important in life.

I enjoy reading novels and I learned a lot throughout my writing instruction, especially this year in Ms. XXXX's CHS English class.

I like science

I am interested in a career in this field

The teacher. Mrs. XXXX was always there to help out students individually. She made math interesting and fun.

Because I actually felt like I truly learned something that will help me in life.

I find certain things in history interesting

quality teachers

The teacher always helped me if I needed help and I was never afraid to ask him anything.

Government/Economics

I always had an interest in learning what happened around the world to get us where we are at today.

It is the field I want to go into and I enjoyed the stimulation.

I enjoy using our computer programs

teachers made it fun and interesting

Science is always interesting, there is always more to learn

The instructors

Easy for me to understand.

Mr. XXXX made his learning environment a comfortable place to and a fun place. He is very knowledgeable and taught very well.

I got to feel like I was better than everyone else because I could actually figure out what I was doing.

Just cause

I love learning about the body and the way it works.

The topic interests me and the teacher was good at his job

Raised in a agriculture background

I enjoy it and it comes very easy to me.

I always enjoyed studying society, and taking sociology helped me understand more about society. I also really enjoyed the teacher, and how he teaches.

I have always loved the English department teachers. I enjoyed reading the different books and learning to become a better writer.

I deeply enjoyed this class because of the teacher and the loose structure of the class which gives way to a more creative output and open environment to work and challenge myself in.

I could easily relate

Bermudian Springs High School Senior Exit Interview 2015-2016

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It is my favorite because Mr. XXXX is such a phenomenal teacher.

Music is my favorite because that is what I plan to do and the future and it has always interested me.

I always found math classes fun and I enjoy the subject.

The teacher, Mr. XXXX, was awesome. Also, I just naturally love the subject.

Mrs. XXXX, she has made me into a better writer and taught me so much. I am glad to have had her as a teacher.

It was something that I didn't consider hard to learn and it was a lot of fun learning about other cultures.

I had a great teacher/instructor.

Cool class, but didn't turn into a psychic: 8/10.

I was always interested in math and loved to solve hard problems in my head, also its going to be part of my major in college.

I was encouraged to think outside of the box and engage with objects and materials in the classroom.

The courses were all fun while managing to not be extremely easy.

Tech Prep was my favorite because it had everything to do with the career I want to do.

I enjoyed the teacher and the class work. It is a field I am considering majoring in.

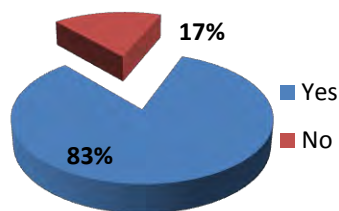
This was basically the only subject that meant anything to me. This is also the only subject that I will continue to use.

America is the greatest state on earth

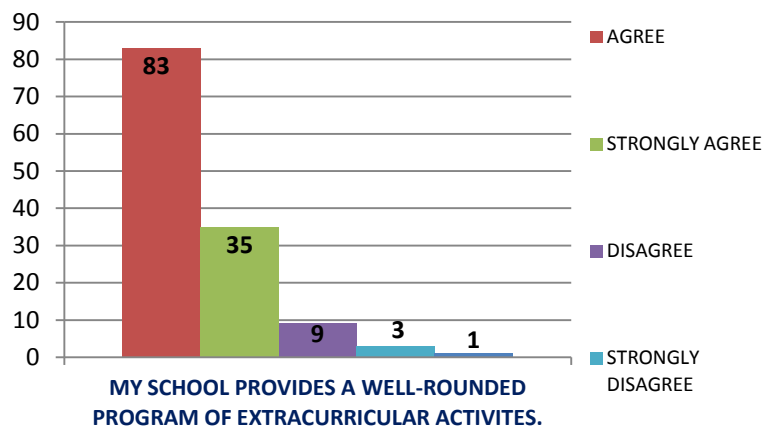
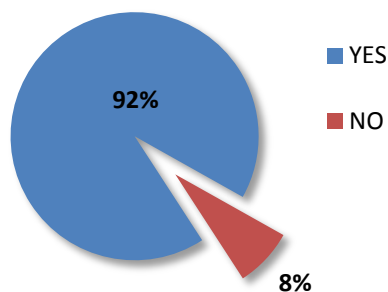
Did you participate in extracurricular activities?

YES 83.08%

NO 17%



WERE YOU GIVEN ADEQUATE OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?



Extra Curricular Activities comments:

There can always be more

Join a club and or some type of extracurricular activity it will help to relieve the stress of the week , and also help to make the week a little more interesting.

There were plenty of opportunities

Bermudian does a good job at giving equal opportunity for extracurricular activities.

idk

I play soccer

I wish we had a FBLA club but other than that it was all pretty good.

I did had an opportunity to any extracurricular activities.

I feel this way because you don't really ever not make it in a extracurricular activities so you have an equal opportunity but sometimes you can be treated unfairly.

The clubs here suck and there aren't enough options

FAVORITISM

Bermudian Springs High School Senior Exit Interview 2015-2016

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I was a cheerleader, was in chorus, and also in the musical.

There are tons of chances to get involved and I think that our school does a great job with that.

It was easy to go to sign ups and participate in the activities.

always offered to you.

I really enjoyed having the opportunity to be able to play soccer. Even though I didn't play all 4 years I had a great time playing the 2 years I did.

There should be more diverse opportunities offered.

Anyone is allowed to join these activities, and they are easy to join.

to be eligible was very easy to do for athletics

Always something you can do

Bermudian has provided me with countless opportunities to get involved in the school and community

There were a lot of opportunities.

Musical was fun cause of the amount of practice and the performing on stage was exciting while also nerve racking.

A huge work load on top of extracurricular activities.

im pretty much the most athletic kid that barmudian springs have sawn

I lifted instead

I had plenty of opportunities to participate in extracurricular activities.

Soccer had an amazing improvement through my years in the high school. More business opportunities would be nice though

Being involved helped keep my goals in line

I played football and basketball and had a great experience playing both.

I was involved in soccer, varsity club, chorus, and athletic training.

I do but I chose not to

not my thing.

It was easy to sign up and do the activities

I was only in one extracurricular activity.

I thoroughly enjoyed each and every musical.

Our school provided great opportunities for me in all extracurricular areas.

I am athletic, lovable, and creative

I wish there was an LGBT Community club at BSHS.

Quiz bowl for life

I love the sports program here and I'm glad I got to appreciate in it.

I felt like extracurricular activities gave a greater experience throughout high school.

Wrestling for Bermudian was one of the best things that happened to me, I created a close bond with pretty much the whole team and it was like another family to me. Coach McCollum taught me a lot of lessons that I can use throughout life. I will never forget my Bermudian Springs Wrestling experience.

I noticed a very equal opportunity to engage in extracurricular activities.

I participated in soccer, track, and ski club.

Some teachers piled on so much homework that when someone had a game they were tired and did not want to do the homework. Sports are encouraged in the school but the stress level from all the homework, tests, and everything else make the sports not as enjoyable.

I'm too lazy and I'd probably just annoy everyone.

Don't care

Although I love what Bermudian has given me in extracurricular activities, I strongly feel that the athletic department has an overwhelming sense of favoritism between athletes.

Wish there were more opportunity for business oriented opportunities such as clubs.

I participated in three sports every single year and then played two club sports outside of school. Also I was in FCCLA and Varsity club, NHS, and I was in chorus for two years.

I feel as if certain students were given more opportunities than other people depending on who they made friends with.

My extracurricular activities were my favorite part of high school. I really enjoyed playing sports and being involved in student council and NHS.

There was many choices

Participating in extracurriculars has helped my education experience.

Balancing school and sports was not always easy.

Bermudian Springs High School Senior Exit Interview 2015-2016

Total # Responses: 130

Focus more on athletics.

For the most part, I had an adequate opportunity, but some directors and coaches make it difficult to be involved in more than one thing at a time. They can be inflexible.

We had football, that's all that matters.

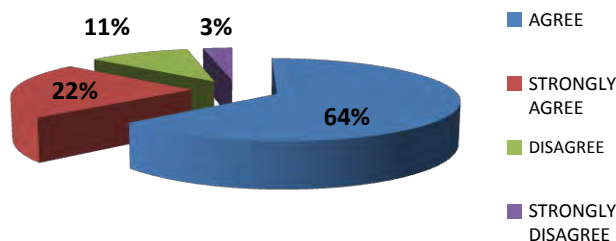
There are a great number of clubs and activities available, many of which are strong programs in comparison to other schools in the area.

I have participated in many activities.

Wrestling

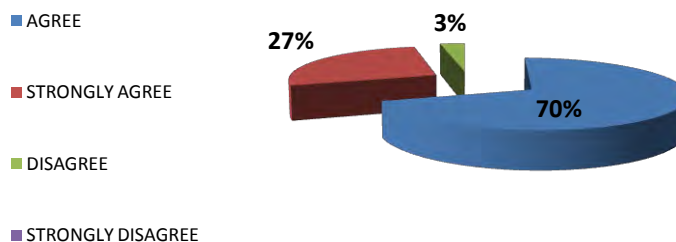
I LIKE MY SCHOOL

AGREE	83
STRONGLY AGREE	29
DISAGREE	14
STRONGLY DISAGREE	4



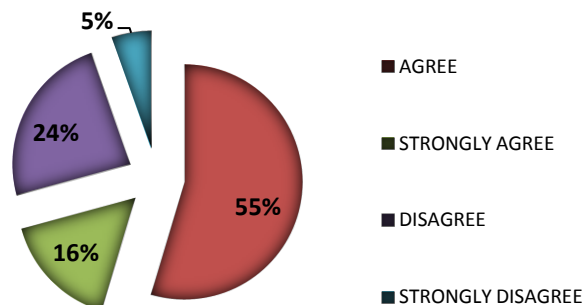
MY SCHOOL PLACES ENOUGH EMPHASIS ON SUCH TRADITIONAL ACADEMIC SUBJECTS AS ENGLISH, HISTORY, MATH, AND SCIENCE.

AGREE	91
STRONGLY AGREE	35
DISAGREE	4
STRONGLY DISAGREE	0



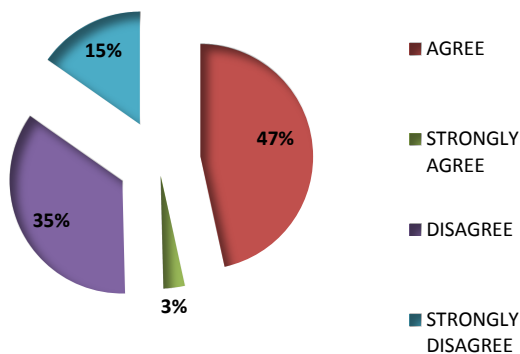
MY SCHOOL PLACES ENOUGH EMPHASIS ON TRAINING IN CHARACTER AND CITIZENSHIP

AGREE	71
STRONGLY AGREE	21
DISAGREE	31
STRONGLY DISAGREE	7



STUDENTS IN MY SCHOOL ARE WELL-BEHAVED AND RESPECTFUL OF TEACHERS AND ADMINISTRATORS.

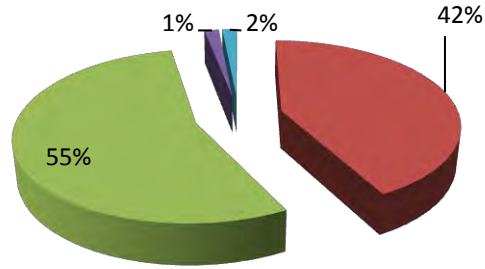
AGREE	61
STRONGLY AGREE	4
DISAGREE	46
STRONGLY DISAGREE	20



Bermudian Springs High School Senior Exit Interview 2015-2016
Total # Responses: 130

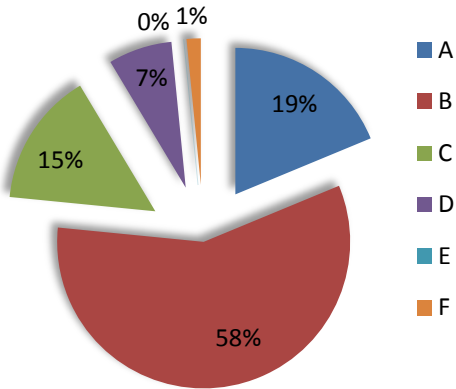
I LIKE HAVING THE CHOICES OF COURSE DIFFICULTY LEVELS.

AGREE	55
STRONGLY AGREE	71
DISAGREE	2
STRONGLY DISAGREE	2



- AGREE
- STRONGLY AGREE
- DISAGREE
- STRONGLY DISAGREE

WHAT GRADE WOULD YOU ASSIGN TO YOUR SCHOOL?



A	24
B	74
C	19
D	9
E	0
F	2

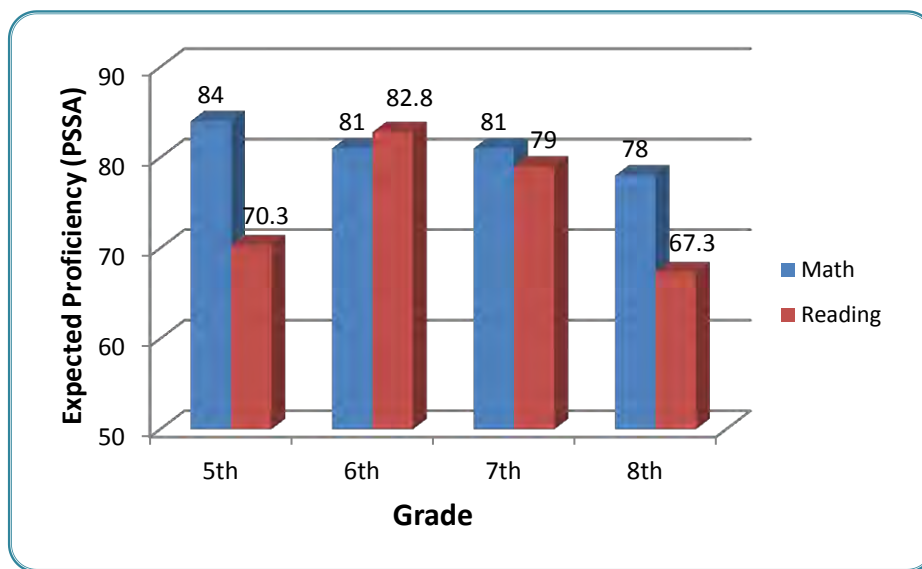
- A
- B
- C
- D
- E
- F

Middle School Student Data Report

STAR - Diagnostic assessments as a prediction for this year's PSSA achievement

Expected Proficiency - 2016

GRADE	Math	Reading
5th	84	70.3
6th	81	82.8
7th	81	79
8th	78	67.3



GRADE	2016 Math Star	2015 Math PSSA	2016 Rdg STAR	2015 Rdg PSSA
5th	84	51	70.3	64
6th	81	48	82.8	67
7th	81	33	79.0	60
8th	78	26	67.3	67

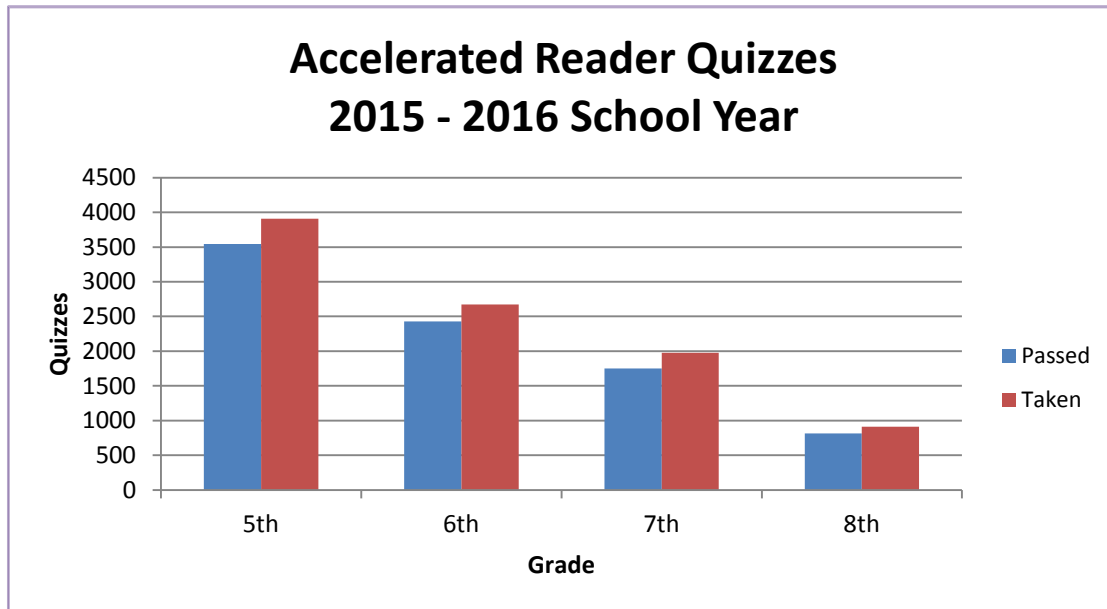
STAR Reading's research-based test items give you actionable data in four major skill areas: foundational skills, informational text, literature and language.

STAR Math's research-based test items meet the highest standards for reliability and validity, giving you the actionable data you need in 32 domains, and is by far the most widely used math assessment in K12 schools.

Middle School Student Data Report

Accelerated Reader-Book Reports Taken and Passed

GRADE	Taken	Passed
5th	3908	3542
6th	2673	2427
7th	1975	1750
8th	911	813

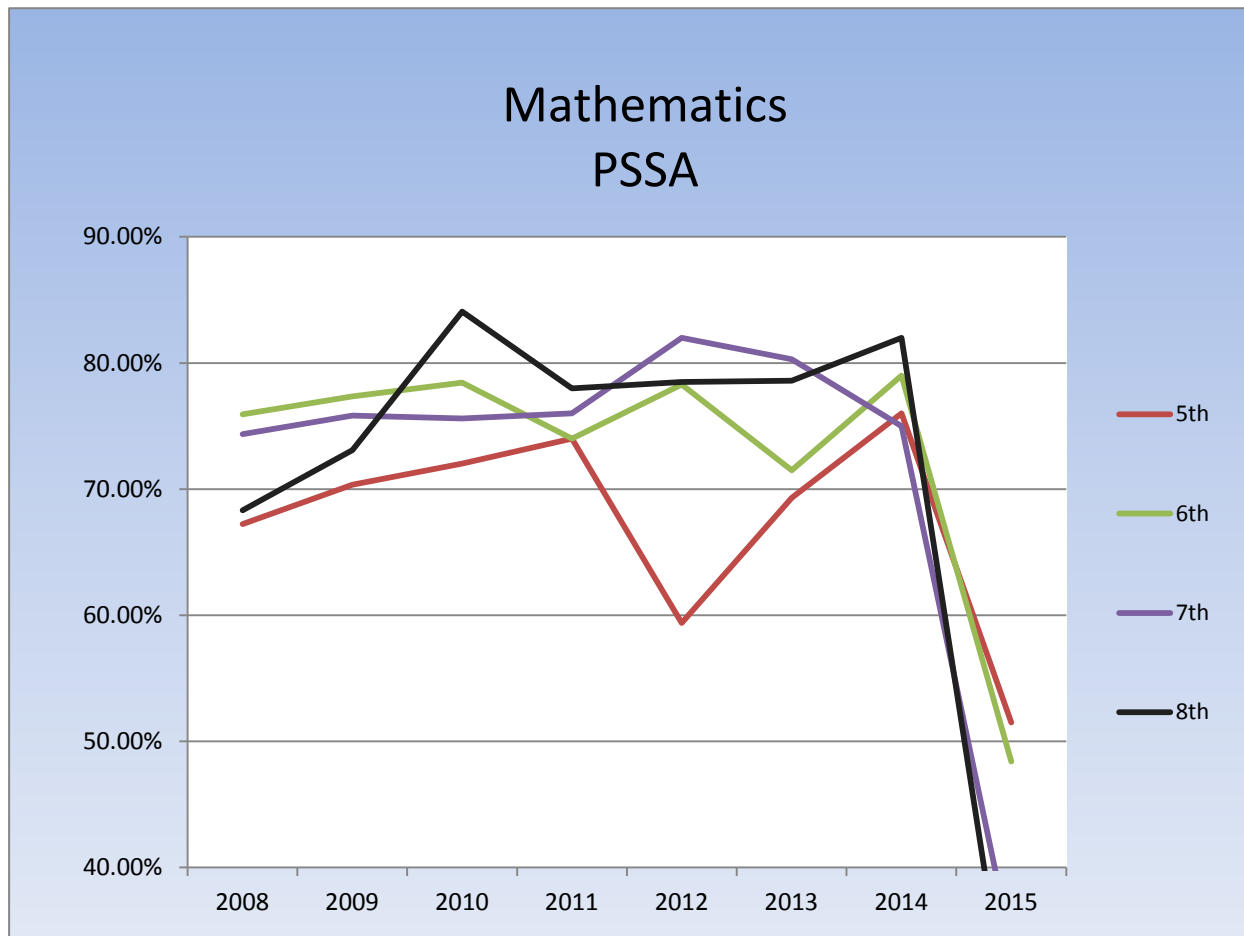


Accelerated Reading has three main objectives:

- 1) to dramatically improve student reading performance, as measured by standardized tests,
- 2) to improve student's critical-thinking skills,
- 3) to instill in students a lifelong love of reading.

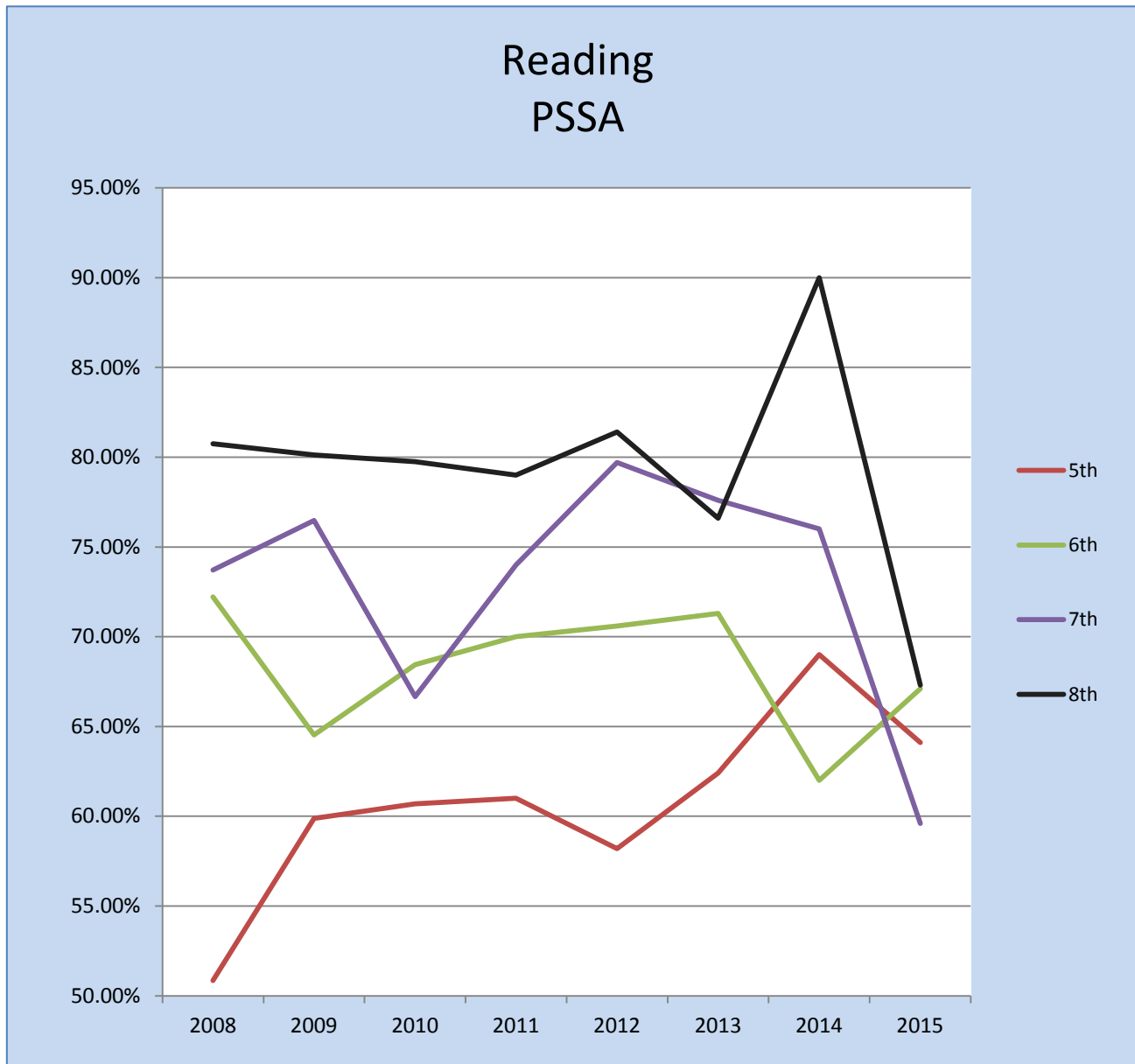
Longitudal Data Mathematics - PSSA 2008-2015

Grade	2008	2009	2010	2011	2012	2013	2014	2015
5th	67.23%	70.35%	72.03%	74.00%	59.40%	69.30%	76.00%	51.50%
6th	75.93%	77.35%	78.44%	74.00%	78.30%	71.50%	79.00%	48.40%
7th	74.36%	75.82%	75.60%	76.00%	82.00%	80.30%	75.00%	33.80%
8th	68.32%	73.08%	84.08%	78.00%	78.50%	78.60%	82.00%	26.20%

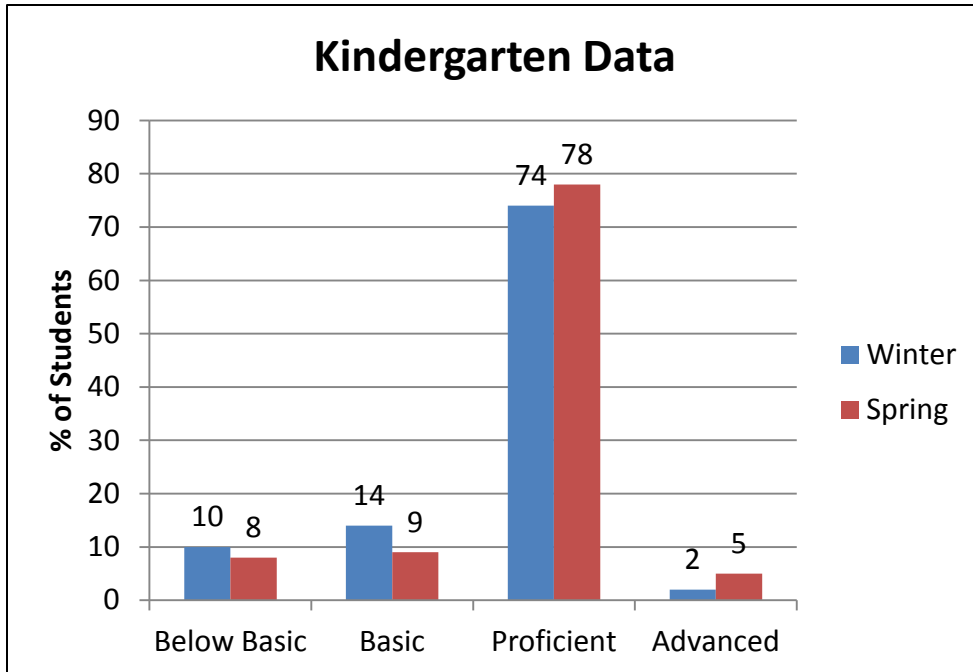


Longitudinal Data - Reading PSSA 2008-2015

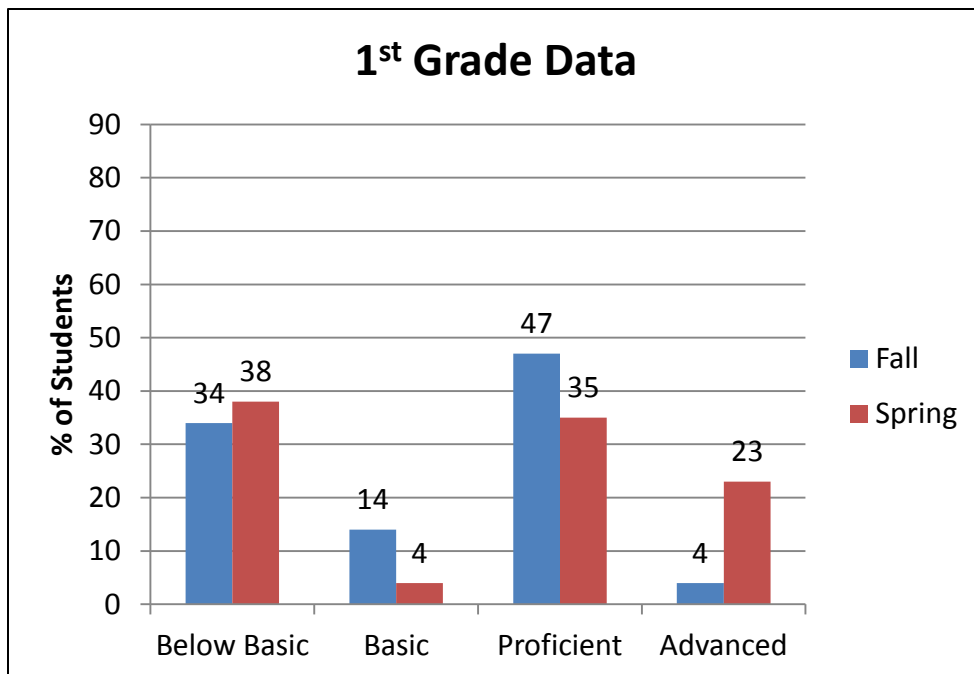
Grade	2008	2009	2010	2011	2012	2013	2014	2015
5th	50.85%	59.88%	60.69%	61.00%	58.20%	62.40%	69.00%	64.10%
6th	72.22%	64.53%	68.45%	70.00%	70.60%	71.30%	62.00%	67.10%
7th	73.72%	76.47%	66.67%	74.00%	79.70%	77.60%	76.00%	59.60%
8th	80.75%	80.13%	79.75%	79.00%	81.40%	76.60%	90.00%	67.30%



Elementary Grade Level Fountas & Pinnell Data 2015-2016

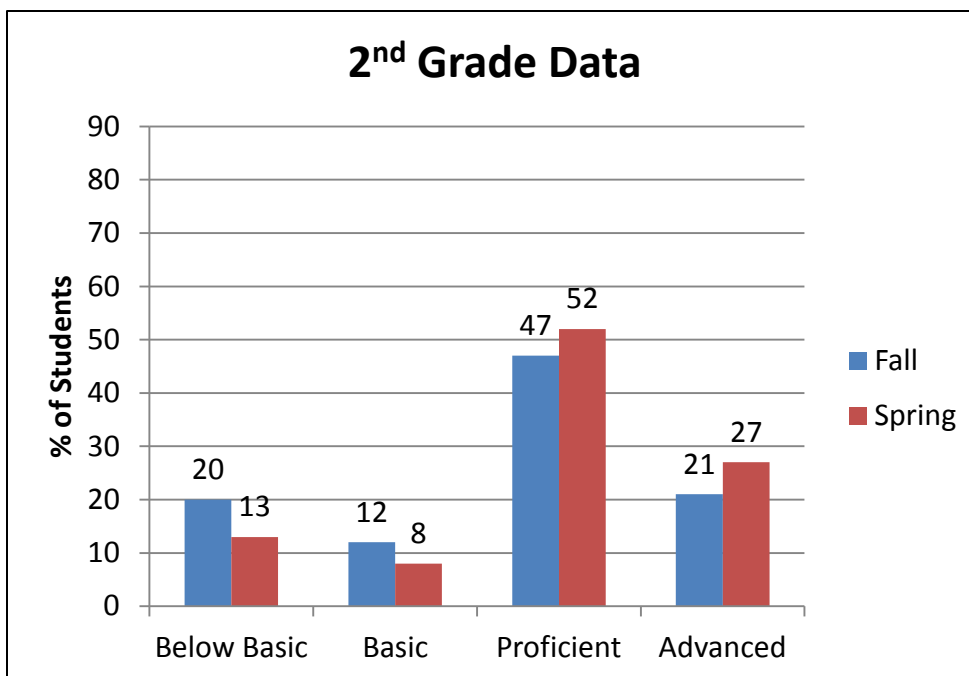


1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Winter	10%	14%	24%	35	74%	2%	76%	113
Spring	8%	9%	17%	26	78%	5%	83%	122

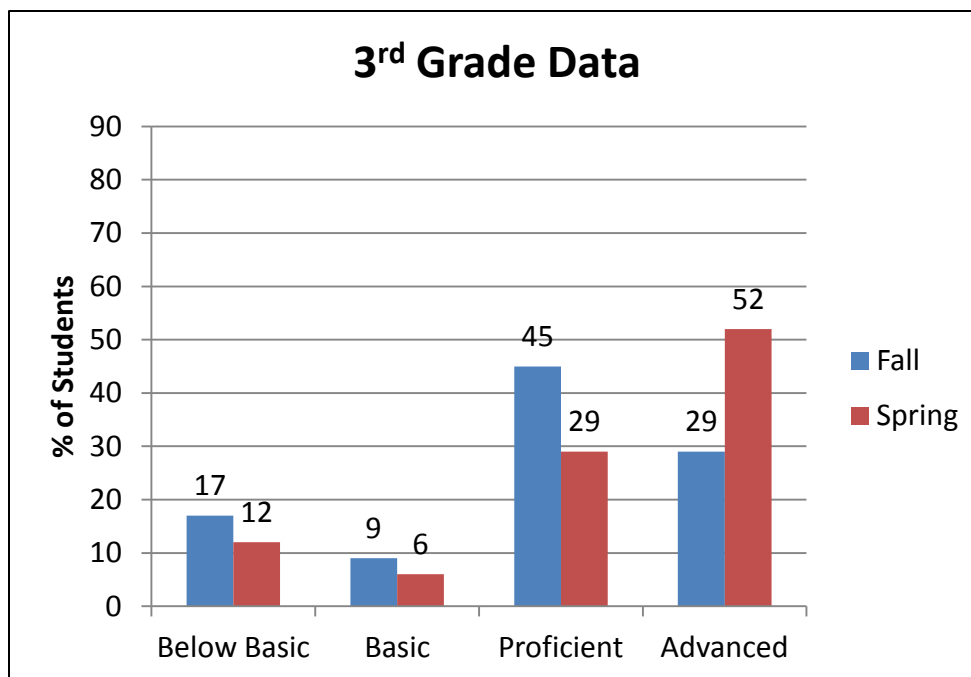


1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	34%	14%	48%	57	47%	4%	51%	61
Spring	38%	4%	42%	52	35%	23%	58%	72

Elementary Grade Level Fountas & Pinnell Data 2015-2016

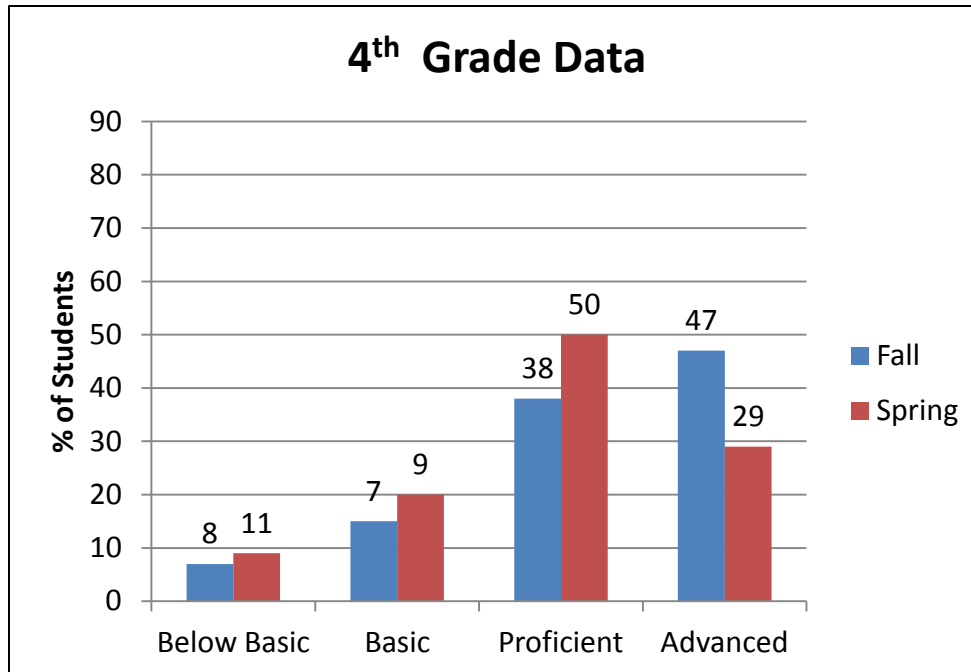


2 nd	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	20%	12%	32%	46	47%	21%	68%	96
Spring	13%	8%	21%	30	52%	27%	79%	113

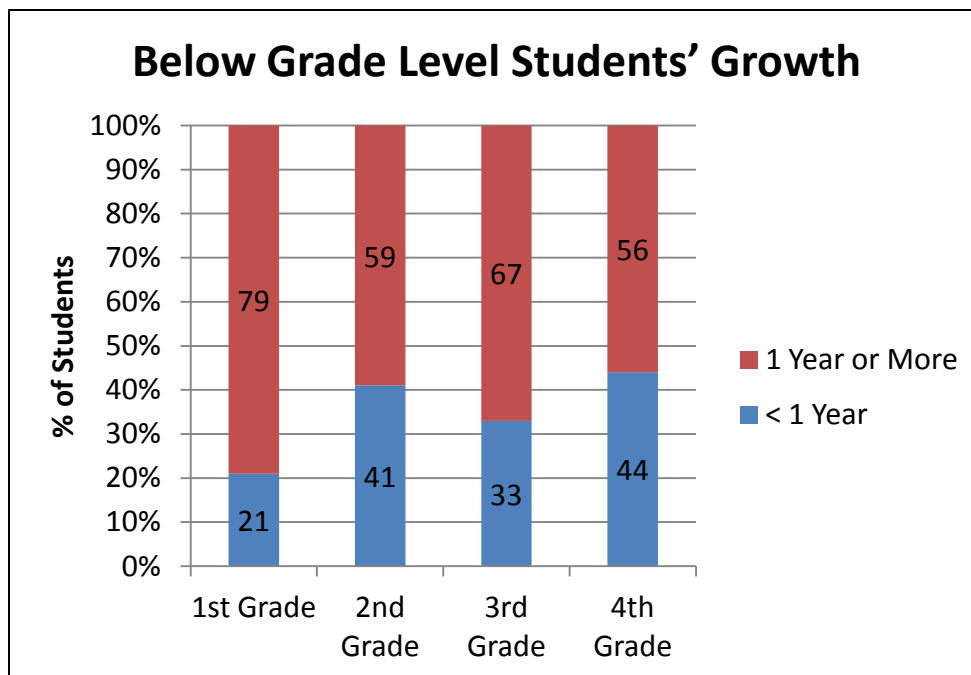


3 rd	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	17%	9%	26%	37	45%	29%	74%	102
Spring	12%	6%	18%	27	30%	52%	82%	119

Elementary Grade Level Fountas & Pinnell Data 2015-2016

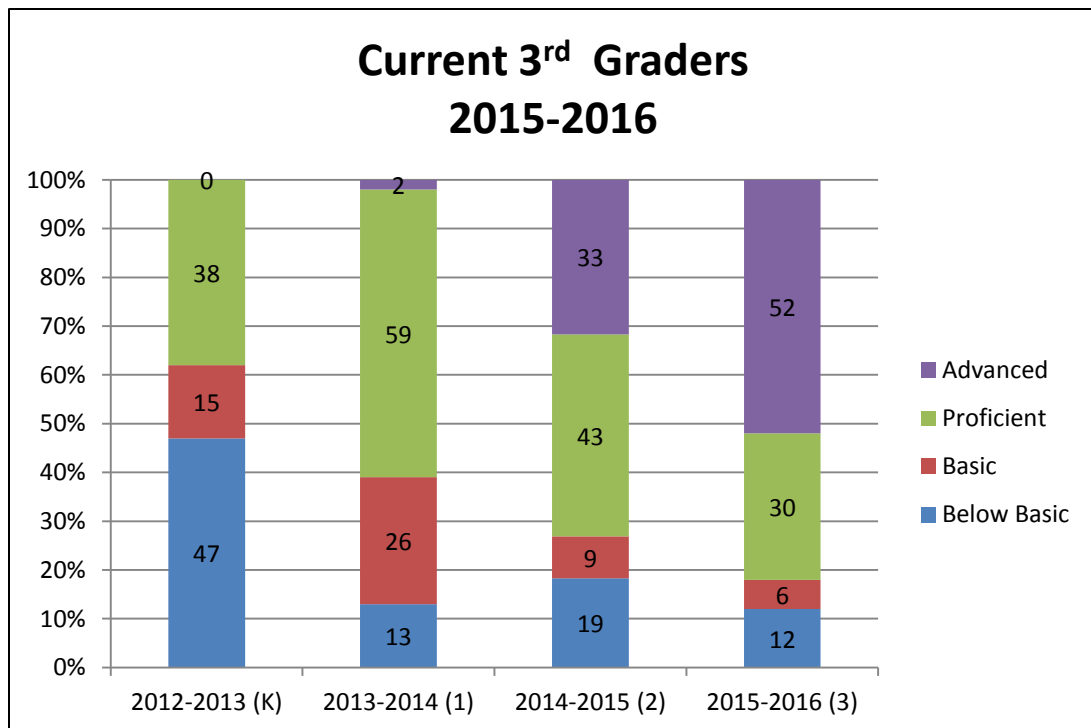
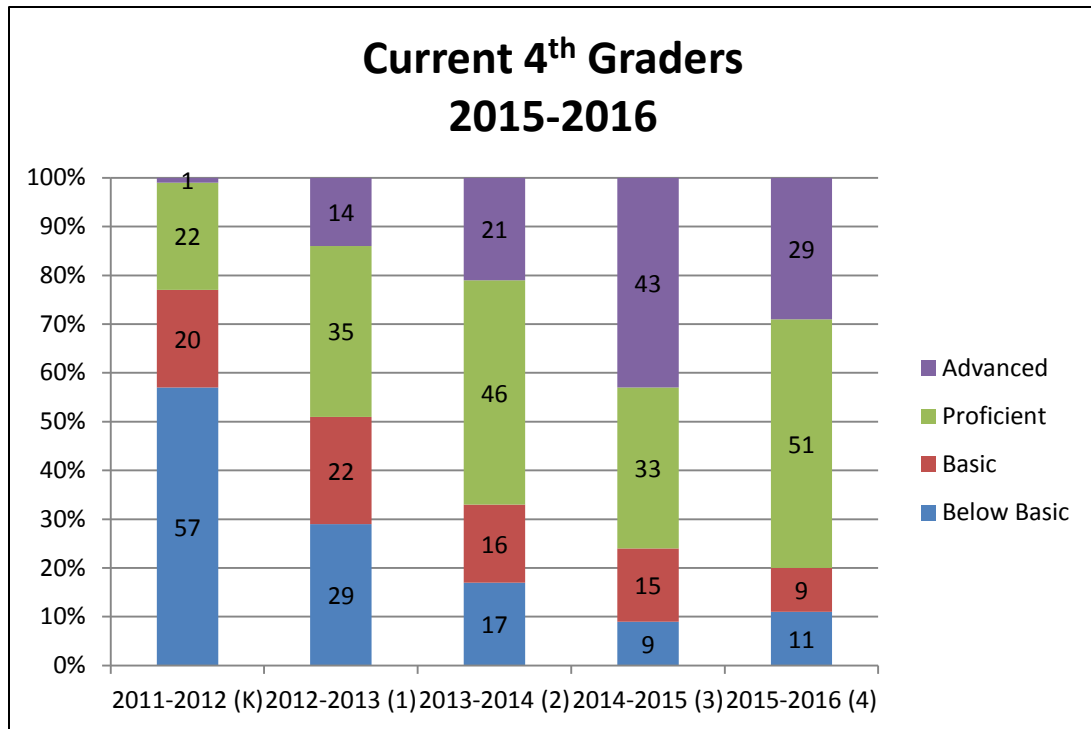


4 th	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	8%	7%	15%	25	38%	47%	85%	143
Spring	11%	9%	20%	34	51%	29%	80%	133

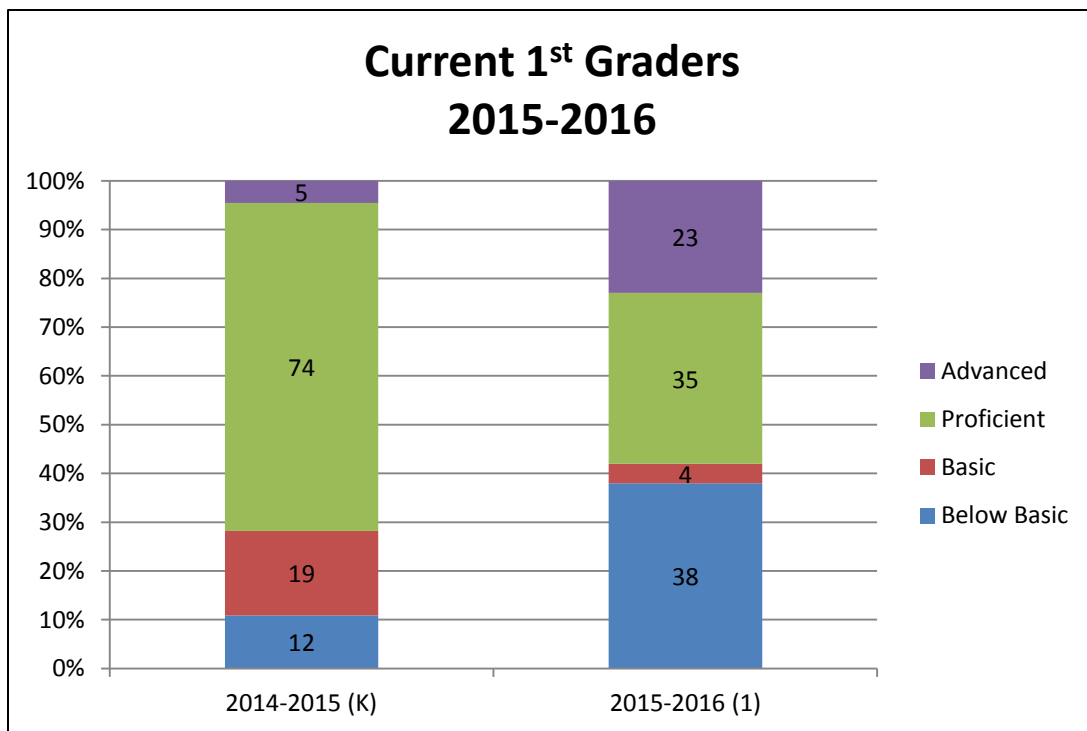
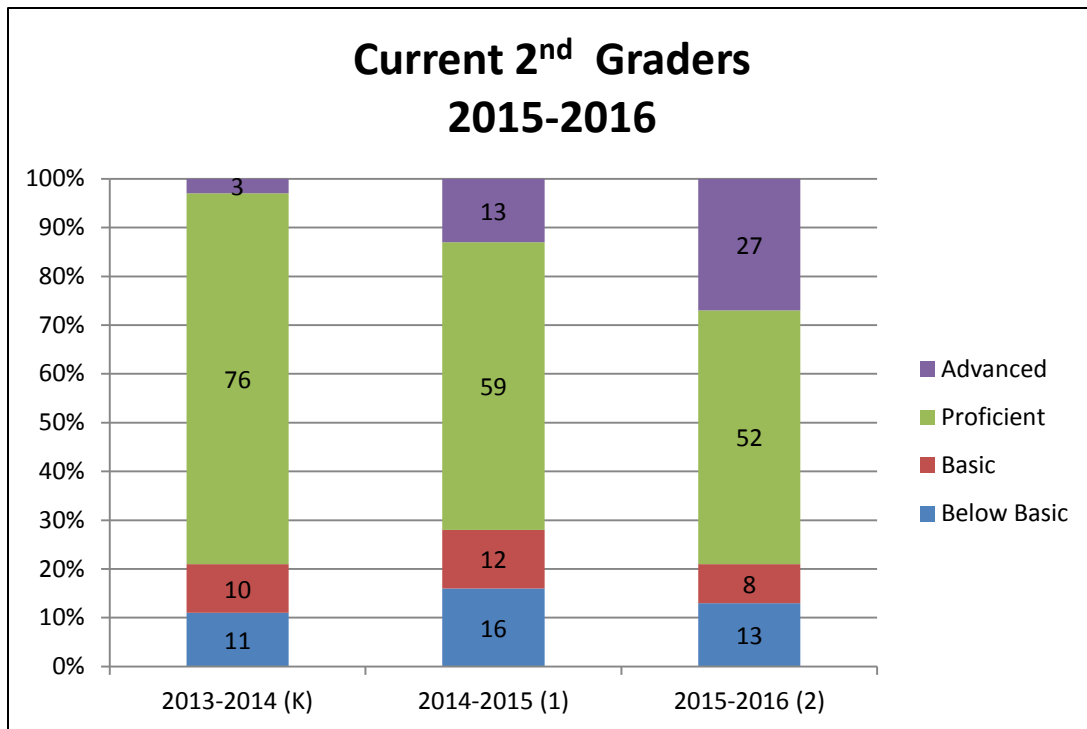


	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
# of Students	52	27	27	34

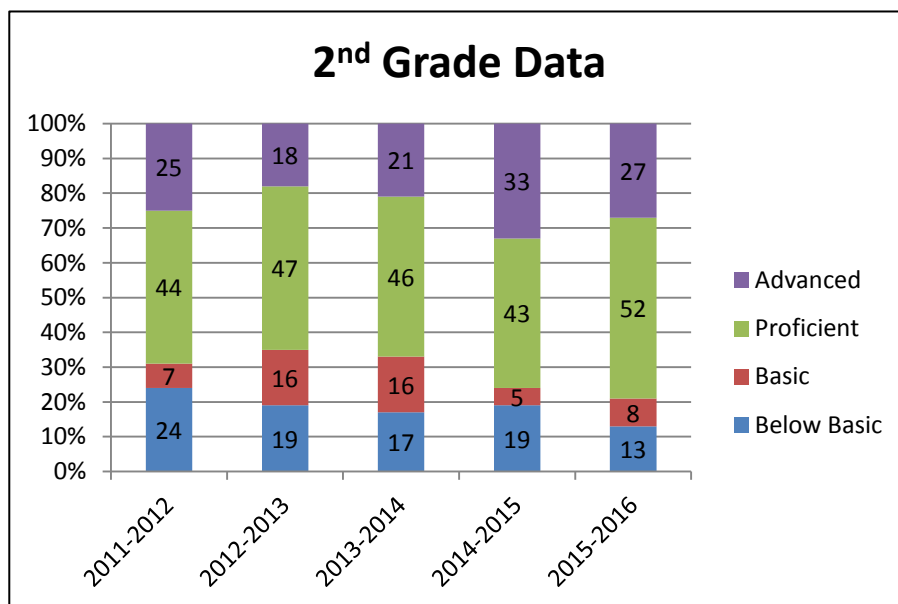
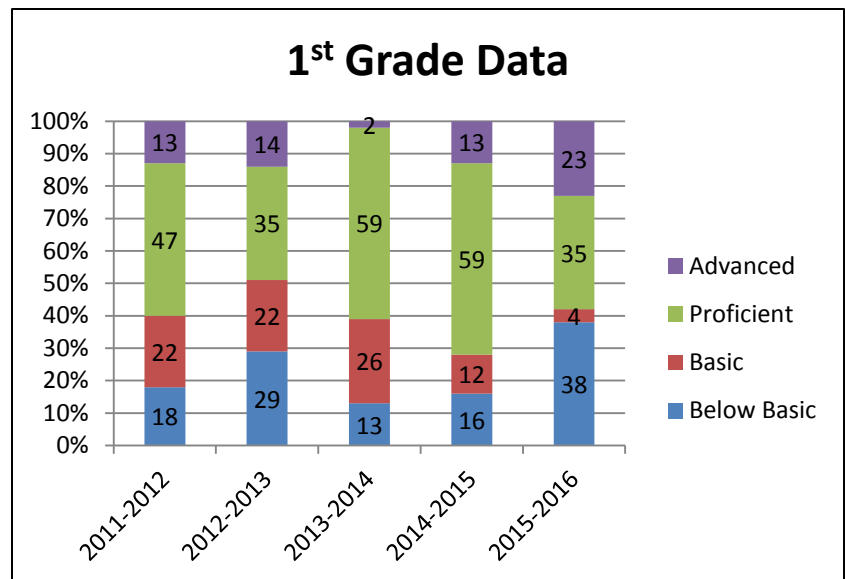
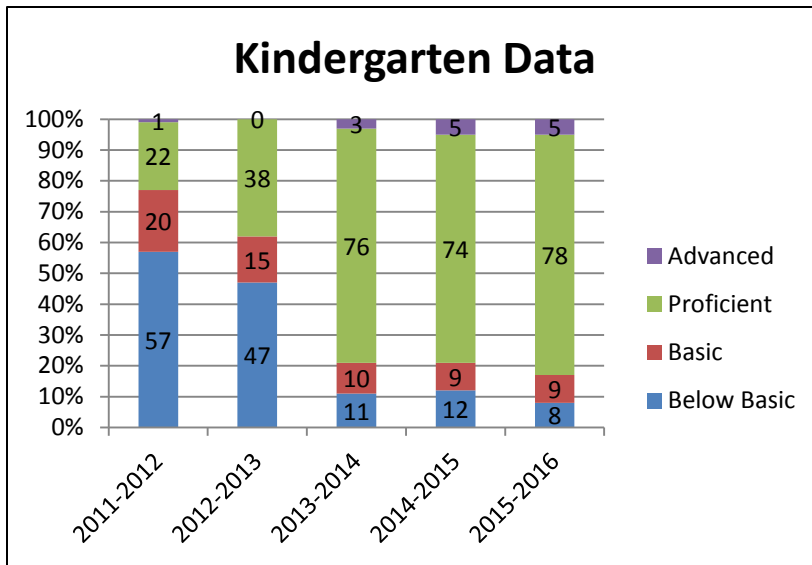
Elementary PSSA Student Groups Over Time



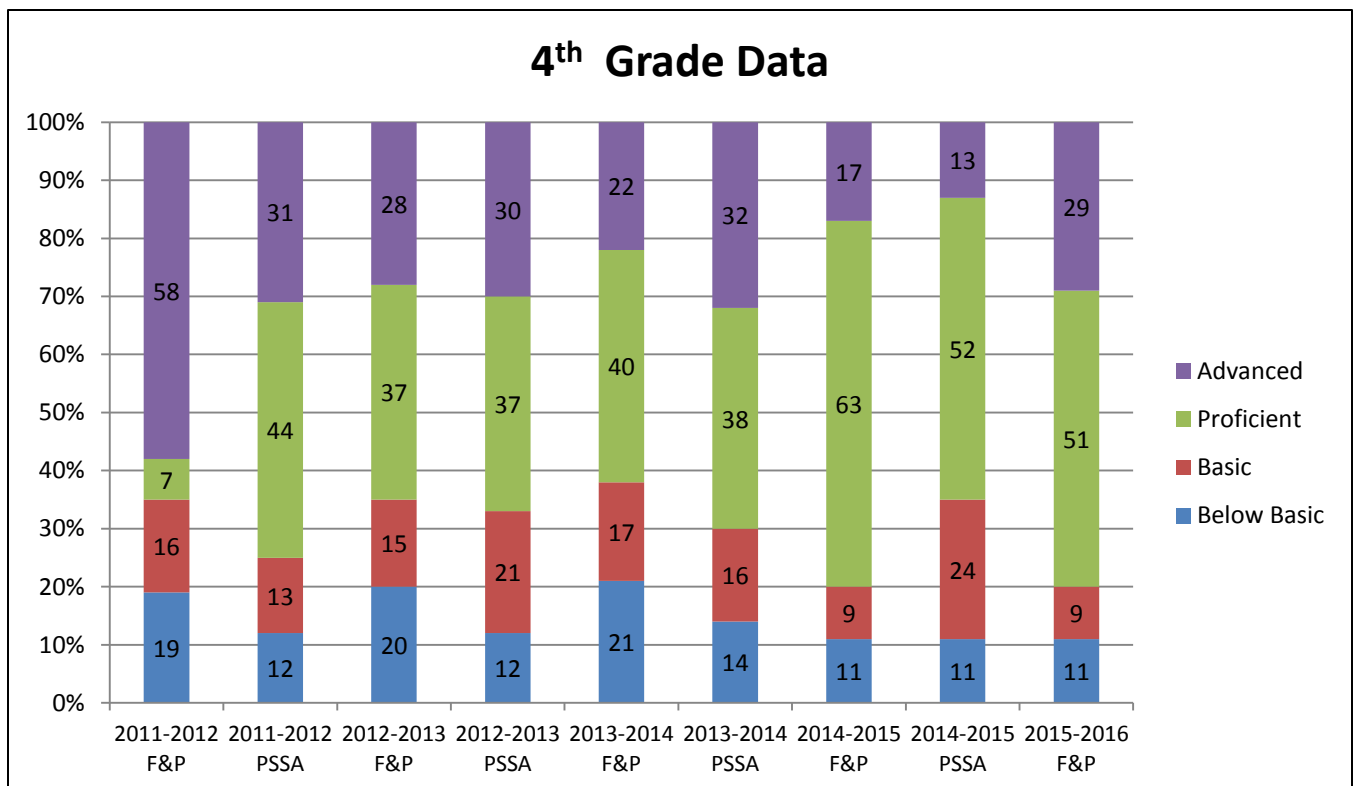
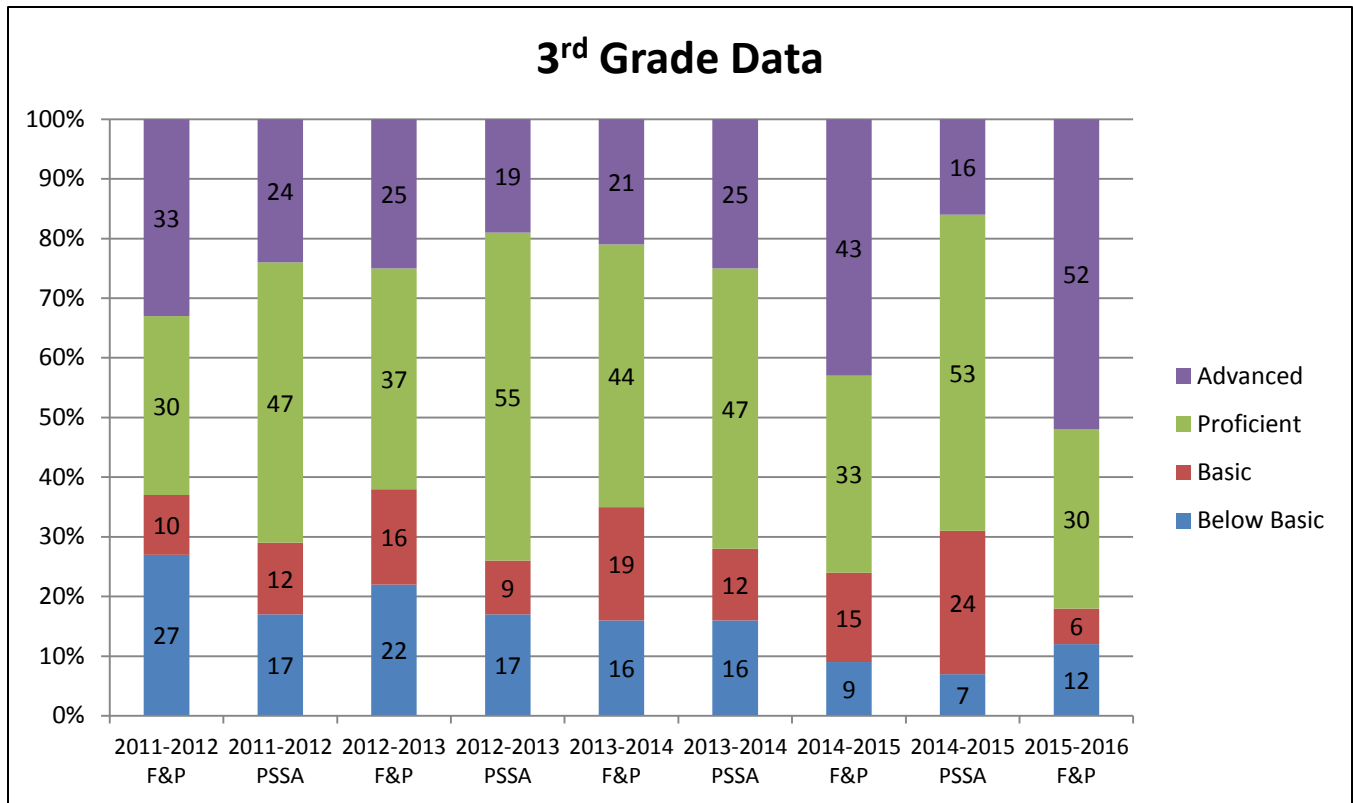
Elementary PSSA Student Groups Over Time



Elementary PSSA Student Groups Over Time



F&P and PSSA Data 2011-2016



UNDERSTANDING THE 2015 PSSA AND CUT SCORE CHANGES

The 2015 cut scores are based on the new PSSA based on PA Core Standards. The PA Core Standards are generally considered more challenging than Pennsylvania's previous Academic Content Standards. Because student achievement is now being assessed against more challenging standards, a smaller percentage of students will score proficient. However, lower proficiency rates are not an indicator that students are learning less or teachers are teaching less. The PSSA scores from 2014 and 2015 are not comparable because the student proficiency rates are derived from two very different tests that are based on two different sets of standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in Science.

In July 2015, the Pennsylvania State Board of Education adopted cut scores for the newly redesigned PSSA² that will result in significant changes to the percent of students in grades 3 to 8 scoring at each of the four performance levels¹ on the mathematics and English language arts (ELA) assessments. The new PSSAs and related cut scores are explicitly designed to be more rigorous, making it noticeably harder for students to achieve advanced and proficient scores on the new PSSA in 2015 than on the previous test administered in 2014.

The lower percent of students state-wide scoring proficient or advanced on the new 2015 PSSA compared to 2014 is substantial as demonstrated in the charts below.

**Bermudian Springs Percent of Students Scoring Proficient & Advanced vs State-wide Percentages
on 13-14 PSSAs and Redesigned 14-15 PSSAs**

Grade	STATE Reading 13-14	STATE ELA 14-15	BSSD Reading 13-14	BSSD ELA 14-15	STATE Math 13-14	STATE Math 14-15	BSSD Math 13-14	BSSD Math 14-15	STATE Science 14-15	BSSD Science 14-15
Gr 3	70	62.0	72	70.2	75	48.5	85	51.6		
Gr 4	68	58.6	69	65.9	76	44.4	72	46.2	67.8	87.2
Gr 5	60	61.9	69	64.6	67	42.8	76	52.8		
Gr 6	64	60.7	61	66.4	71	39.7	78	48		
Gr 7	72	58.6	75	60.6	75	33.0	74	34.7		
Gr 8	79	58.0	88	68.5	73	29.8	81	27.2	67.8	61.1
	State Average Difference 13-14 TO 14-15 -8.9%		BSSD Average Difference 13-14 TO 14-15 -6.3%		State Average Difference 13-14 TO 14-15 -35.3%		BSSD Average Difference 13-14 TO 14-15 -34.5%		State Avg 33.9%	BSSD Avg 61.1%

Gray Highlight Indicates BSSD Scores at or above State Levels

PDE has been clear that the lower proficiency rates in 2015 are a result of new tests and new cut scores, not lower rates of student learning. Pennsylvania's students and teachers haven't changed; the assessment has changed. Source: PSEA.org

1The four performance levels on the PSSA are below basic, basic, proficient, and advanced.

2The PSSA must be rewritten any time the state adopts new standards because the PSSA must be aligned to whatever standards are adopted.

**The 2015 PSSA School Level English Language Arts, Math, and Science Proficiency Results by Grade Level and School Totals*
with State-wide total percentages**

** School Building PVAAS growth measures were derived from PSSA and Keystone scaled scores. These will be slightly different than those posted on the SPP.

Year	School	Subject	Grade	% Advanced	% Proficient	% Basic	% Below Basic	Growth**
2015	BS ES	English Language Arts	3	17.4	52.8	24.2	5.6	
2015	BS ES	English Language Arts	4	12.9	53.0	24.2	9.8	
2015	BS ES	English Language Arts	BSES School-wide	15.4	52.9	24.2	7.5	72.0
2015	BS MS	English Language Arts	5	13.7	50.9	28.0	7.5	
2015	BS MS	English Language Arts	6	23.0	43.4	30.9	2.6	
2015	BS MS	English Language Arts	7	14.1	46.5	33.8	5.6	
2015	BS MS	English Language Arts	8	22.4	46.1	22.4	9.1	
2015	BS MS	English Language Arts	BSMS School-wide	18.4	46.8	28.5	6.3	87.0
2015	STATE-WIDE	English Language Arts	STATE-WIDE	17.5	42.5	28.9	11.2	
2015	BS ES	Math	3	17.4	34.2	27.3	21.1	
2015	BS ES	Math	4	14.4	31.8	38.6	15.2	
2015	BS ES	Math	BSES School-wide	16.0	33.1	32.4	18.4	51.0
2015	BS MS	Math	5	18.0	34.8	33.5	13.7	
2015	BS MS	Math	6	10.5	37.5	35.5	16.4	
2015	BS MS	Math	7	8.3	26.4	38.2	27.1	
2015	BS MS	Math	8	4.8	22.4	37.6	35.2	
2015	BS MS	Math	BSMS School-wide	10.5	30.2	36.2	23.2	80.8
2015	STATE-WIDE	Math	STATE-WIDE	13.5	26.1	31.1	29.2	
2015	BS ES	Science	4	46.6	40.6	10.5	2.3	
2015	BS ES	Science	BSES School-wide	46.6	40.6	10.5	2.3	91.0
2015	BS MS	Science	8	25.3	35.8	22.2	16.7	
2015	BS MS	Science	BSMS School-wide	25.3	35.8	22.2	16.7	86.0
2015	STATE-WIDE	Science	STATE-WIDE	33.9	33.9	15.2	17.0	

2014 - 2015 Keystone Exams School Accountability Assessment Results

For 2014 -2015, only the results of the Keystone End of Course Assessment results are included.

Grade 11 scores are based on the best score to date for the assessment in which the student participated. Project based assessments are excluded from accountability.

Year	School	Subject	Grade	% Advanced	% Proficient	% Basic	% Below Basic	Growth
2014-2015	BS HS	English Language Arts	11	3.9	73.38	16.88	5.84	100
2014-2015	STATE-WIDE	English Language Arts	STATE-WIDE	8.04	64.75	19.81	7.4	
2014-2015	BS HS	Math	11	14.47	58.55	17.11	9.87	75
2014-2015	STATE-WIDE	Math	STATE-WIDE	17.66	46.82	26.48	9.04	
2014-2015	BS HS	Science	11	9.74	46.1	31.17	12.99	50
2014-2015	STATE-WIDE	Science	STATE-WIDE	20.62	38.33	22.7	18.36	

Scores are converted to a 100 point scale.

Growth scores range at the school level from 50 to 100.

50 indicates significant evidence that the achievement level of the group of students was not maintained,

75 indicates at least one year's worth of growth,

100 indicates a significant level of growth

2014 - 2015 KEYSTONE EXAM School Accountability Assessment Results

Grade 11 scores are based on the best score to date for the assessment in which the student participated. Project based assessments are excluded from accountability.

For 2014 -2015, only the results of the Keystone End of Course Assessment results are included.

Content Area	English Language Arts		Math		Science	
	BSSD % Proficient & Above	State % Proficient & Above	BSSD % Proficient & Above	State % Proficient & Above	BSSD % Proficient & Above	State % Proficient & Above
	77.28%	72.79%	73.02%	66.48%	55.84%	58.95%
YELLOW HIGHLIGHT INDICATES SCORES AT OR HIGHER THAN SCORES STATEWIDE						

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. In future years, pending funding, additional Keystone Exams will be administered.

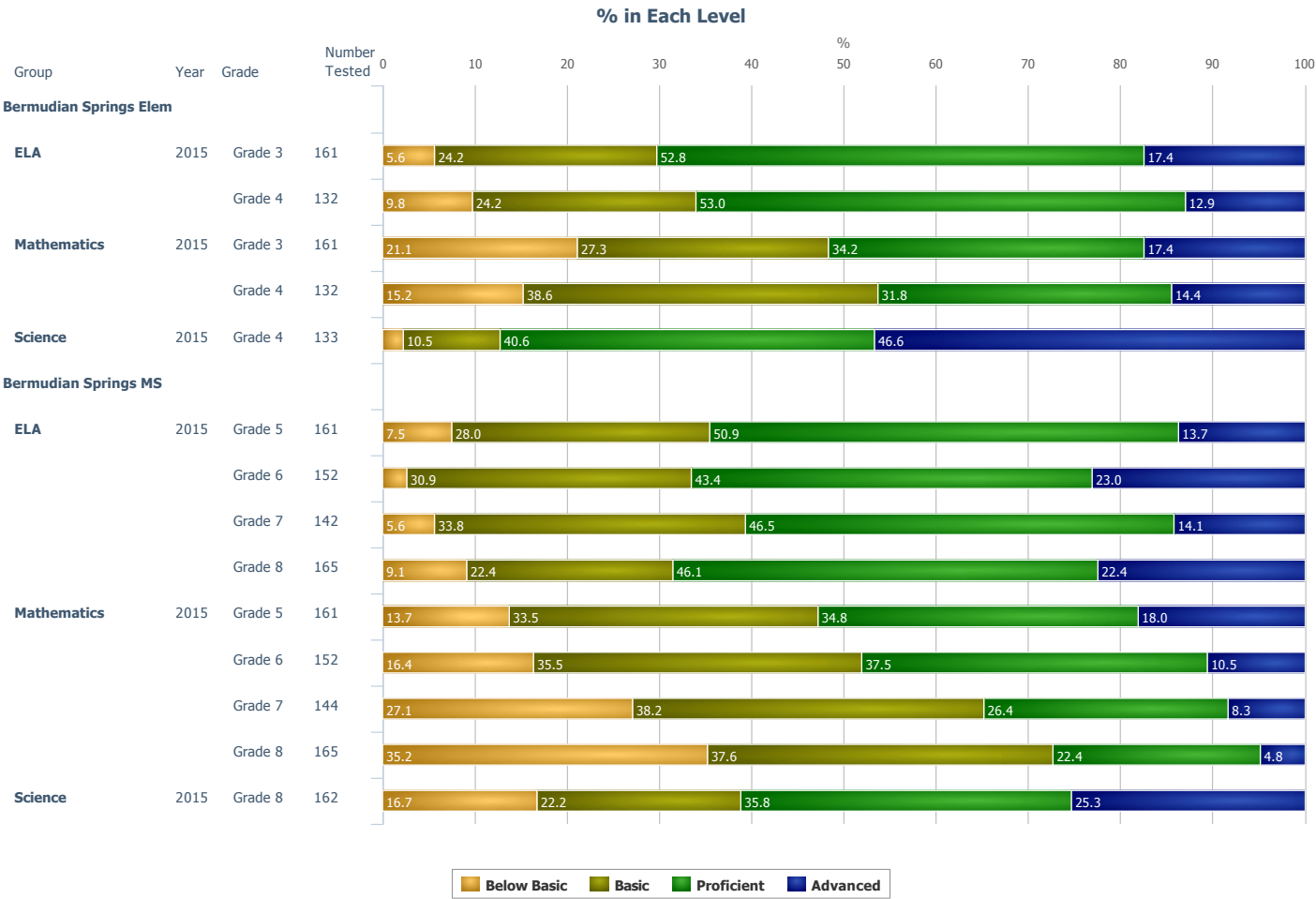
The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

KEYSTONE EXAM SCALE SCORE RANGES

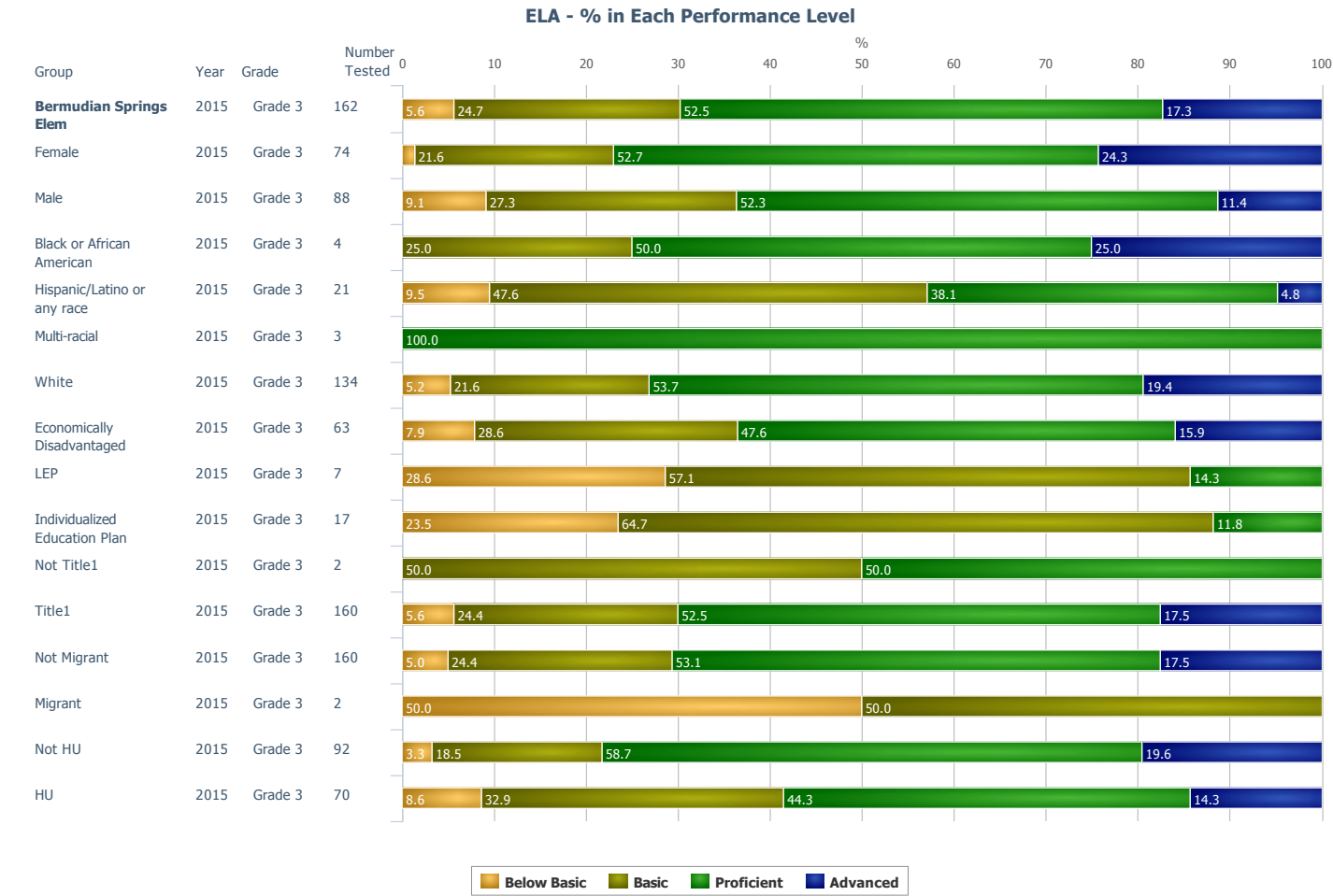
CONTENT AREA	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Algebra I	1200–1438	1439–1499	1500–1545	1546–1800
Biology	1200–1459	1460–1499	1500–1548	1549–1800
Literature	1200–1443	1444–1499	1500–1583	1584–1800

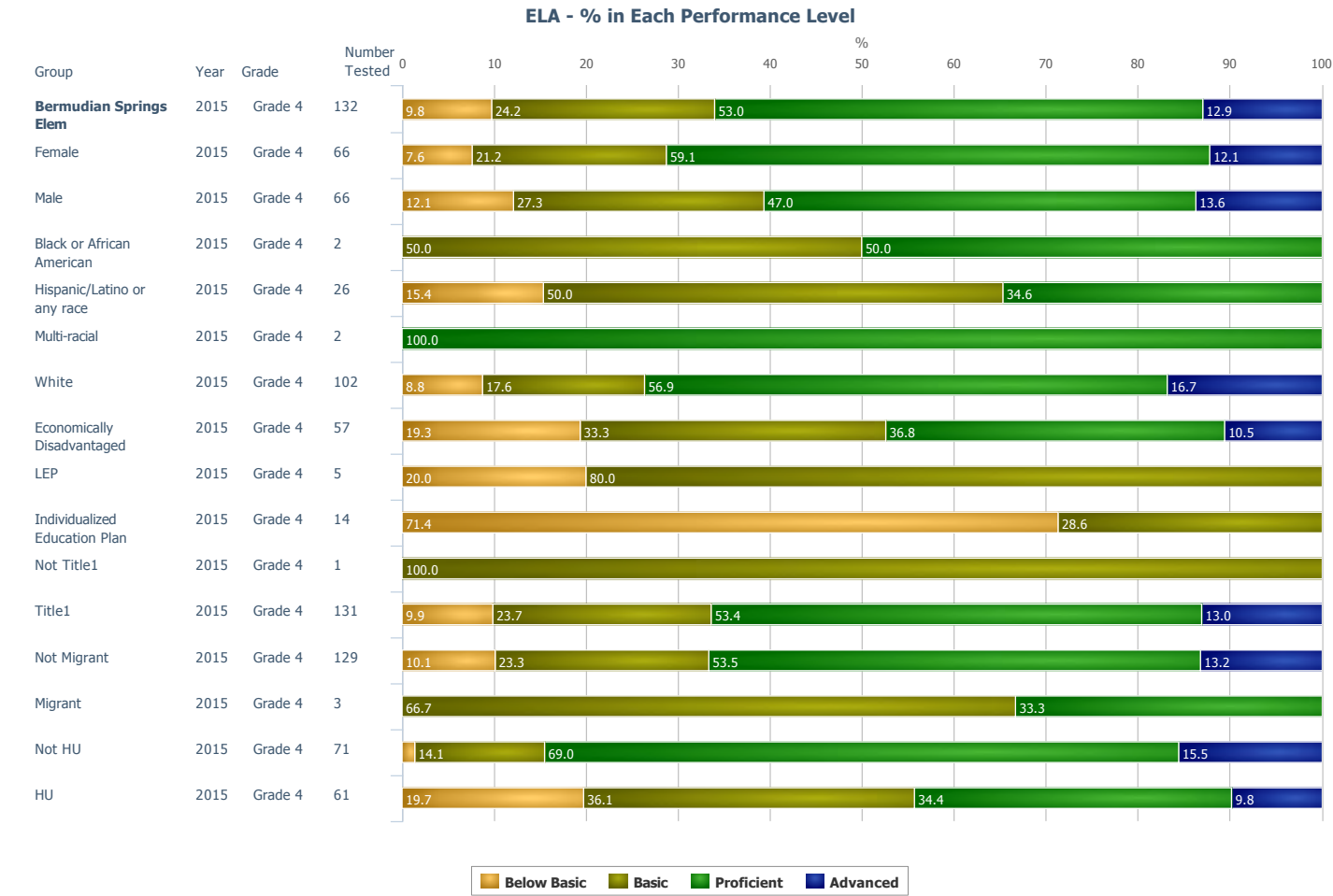
Graphical Summary: Performance Levels

PSSA



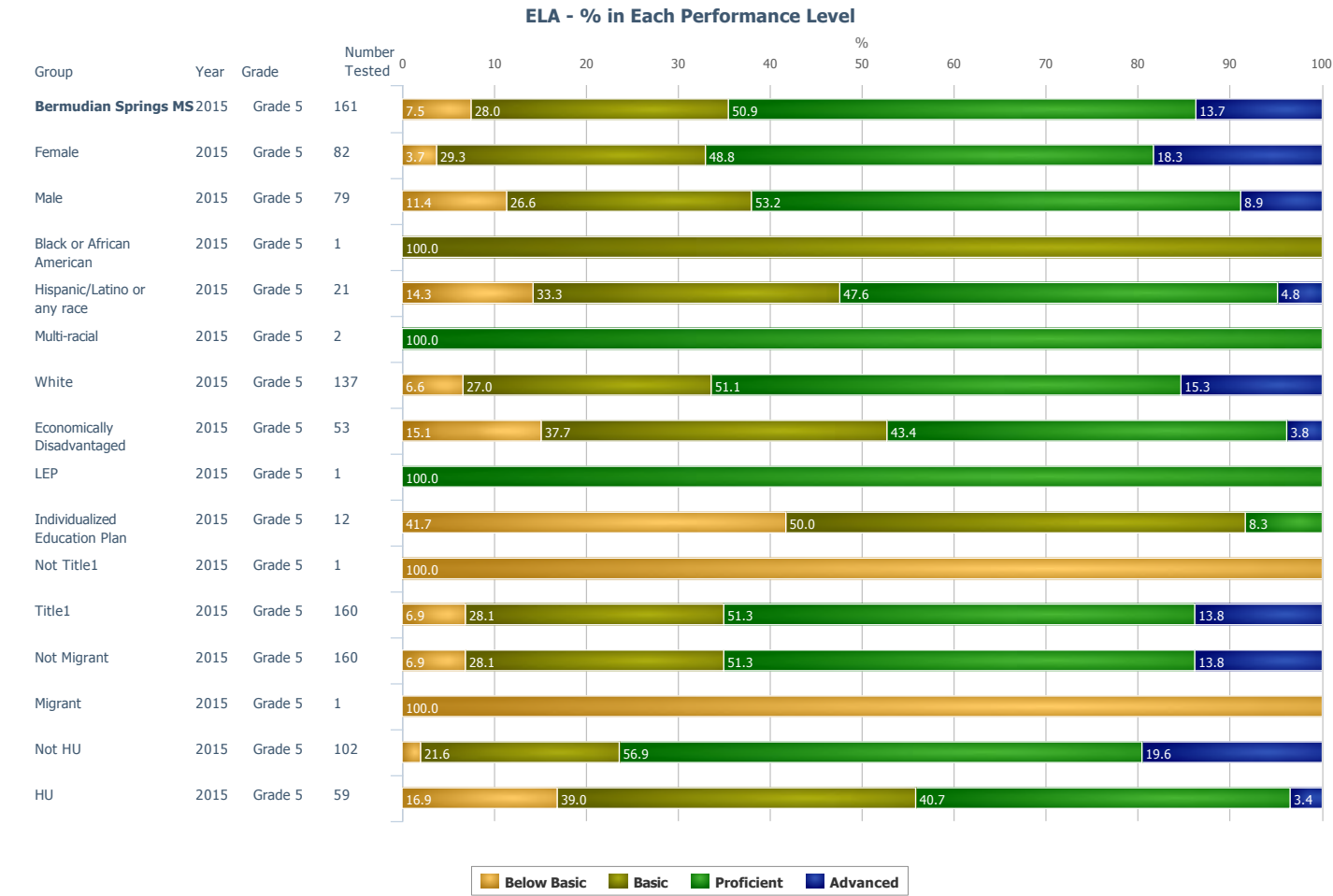
Graphical Summary: Performance Levels
 PSSA+PASA





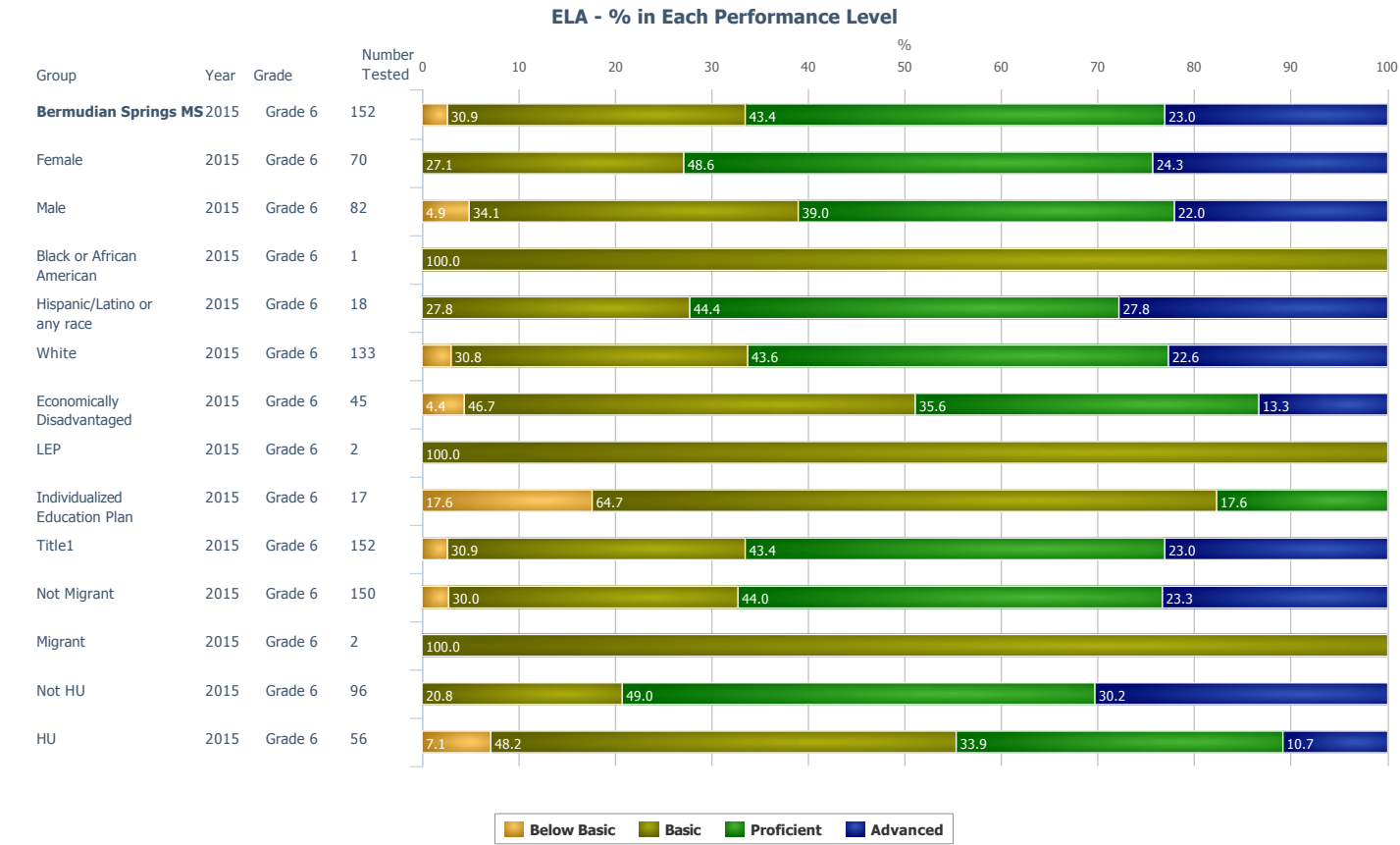
Graphical Summary: Performance Levels

PSSA



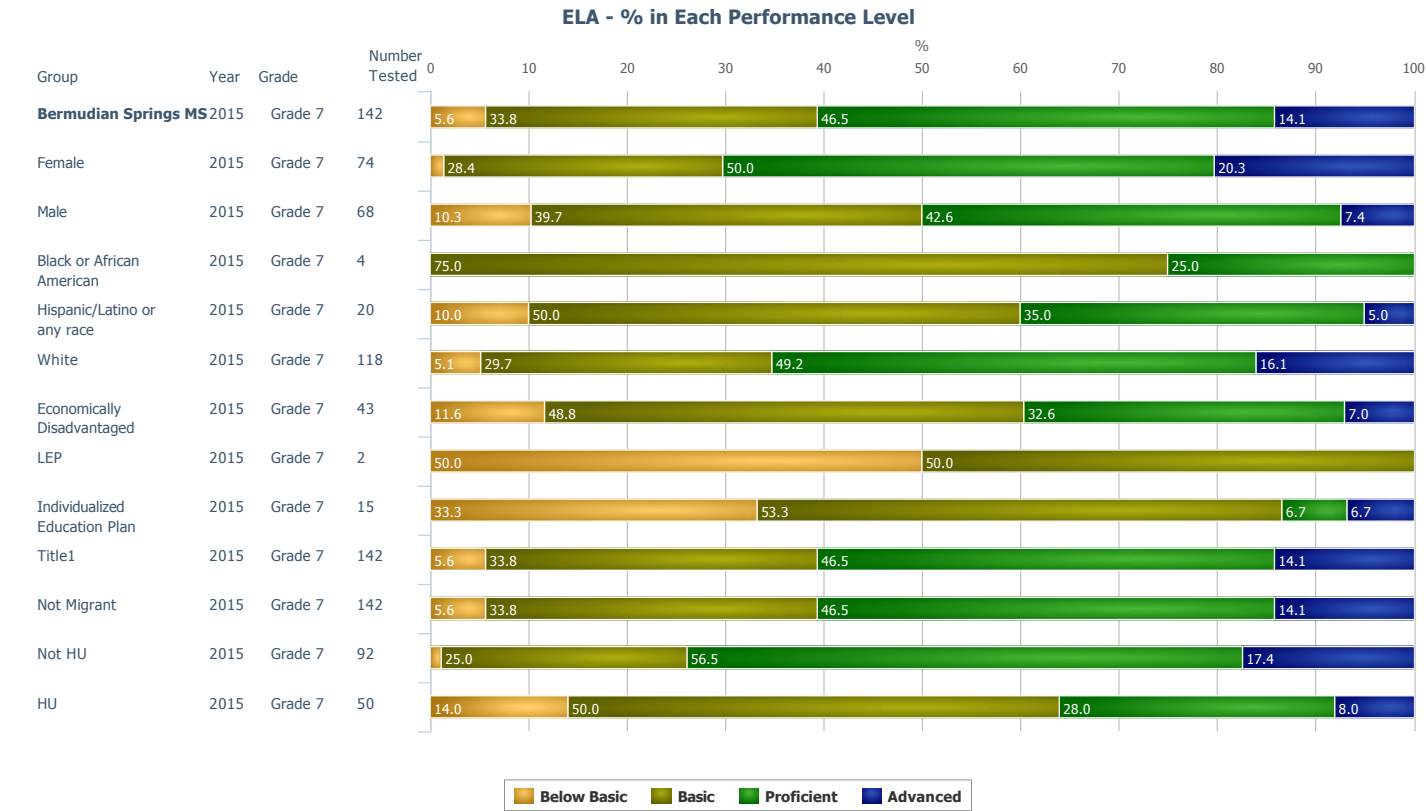
Graphical Summary: Performance Levels

PSSA



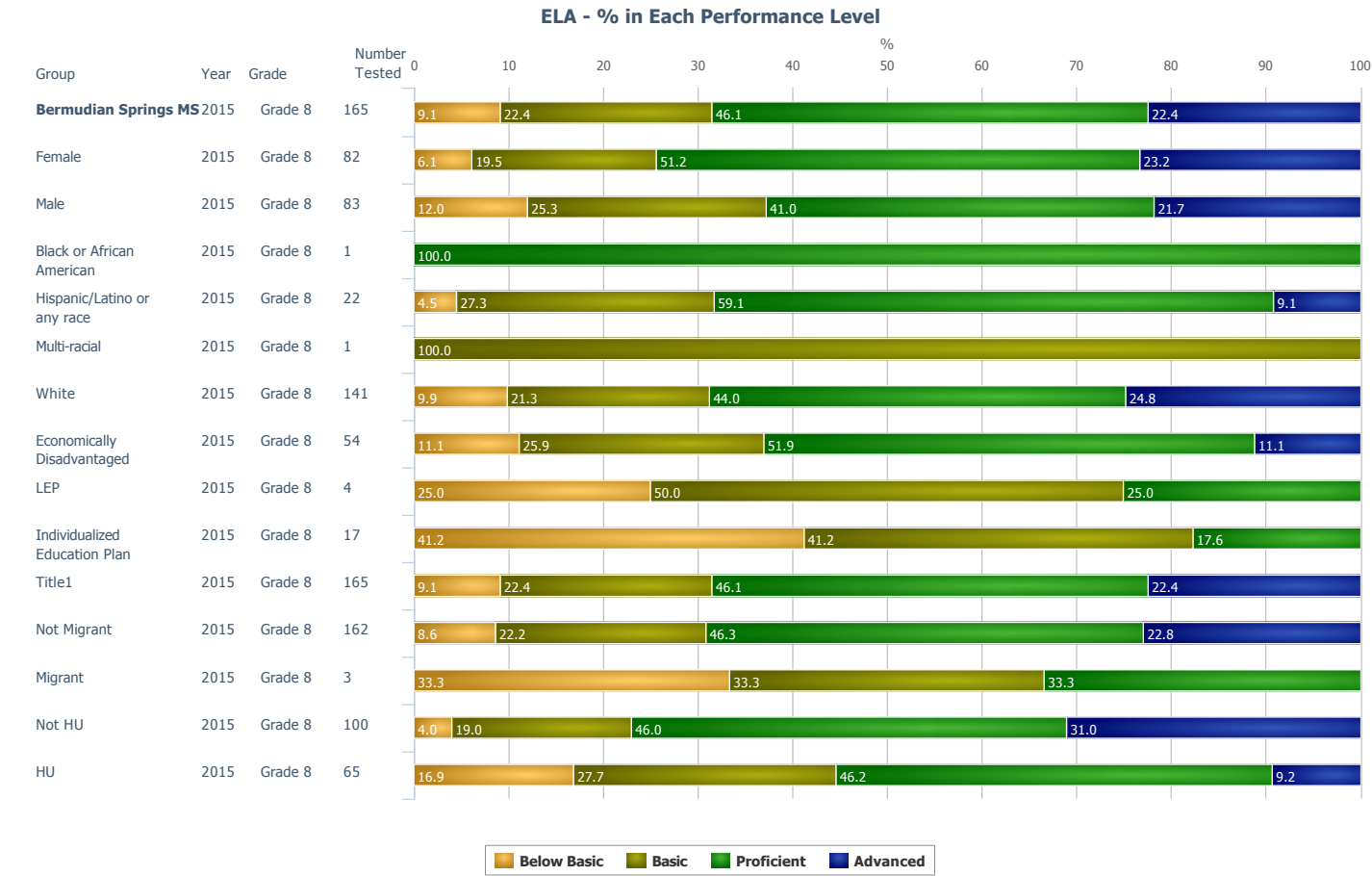
Graphical Summary: Performance Levels

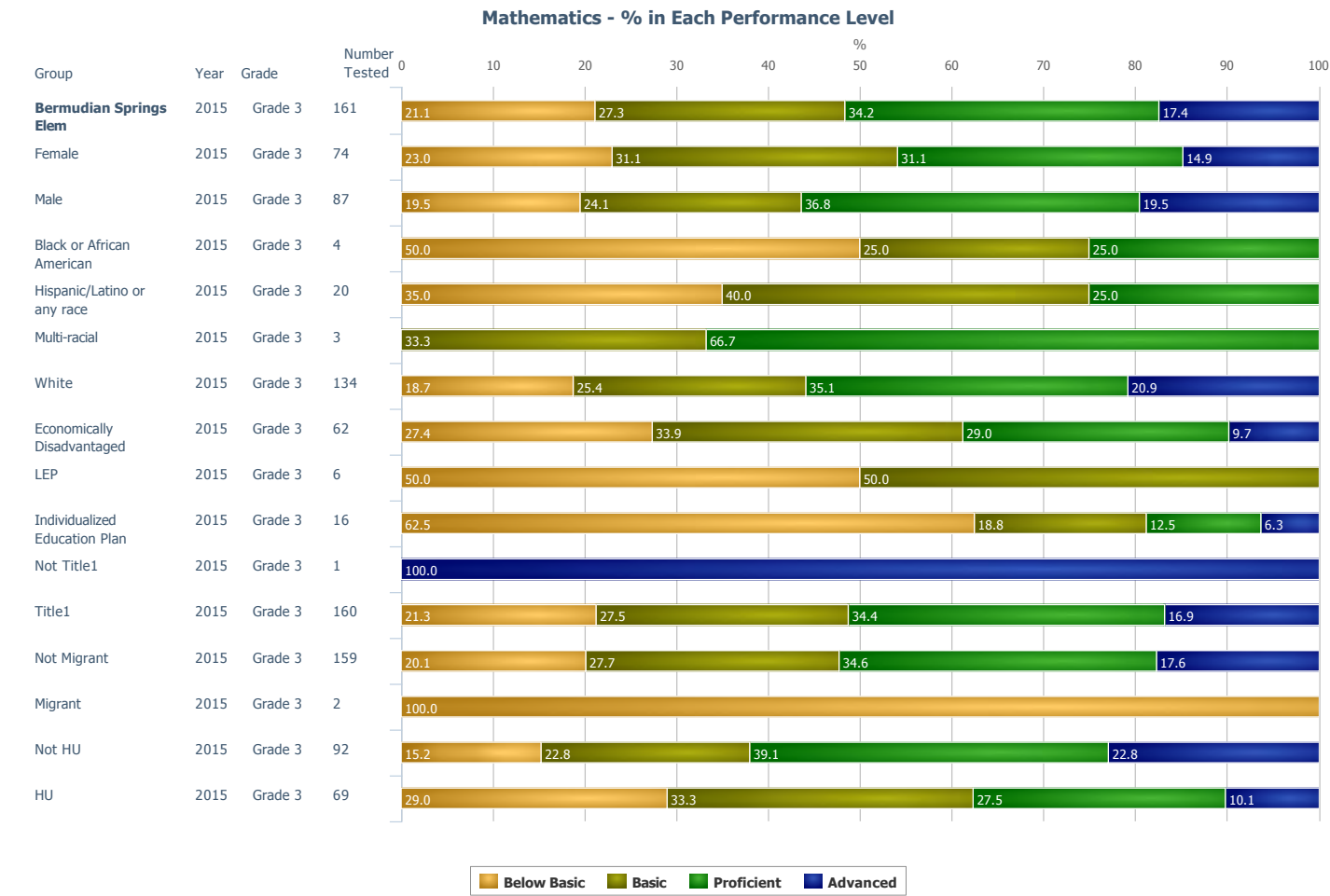
PSSA

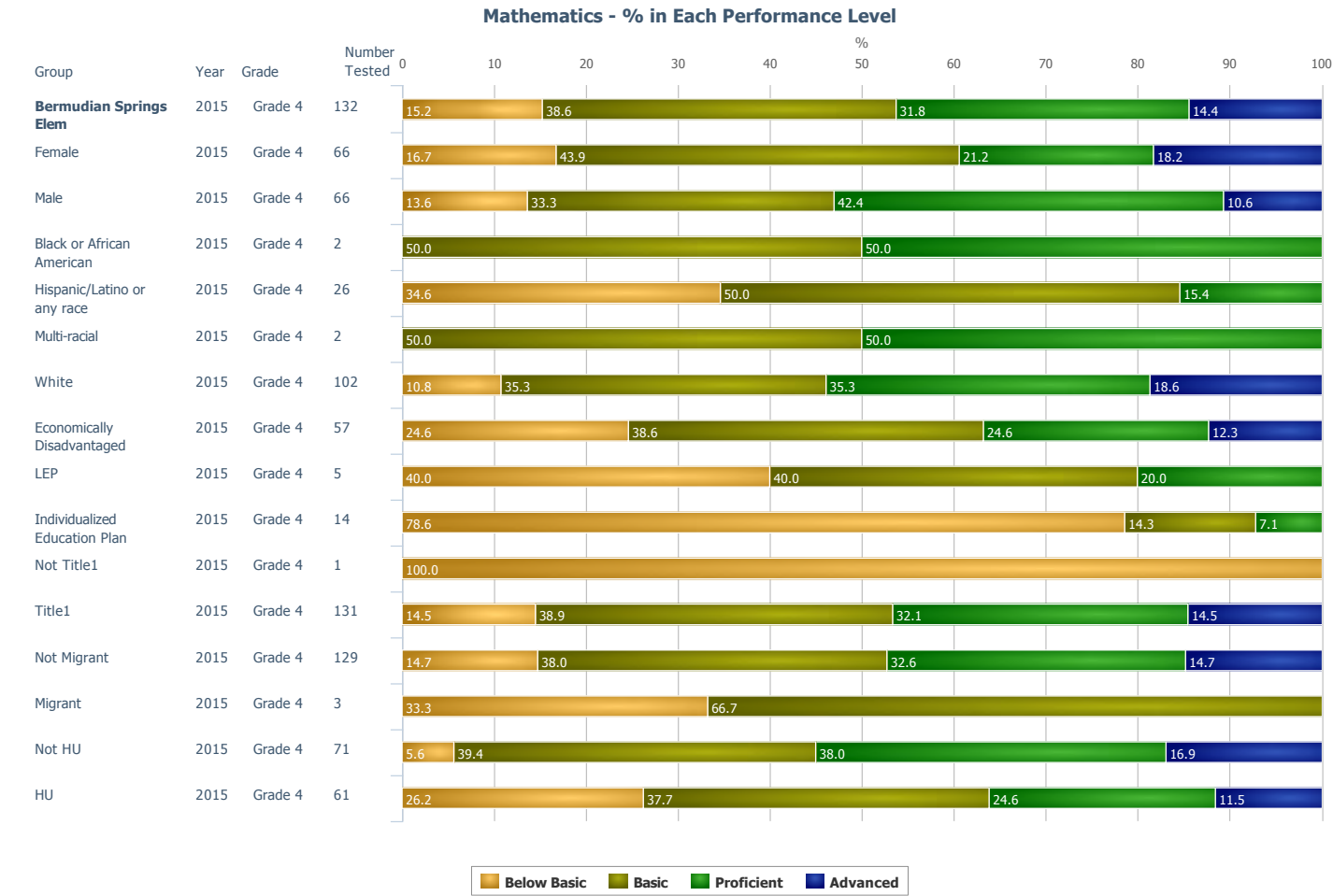


Graphical Summary: Performance Levels

PSSA

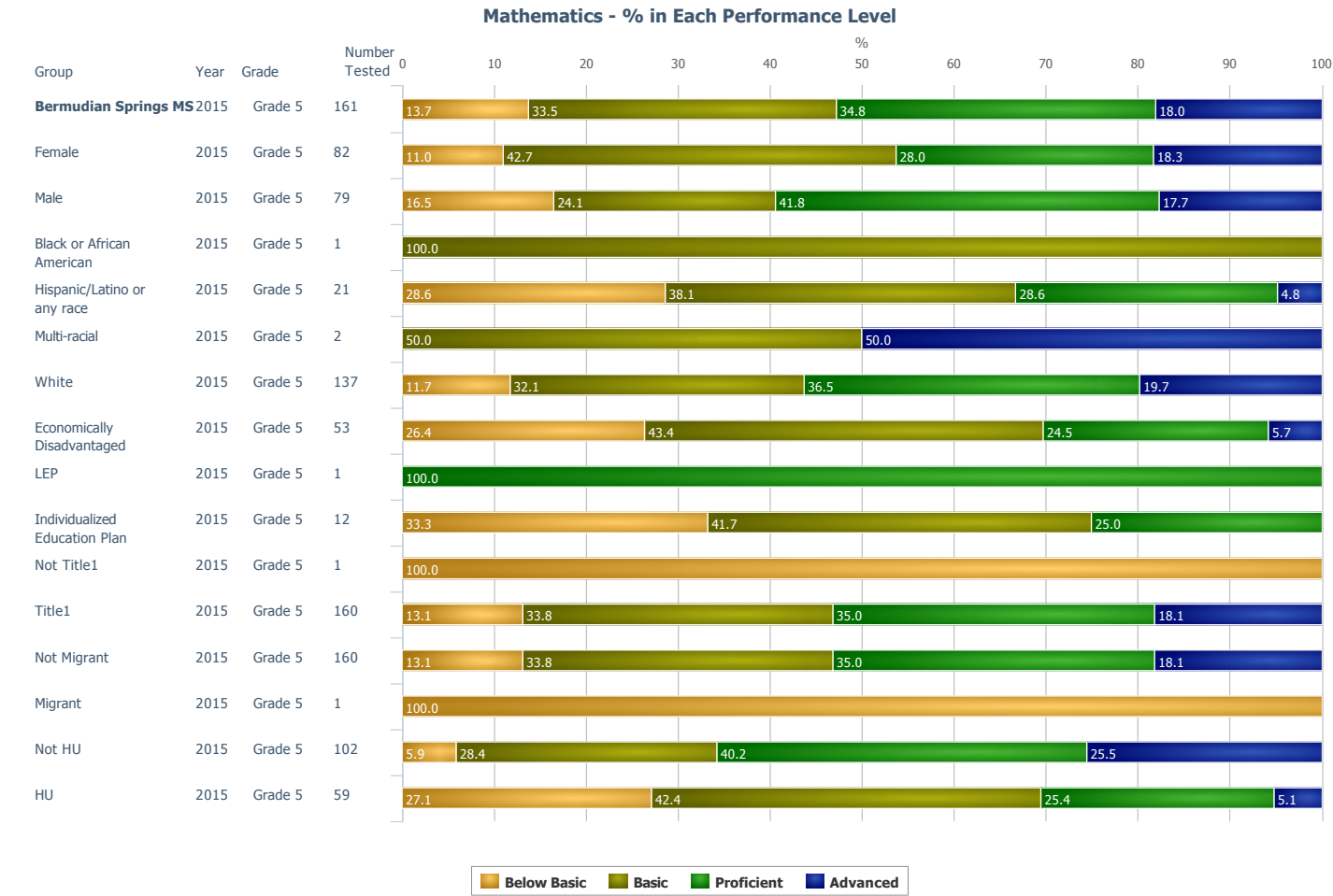


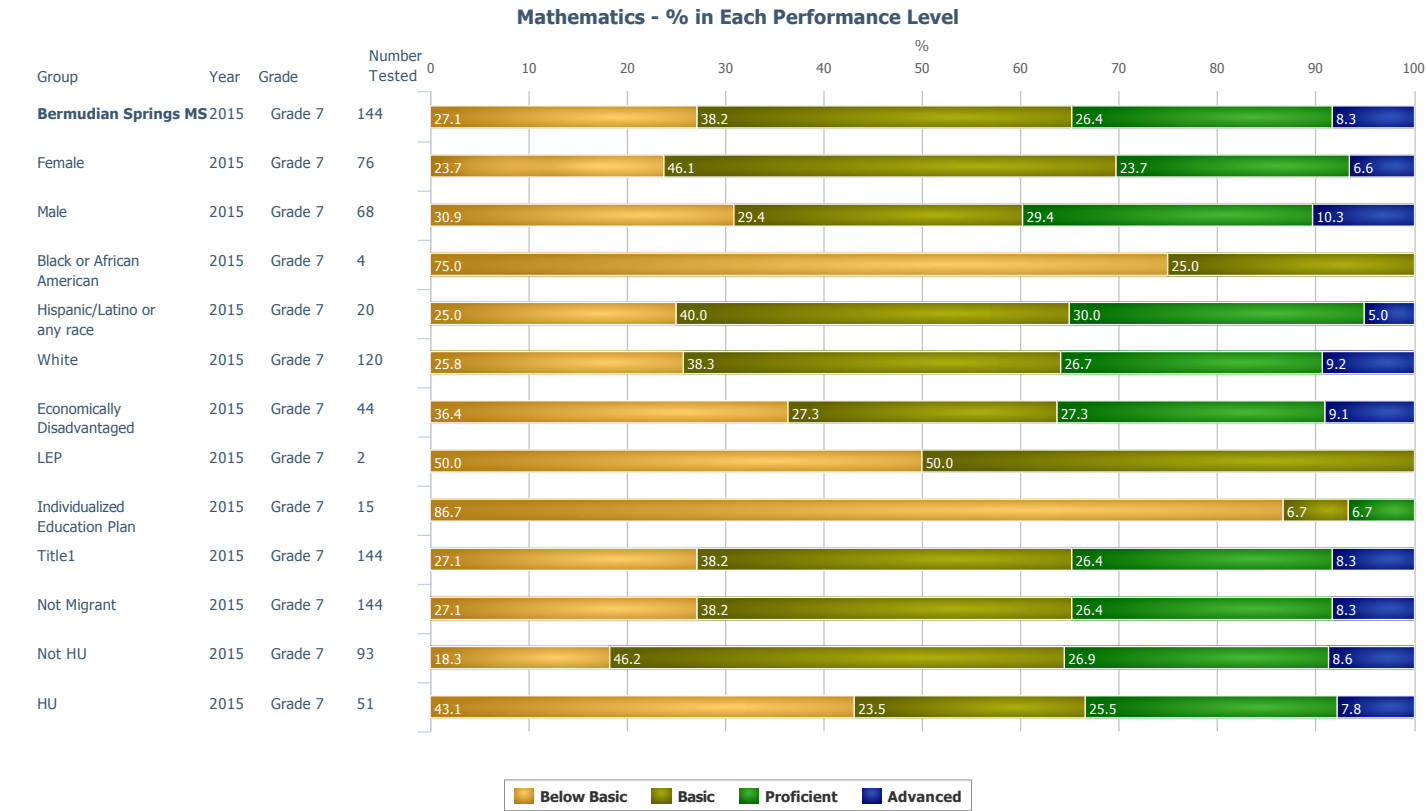




Graphical Summary: Performance Levels

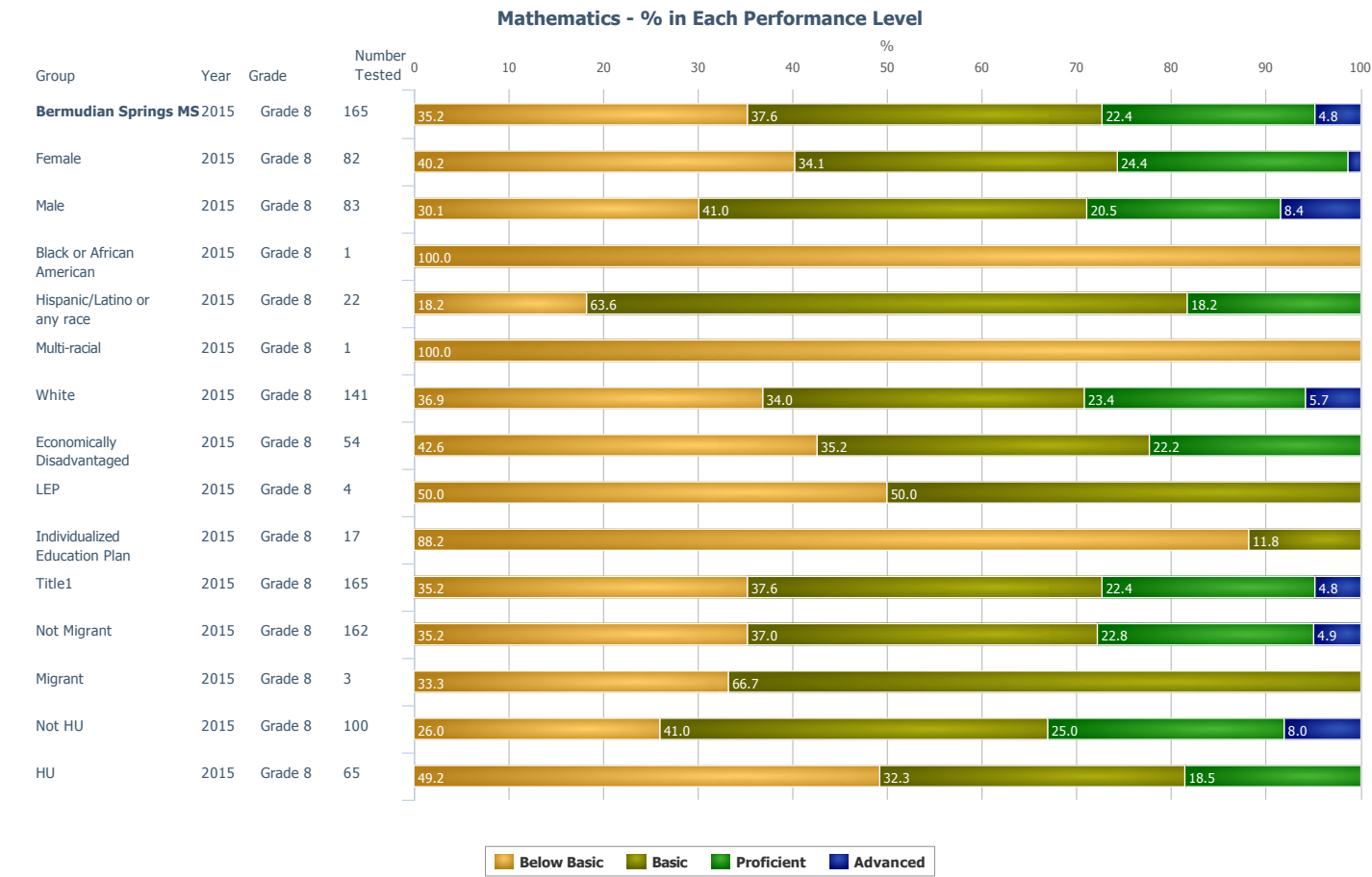
PSSA





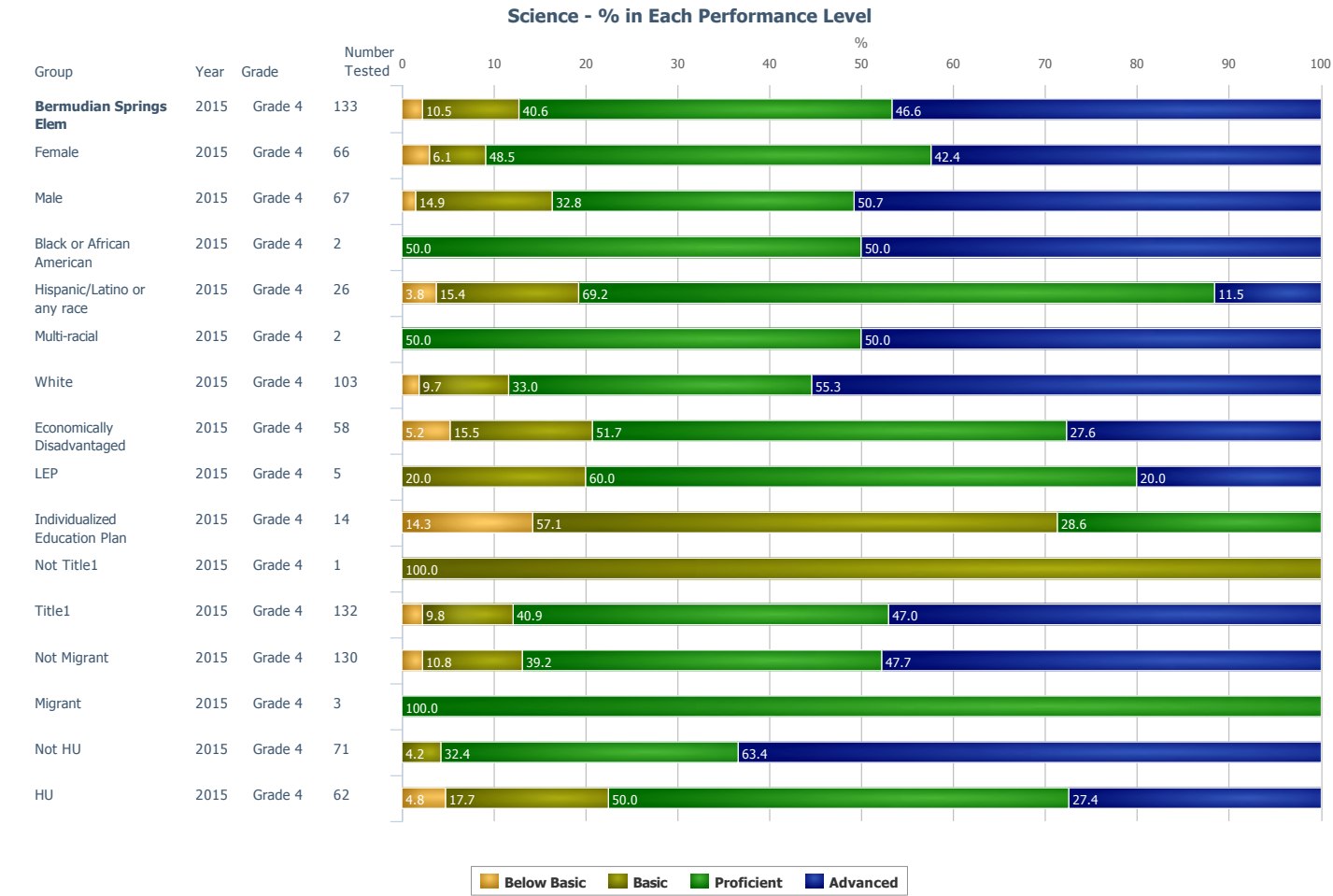
Graphical Summary: Performance Levels

PSSA



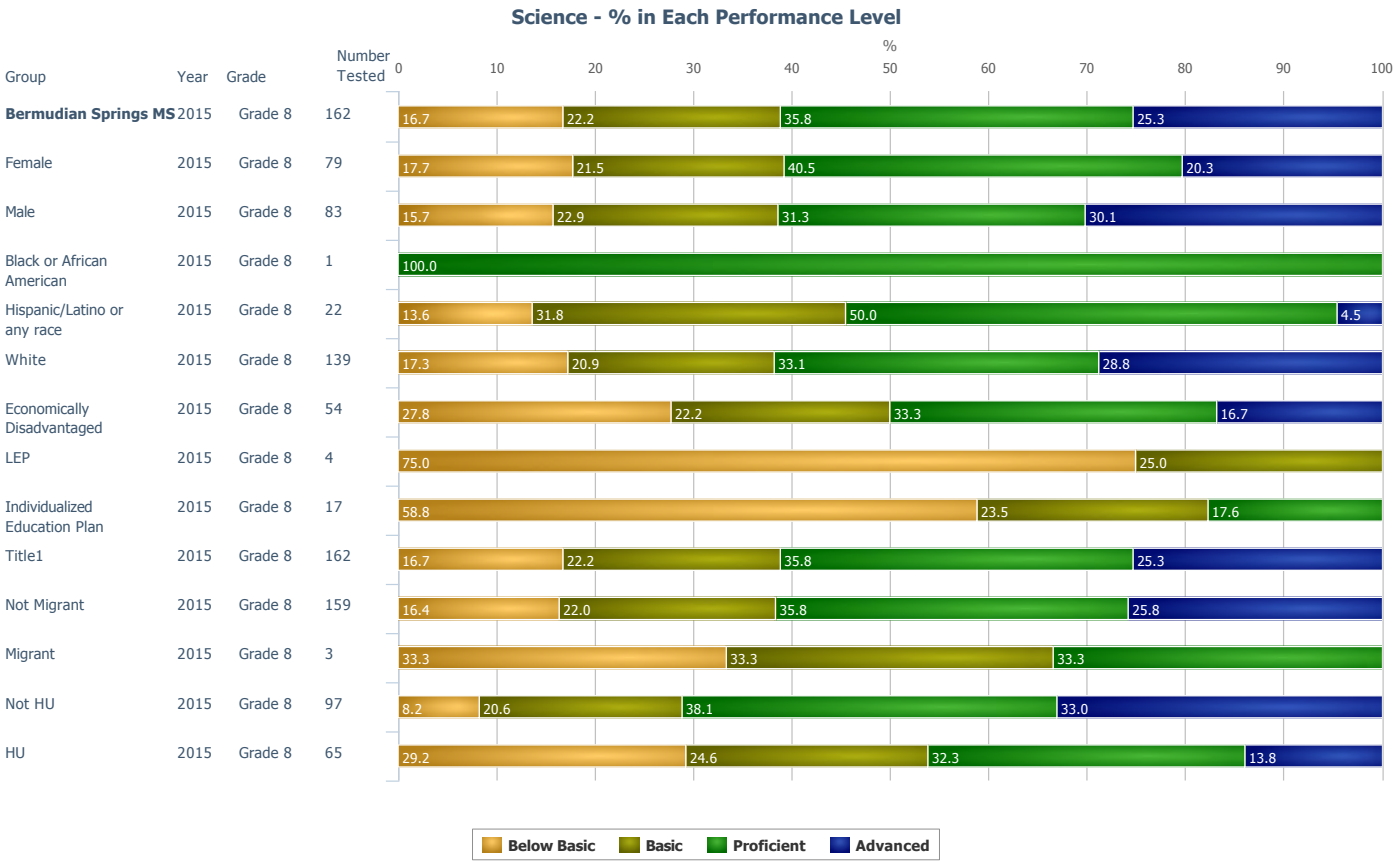
Graphical Summary: Performance Levels

PSSA



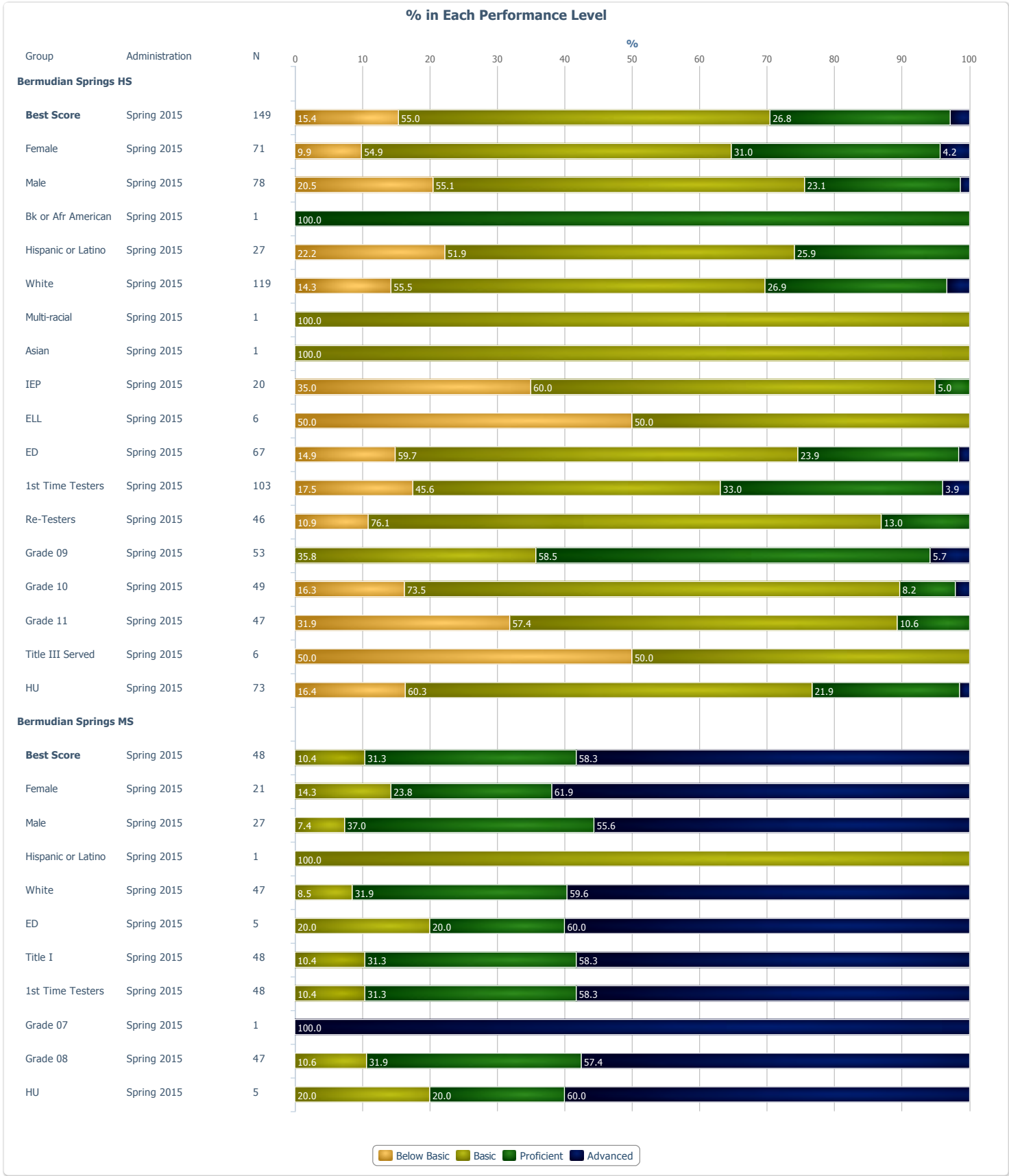
Graphical Summary: Performance Levels

PSSA



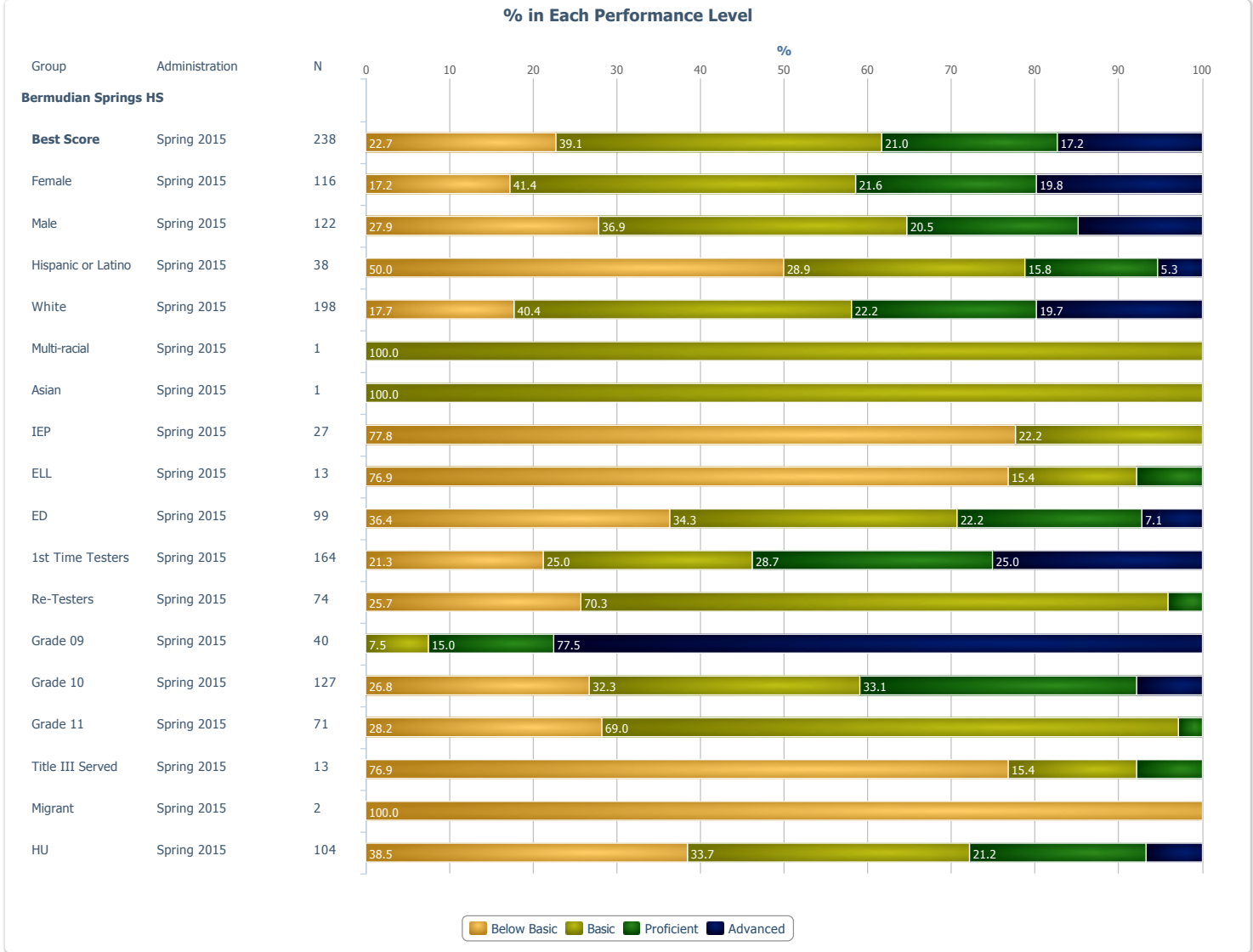
Graphical Summary: Performance Levels

Algebra I, Spring 2015



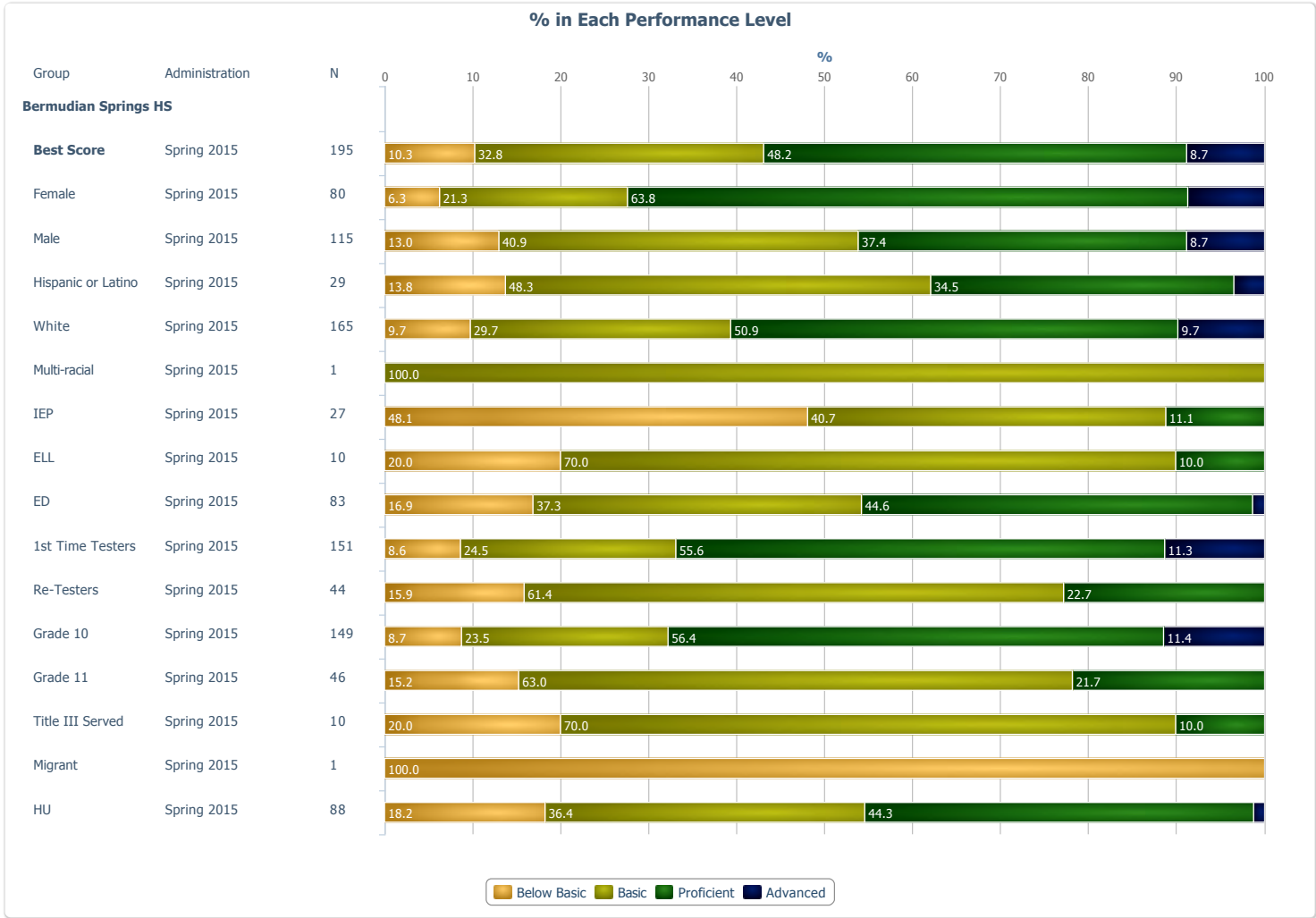
Graphical Summary: Performance Levels

Biology, Spring 2015



Graphical Summary: Performance Levels

Literature, Spring 2015



Report: District Launchpad

District: Bermudian Springs School District

Select items below to see them above.								
Add All Remove All								
Subject	Test/Grade	District Value Added		District Quintile Diagnostic				
		2015	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Math	Keystone (Algebra I)	▲	▲	●	○	○	○	●
	PSSA, Grade 4	▼	■	●	○	◆	◆	◆
	PSSA, Grade 5	▲	▲	●	●	○	○	○
	PSSA, Grade 6	▼	▲	●	○	◆	◆	◆
	PSSA, Grade 7	■	▲	○	◆	○	○	○
	PSSA, Grade 8	■	■	●	○	◆	○	○
Reading/ELA	Keystone (Literature)	▲	▲	○	○	●	●	●
	PSSA, Grade 4	■	■	○	●	●	◆	◆
	PSSA, Grade 5	■	■	○	○	○	◆	○
	PSSA, Grade 6	■	▲	●	○	○	○	◆
	PSSA, Grade 7	■	▲	◆	○	○	○	○
	PSSA, Grade 8	▲	■	○	●	●	●	●
Science	Keystone (Biology)	▼	▼	◆	◆	◆	◆	◆
	PSSA, Grade 4	▲	▼	○	○	○	●	○
	PSSA, Grade 8	■	▲	○	○	●	●	◆

District Value Added

- ▲ Significant evidence that the School exceeded the standard for PA Academic Growth
- ▲ Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- ▼ Moderate evidence that the School did not meet the standard for PA Academic Growth
- ▼ Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Math
PSSA, Grade 4



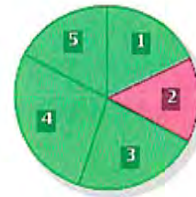
Math
PSSA, Grade 5



Math
PSSA, Grade 6



Math
PSSA, Grade 7



Math
PSSA, Grade 8



Algebra I
Math
Keystone



Reading/ELA
PSSA, Grade 4



Reading/ELA
PSSA, Grade 5



Reading/ELA
PSSA, Grade 6



Reading/ELA
PSSA, Grade 7



Reading/ELA
PSSA, Grade 8



Literature
Reading/ELA
Keystone



Science
PSSA, Grade 4



Science
PSSA, Grade 8



Biology
Science
Keystone



Report: District Value Added

Test: PSSA

District: Bermudian Springs School District

Subject: Reading/ELA

Year: 2015

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2013 Growth Measure		0.6 G	-1.4 Y	5.5 DB	2.3 DB	-0.7 G	1.3 DB
Standard Error		1.1	1.1	1.0	1.0	1.0	0.5
2014 Growth Measure		-0.9 G	2.3 DB	1.4 LB	-0.2 G	-1.5 Y	0.2 G
Standard Error		1.0	1.1	1.0	0.9	1.0	0.5
2015 Growth Measure		-0.5 G	0.3 G	-0.7 G	-0.4 G	3.9 DB	0.5 LB
Standard Error		1.1	1.0	1.0	1.0	1.0	0.5
3-Yr-Avg Growth Measure		-0.3 G	0.4 G	2.1 DB	0.6 LB	0.6 G	0.7 DB
Standard Error		0.6	0.6	0.6	0.6	0.6	0.2
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2012 Avg Achievement	48.8	48.5	44.9	49.9	47.6	47.2	
2013 Avg Achievement	50.4	49.4	47.1	50.4	52.2	46.9	
2014 Avg Achievement	49.6	49.5	51.7	48.5	50.2	50.7	
2015 Avg Achievement	55.5	49.1	49.8	51.0	48.1	54.1	

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & Reading/ELA:

The standard for PA Academic Growth is met when the student group maintains their relative achievement level from one year to the next. (SY12-13/SY13-14-PSSA Reading; SY14-15-PSSA ELA)

Report: District Value Added

Test: PSSA

District: Bermudian Springs School District

Subject: Math

Year: 2015

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2013 Growth Measure		1.3 LB	0.2 G	5.2 DB	4.5 DB	-0.2 G	2.2 DB
Standard Error		1.0	0.9	0.8	0.9	0.9	0.4
2014 Growth Measure		0.5 G	3.4 DB	3.6 DB	1.2 LB	1.0 LB	1.9 DB
Standard Error		1.0	0.9	0.9	0.8	0.9	0.4
2015 Growth Measure		-2.7 R	1.9 DB	-1.5 Y	-0.5 G	0.6 G	-0.4 Y
Standard Error		1.1	0.9	0.9	0.9	0.8	0.4
3-Yr-Avg Growth Measure		-0.3 G	1.8 DB	2.4 DB	1.8 DB	0.5 G	1.2 DB
Standard Error		0.6	0.5	0.5	0.5	0.5	0.2
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2012 Avg Achievement	49.2	47.0	42.7	47.9	50.8	49.5	
2013 Avg Achievement	50.9	50.5	47.2	48.0	52.4	50.6	
2014 Avg Achievement	53.6	51.4	53.9	50.8	49.2	53.4	
2015 Avg Achievement	52.3	50.9	53.3	52.3	50.3	49.7	

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & Reading/ELA:

The standard for PA Academic Growth is met when the student group maintains their relative achievement level from one year to the next. (SY12-13/SY13-14-PSSA Reading; SY14-15-PSSA ELA)

Report: District Value Added

Test: PSSA

District: Bermudian Springs School District

Subject: Science

Year: 2015

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2013	143	1433.2	48	1451.7	51	-17.6 Y	8.9
		2014	155	1436.7	46	1458.7	50	-21.1 R	9.0
		2015	130	1466.2	55	1449.6	52	15.7 LB	9.5
		3-Yr-Avg	428	1444.5	49	1453.6	51	-7.7 Y	5.3
	8	2013	144	1344.5	51	1326.5	48	16.8 DB	8.4
		2014	145	1370.3	55	1350.5	51	19.0 DB	8.1
		2015	159	1319.7	47	1312.8	46	6.3 G	7.8
		3-Yr-Avg	448	1344.0	50	1329.4	48	14.0 DB	4.7

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

Report: District Value Added**Test:** Keystone**District:** Bermudian Springs School District**Subject:** Algebra I**Year:** 2015

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Algebra I	2013	114	1486.5	48	1476.4	40	9.9 DB	2.4
	2014	176	1507.2	61	1496.4	54	10.6 DB	2.1
	2015	180	1501.0	62	1496.1	59	4.3 DB	2.0
	3-Yr-Avg	470	1499.8	58	1491.4	51	8.3 DB	1.3

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

Report: District Value Added**Test:** Keystone**District:** Bermudian Springs School District**Subject:** Biology**Year:** 2015

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Biology	2013	153	1502.6	54	1498.6	51	3.8 LB	2.0
	2014	151	1498.4	49	1502.7	51	-4.1 Y	2.3
	2015	162	1505.6	55	1514.7	60	-8.8 R	2.1
	3-Yr-Avg	466	1502.3	54	1505.5	56	-3.0 R	1.2

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

Report: District Value Added**Test:** Keystone**District:** Bermudian Springs School District**Subject:** Literature**Year:** 2015

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Literature	2013	170	1521.8	54	1508.2	44	13.2 DB	2.2
	2014	171	1502.2	42	1503.2	43	-0.8 G	2.2
	2015	143	1521.0	54	1512.8	47	7.7 DB	2.3
	3-Yr-Avg	484	1514.6	54	1507.8	50	6.7 DB	1.3

DB	Significant evidence that the district exceeded the standard for PA Academic Growth
LB	Moderate evidence that the district exceeded the standard for PA Academic Growth
G	Evidence that the district met the standard for PA Academic Growth
Y	Moderate evidence that the district did not meet the standard for PA Academic Growth
R	Significant evidence that the district did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.

Special Education Program
STAR ASSESSMENT READING SCALED SCORES
2015-2016

Star Assessment Summary Statement

The Star Reading and Math Assessments provided the learning support program with an additional assessment to monitor reading and math skills and student progress throughout the school year. Students practice reading and spelling skills throughout the year with the READ 180 program software. They also use the leveled library in the Accelerated Reader Program, to pick from reading selections appropriate to their instructional level for independent reading. The IXL math program allows students to continue to practice basic math skills in a sequential fashion, in addition to the classroom math instruction that they receive. The additional minutes spent reading and working on math appears to have helped increase reading fluency, reading comprehension, and basic math skills. The students' scaled scores and grade equivalents, indicate that 37 of the 47 students that were monitored, increased their scaled scores in reading. In math, the scaled scores and grade equivalents of 29 out of 34 students monitored, increased their scores.

<i>Grade</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>First Test Date</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>Last Test Date</i>	<i>Growth Scaled Score</i>	<i>Growth in Grade Equiv.</i>
5	238	2.2	8/20/2015	219	2.1	8/20/2015	19	-0.1
5	84	1.3	8/20/2015	198	2	8/20/2015	+114	+0.7
5	98	1.4	8/21/2015	299	2.6	5/5/2016	+201	+1.2
5	75	1.2	8/20/2015	252	2.3	8/20/2015	+177	+1.1
5	276	2.5	8/20/2015	306	2.7	8/20/2015	+30	+0.2
5	264	2.4	8/20/2015	469	4.2	8/20/2015	+205	+1.8
5	205	2	8/20/2015	370	3.2	5/5/2016	+165	+1.2
5	319	2.8	8/20/2015	422	3.7	8/20/2015	+103	+0.9
5	106	1.5	8/20/2015	296	2.6	8/20/2015	+190	+1.1
<i>Grade</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>First Test Date</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>Last Test Date</i>	<i>Growth Scaled Score</i>	<i>Growth in Grade Equiv.</i>
6	223	2.1	8/24/2015	211	2.1	5/3/2016	-12	0
6	365	3.1	8/24/2015	467	4.2	5/3/2016	+1.2	+1.1
6	247	2.3	8/24/2015	319	2.8	5/3/2016	+72	+0.5
6	465	4.1	8/24/2015	566	5.2	1/12/2016	+101	+1.1
6	409	3.5	8/24/2015	548	5	5/3/2016	+139	+1.5
6	569	5.2	8/24/2015	522	4.8	1/12/2016	-47	-0.4
6	361	3.1	8/24/2015	365	3.1	5/3/2016	+4	0
6	488	4.4	8/24/2015	521	4.7	5/3/2016	+33	+0.3
6	543	5	8/24/2015	550	5	5/5/2016	+7	0
<i>Grade</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>First Test Date</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>Last Test Date</i>	<i>Growth Scaled Score</i>	<i>Growth in Grade Equiv.</i>
7	539	4.9	8/20/2015	529	4.8	5/3/2016	-10	-0.1
7	542	4.9	8/20/2015	433	3.8	5/3/2016	-109	-1.1
7	438	3.9	8/25/2016	453	4.1	5/3/2016	+15	+0.1
7	334	2.9	8/20/2015	441	3.9	5/3/2016	+107	+1.0
7	653	5.9	8/24/2016	694	6.2	5/6/2016	+41	+0.3
7	704	6.3	8/24/2016	637	5.8	5/6/2016	-67	-0.5
7	485	4.4	8/20/2016	665	6.0	5/3/2016	+180	+1.6
7	388	3.3	8/20/2016	654	5.9	5/9/2016	+266	+2.6
7	580	5.3	8/20/2016	468	4.2	3/22/2016	-112	-1.1

Special Education Program
STAR ASSESSMENT READING SCALED SCORES
2015-2016

<i>Grade</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>First Test Date</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>Last Test Date</i>	<i>Growth Scaled Score</i>	<i>Growth in Grade Equiv.</i>
7	369	3.2	10/14/2015	455	4.0	5/3/2016	+86	+0.8
7	375	3.2	8/20/2016	450	4.0	5/3/2016	+75	+0.8
7	504	4.6	8/20/2016	525	4.8	5/3/2016	+21	+0.2
7	396	3.4	8/20/2016	525	4.8	5/3/2016	+129	+1.4
7	689	6.2	8/24/2015	861	7.6	5/6/2016	+172	+1.4
7	508	4.6	8/20/2016	517	4.7	5/3/2016	+9	+0.1
7	586	5.3	8/20/2016	843	7.4	5/3/2016	+257	+2.1
7	543	5.0	8/20/2016	670	6.0	5/3/2016	+127	+1.0
7	643	5.8	3/7/2016	515	4.7	5/3/2016	-128	-1.1
7	628	5.7	8/24/2016	648	5.9	5/6/2016	+20	+0.2
7	409	3.5	8/20/2016	407	3.5	5/3/2016	-2	0
7	802	7.1	8/24/2016	758	6.7	5/9/2016	-44	-0.4
7	456	4.1	8/20/2016	537	4.9	5/3/2016	+81	+0.8
7	493	4.5	8/20/2016	564	5.2	5/3/2016	+71	+0.7
<i>Grade</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>First Test Date</i>	<i>Scaled Score</i>	<i>Grade Equiv.</i>	<i>Last Test Date</i>	<i>Growth Scaled Score</i>	<i>Growth in Grade Equiv.</i>
8	543	5.0	8/20/2015	590	5.4	1/12/2016	+47	+.4
8	346	3.0	8/20/2015	390	3.4	1/12/2016	+44	+0.4
8	452	4.0	8/20/2015	526	4.8	1/12/2016	+74	+0.8
8	433	3.8	8/20/2015	518	4.7	1/12/2016	+85	+0.9
8	510	4.6	8/20/2015	481	4.3	1/12/2016	-29	-0.3
8	291	2.6	8/20/2015	295	2.6	1/12/2016	+4	0
8	584	5.3	8/20/2015	602	5.5	1/12/2016	+18	+0.2

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

MONTHLY ENROLLMENT SUMMARY 2015-2016

GRADE LEVEL	YOG	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	# OF CLASSES
K	2028	149	150	154	152	149	149	146	146	148	146		7
1	2027	125	125	123	121	121	125	124	126	124	124		6
2	2026	148	150	148	144	143	143	143	142	143	143		6
3	2025	147	145	144	145	144	144	144	144	146	148		6
4	2024	173	173	174	172	172	174	171	171	171	172		7
K-4 TOTAL		742	743	743	734	729	735	728	729	732	733	0	32
5	2023	131	133	134	135	133	134	134	134	136	138		8
6	2022	164	162	163	162	163	163	163	162	162	163		8
7	2021	158	158	157	157	155	157	157	158	158	158		7
8	2020	158	156	156	152	151	153	153	152	152	152		8
MS TOTAL		611	609	610	606	602	607	607	606	608	611	0	31
9	2019	175	174	173	169	169	171	173	175	173	174	
10	2018	161	159	154	155	155	158	158	158	156	157	
11	2017	151	152	153	151	148	150	149	151	150	150	
12	2016	161	161	162	160	161	161	161	160	160	160	
HS TOTAL		648	646	642	635	633	640	641	644	639	641	0
DIST TOTAL		2001	1998	1995	1975	1964	1982	1976	1979	1979	1985	0
PREV YR TOTAL		2004	2011	2009	1992	1992	1995	1999	1989	1991	1990	

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

MONTHLY ATTENDANCE SUMMARY
2016-2017

(Percentages in parenthesis are 2015-2016)

GRADE LEVEL	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
K	(95.05%)	(95.80%)	(95.52%)	(95.54%)	(93.51%)	(93.49%)	(93.50%)	(94.61%)	(94.47%)	(94.72%)
	98.65%	95.48%	93.97%	92.69%	94.04%	94.00%	92.99%	93.95%	94.54%	96.20%
1	(96.97%)	(96.98%)	(96.37%)	(95.96%)	(94.60%)	(93.98%)	(93.26%)	(95.25%)	(94.87%)	(95.24%)
	97.42%	95.55%	93.43%	94.86%	94.72%	96.48%	93.58%	94.57%	96.04%	95.67%
2	(97.74%)	(96.10%)	(95.76%)	(95.48%)	(94.71%)	(95.10%)	(92.55%)	(95.37%)	(93.70%)	(94.96%)
	96.66%	96.08%	94.80%	94.25%	94.56%	95.33%	93.36%	94.65%	95.48%	95.66%
3	(96.83%)	(95.06%)	(95.68%)	(95.46%)	(96.18%)	(95.43%)	(93.87%)	(95.27%)	(96.54%)	(95.48%)
	95.84%	95.93%	95.16%	93.57%	94.81%	95.44%	95.67%	95.04%	96.56%	96.07%
4	(96.68%)	(96.45%)	(96.10%)	(95.80%)	(96.00%)	(95.93%)	(93.86%)	(95.18%)	(96.09%)	(95.78%)
	96.39%	95.57%	95.25%	93.75%	95.86%	95.34%	94.48%	94.95%	96.27%	96.25%
ELEM TOTAL	(96.65%)	(96.08%)	(95.89%)	(95.65%)	(95.00%)	(94.79%)	(93.41%)	(95.14%)	(95.13%)	(95.24%)
	96.99%	95.87%	94.52%	93.82%	94.80%	95.32%	94.02%	94.63%	95.78%	95.97%
5	(97.16%)	(95.55%)	(96.13%)	(96.31%)	(94.62%)	(94.51%)	(91.83%)	(95.72%)	(95.79%)	(95.43%)
	96.73%	95.79%	96.69%	95.77%	94.09%	94.78%	94.25%	93.33%	95.46%	95.14%
6	(98.27%)	(95.76%)	(95.41%)	(96.03%)	(95.73%)	(95.01%)	(92.58%)	(93.94%)	(95.26%)	(94.31%)
	96.88%	95.36%	95.76%	94.78%	95.15%	95.33%	93.90%	94.49%	95.47%	96.06%
7	(96.67%)	(94.22%)	(95.28%)	(93.78%)	(94.63%)	(91.30%)	(91.54%)	(93.37%)	(94.29%)	(94.58%)
	95.78%	95.08%	95.26%	93.98%	93.66%	93.83%	92.09%	93.32%	95.31%	95.14%
8	(97.85%)	(95.42%)	(95.41%)	(94.32%)	(94.57%)	(94.22%)	(92.41%)	(94.89%)	(94.81%)	(93.98%)
	97.41%	94.96%	94.78%	93.75%	93.99%	94.19%	93.50%	94.30%	94.64%	93.58%
MS TOTAL	(97.50%)	(95.26%)	(95.58%)	(95.15%)	(94.87%)	(93.80%)	(92.10%)	(94.52%)	(95.04%)	(94.57%)
	96.70%	95.29%	95.59%	94.53%	94.24%	94.53%	93.41%	93.88%	95.23%	95.00%
9	(96.42%)	(94.82%)	(94.33%)	(93.56%)	(93.27%)	(93.01%)	(92.47%)	(93.70%)	(93.03%)	(94.52%)
	96.86%	95.28%	94.98%	94.78%	93.84%	91.51%	93.65%	93.68%	93.40%	95.41%
10	(96.59%)	(93.16%)	(93.43%)	(92.31%)	(92.04%)	(92.97%)	(92.96%)	(94.37%)	(94.43%)	(95.18%)
	96.06%	93.25%	93.72%	93.78%	93.70%	93.71%	92.80%	92.48%	92.66%	95.23%
11	(98.11%)	(92.99%)	(92.99%)	(90.90%)	(90.65%)	(92.60%)	(91.49%)	(92.28%)	(90.69%)	(93.11%)
	95.51%	94.46%	94.06%	92.72%	92.61%	93.85%	91.81%	93.12%	93.44%	95.09%
12	(97.36%)	(92.35%)	(91.74%)	(90.82%)	(90.45%)	(91.89%)	(90.68%)	(90.55%)	(91.91%)	(92.19%)
	95.24%	94.16%	91.74%	90.94%	90.53%	94.65%	90.52%	92.37%	91.98%	92.86%
HS TOTAL	(97.12%)	(93.33%)	(93.12%)	(91.90%)	(91.60%)	(92.62%)	(91.90%)	(92.73%)	(92.52%)	(93.75%)
	95.92%	94.29%	93.63%	93.04%	92.67%	93.43%	92.20%	92.91%	92.87%	94.64%
AVERAGE ATTENDANCE DISTRICT-WIDE 2015-2016										
DISTRICT	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
AVG	96.54%	95.15%	94.58%	93.79%	94.25%	93.76%	93.21%	93.81%	94.63%	95.20%