

# BERMUDIAN SPRINGS

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



## SCHOOL DISTRICT

### 2016-2017 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. Shannon Myers, Acting ES Principal

Mr. Bradley Fry, Acting ES Asst. Principal

**Bermudian Springs School District**  
**York Springs, Pennsylvania 17372**

**Student Data Report 2016-2017**

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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. Fifty-nine (59) students participated in the exam. Bermudian students scored 10% above the state average.

**SAT**

During the 2015-16 school year, a total of seventy-one (71) BSHS students were administered the Scholastic Aptitude Test (SAT). The average scores were 565 math and 569 reading which is higher than the state (484 math, 468 reading) and national (510 math, 541 reading) scores.

**COLLEGE IN THE HIGH SCHOOL**

During the 2016-17 school year the district offered the following courses through the Harrisburg Area Community College: pre-calculus/calculus, statistics, history, English, and health. Ninety-three students participated in the respective programs. Eighty six (86) students or 92% were eligible for college credit .

**DROP-OUT PROFILE**

There were three drop-outs reported during the 2016-17 school year, which is the second lowest amount over the last seventeen years. This is again 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-two (92%) 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 9,801 books and demonstrated proficiency on 8,950 on the on-line comprehension quizzes, which is a 91% proficiency.

**PSSA 2015-16** (2017 results will be available in late summer)

During the 2015-16 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 3-6 & 8. Bermudian Springs students scored above the state level in math in grades 5&6.

**KEYSTONE EXAMS 2016** (2017 results will be available in late summer)

During the 2015-16 school year keystone exam proficiency scores were as follows: math 67 (PA 68%), literature 80% (PA 77%), and biology 61% (PA 67%).

**PVAAS**

The Pennsylvania Value Added Assessment System indicates that the high school is demonstrating a three-year average of significant growth on both the Keystone Algebra and Literature tests.

## PSAT/NMSQT 2016-Fall, 11th grade Benchmarks by Institution

### Bermudian Springs High School

Met both benchmarks

# 54%

Mean Total Score =  
1066

59 TEST TAKERS

159 ENROLLED

37% PARTICIPATION

### Bermudian Springs School District

Met both benchmarks

# 54%

Mean Total Score =  
1066

59 TEST TAKERS

159 ENROLLED

37% PARTICIPATION

### State

Met both benchmarks

# 44%

Mean Total Score =  
1001

70,097 TEST TAKERS

135,953 ENROLLED

52% PARTICIPATION

### Total Group

Met both benchmarks

# 46%

Mean Total Score =  
1019

1,783,300 TEST TAKERS

3,986,892 ENROLLED

45% PARTICIPATION

### Evidence-based Reading and Writing Benchmark

83% Met ERW



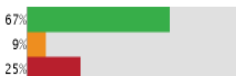
### Evidence-based Reading and Writing Benchmark

83% Met ERW



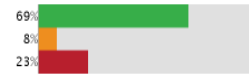
### Evidence-based Reading and Writing Benchmark

67% Met ERW



### Evidence-based Reading and Writing Benchmark

69% Met ERW



### Math Benchmark 56% Met Math



### Math Benchmark 56% Met Math



### Math Benchmark 46% Met Math



### Math Benchmark 48% Met Math



BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**SAT REVIEW**  
**JUNE, 1994 – 2017**

CLASS YEAR	MATHEMATICS AVERAGE / # OF STUDENTS	READING AVERAGE / # OF STUDENTS	WRITING AVERAGE / # OF STUDENTS	TOTAL / # OF STUDENTS
1994	489.1 / 56	415.0 / 56		904.1 / 56
1995	466.7 / 54	436.9 / 54		903.6 / 54
1996	530.0 / 67	527.2 / 67		1057.2 / 67
1997	504.8 / 50	518.2 / 50		1023.0 / 50
1998	527.8 / 47	534.0 / 47		1061.8 / 47
1999	521.9 / 67	521.2 / 67		1043.1 / 67
2000	522.0 / 59	528.3 / 59		1050.3 / 59
2001	526.1 / 63	516.3 / 67		1042.0 / 67
2002	501.0 / 73	513.0 / 73		1014.0 / 73
2003	505.3 / 59	504.9 / 59		1010.2 / 59
2004	522.9 / 60	504.0 / 60		1026.9 / 60
2005	514.4 / 66	517.3 / 66		1031.7 / 66
2006	517.73 / 75	510.8 / 75	501.69 / 59	1530.22 / 75
2007	520.16 / 63	506.51 / 63	496.83 / 63	1523.5 / 63
2008	513.28 / 64	492.5 / 64	482.97 / 64	1488.75 / 64
2009	486.91 / 94	474.0 / 94	465.74 / 94	1426.65 / 94
2010	518.70 / 77	493.64 / 77	482.73 / 77	1495.07 / 77
2011	505.35 / 58	496.90 / 58	486.21 / 58	1488.46 / 58
2012	475.9 / 88	496.8 / 88	463.1 / 88	1435.8 / 88
2013	507.7 / 74	478.7 / 74	478.6 / 74	1465.1 / 74
2014	522 / 79	511 / 79	495 / 79	1528 / 79
2015	511 / 88	491 / 88	465 / 88	1467 / 88
2016	509 / 78	494 / 78	474 / 78	1477 / 78
2017	565 / 71	569 / 71	n/a	1134 / 71
2016 National Scores	<b>510</b>	<b>541</b>	<b>n/a</b>	Total National Scores 1051
2016 PA Scores	<b>484.5</b>	<b>468</b>		Total PA Scores 952

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**CLASS OF 2017 SAT SCORES  
SAT SCORE DISTRIBUTION**

<b>SCORE</b>	<b>MATH</b>	<b>READING</b>
750 - 800	1	1
700 - 749	5	4
650 - 699	8	7
600 - 649	9	10
550 - 599	15	16
500 - 549	22	18
450 - 499	6	9
400 - 449	3	6
350 - 399	2	0
300 - 349	0	0
250 - 299	0	0
200 - 249	0	0
<b>TOTAL # BSSD STUDENTS TAKING THE SAT = 71</b>		
<b>NATIONAL/PA AVERAGE SAT SCORES - 2016</b>		
	<b>Math</b>	<b>Reading</b>
<b>National Average Score</b>	<b>510</b>	<b>541</b>
<b>PA Average Score</b>	<b>485</b>	<b>468</b>

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**College In The High School  
2006 - 2007 THROUGH 2016 - 2017**

SUBJECT SCHOOL YEAR	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS ELIGIBLE FOR COLLEGE CREDIT	FAILURES / WITHDRAWAL
<b>PRE-CALCULUS/CALCULUS</b>			
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
2016-2017	12	10	0
<b>STATISTICS</b>			
2013-2014	16	15	0
2014-2015	5	5	0
2015-2016	13	12	0
2016-2017	16	12	1
Instructor: Mr. Balas			
<b>HISTORY</b>			
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
2016-2017	48	47	0
Instructor: Mr. Hanson/Mr. Havel/Mrs. Snyder/Mr. Updike			
<b>ENGLISH</b>			
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
2016-2017	7	7	0
Instructor: Mr. Bennett/Ms. Pero			
<b>HEALTH</b>			
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
2016-2017	10	10	0
Instructor: Ms. Rapp			

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

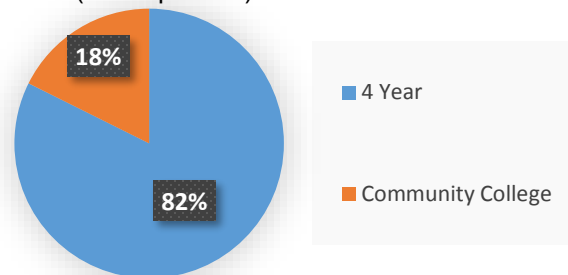
SCHOOL YEAR	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	TOTAL all YEARS
<b>SEX</b>																		
Male	3	0	2	2	5	8	5	4	5	13	10	7	13	8	2	7	6	100
Female	0	0	2	2	4	3	3	3	0	7	5	2	5	4	9	4	5	58
<b>RACE</b>																		
Black	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Hispanic	0	0	0	2	1	1	1	0	2	2	1	2	1	0	1	0	2	16
White	3	1	4	2	6	10	6	7	3	18	14	7	17	12	10	11	9	140
Asian	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>AGE</b>																		
15	0	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	0	1	3	2	2	0	1	0	3	12
17	2	0	2	3	3	10	4	4	3	9	8	2	6	8	7	5	3	79
18	0	1	2	1	6	1	3	3	1	8	2	4	8	4	3	6	5	58
19	1	0	0	0	0	0	1	0	1	2	2	1	2	0	0	0	0	10
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
<b>GRADE</b>																		
9	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2
10	0	0	1	1	1	2	1	0	0	2	1	2	4	1	1	3	4	24
11	1	0	3	3	2	3	2	2	1	3	7	4	6	6	5	2	4	54
12	2	1	0	0	6	6	5	5	4	15	6	3	8	5	5	6	2	79
<b>PROGRAM</b>																		
General	3	1	4	3	9	9	4	7	3	18	15	7	10	8	8	7	9	125
Academic	0	0	0	0	0	0	2	0	1	2	0	0	0	0	1	0	0	6
Vocational	0	0	0	0	0	2	0	0	0	0	0	0	2	0	0	0	1	5
Exceptional	0	0	0	0	0	0	2	0	1	0	0	2	6	4	2	4	1	22
<b>REASON</b>																		
Academic	0	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	0	2	2	0	0	0	0	0	2	6
Disliked School	2	0	1	2	2	4	4	3	2	8	9	1	5	1	5	5	5	59
ChildCare	0	0	0	0	1	2	1	1	0	1	0	0	2	1	0	0	0	9
Work	0	0	2	1	4	2	2	2	3	3	0	2	3	6	0	0	1	31
Other	1	1	1	1	2	3	0	0	0	0	0	0	0	0	3	1	2	15
Runaway																		
Expelled	0	0		0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
<b>TOTAL DROP OUTS</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>20</b>	<b>15</b>	<b>9</b>	<b>18</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>159</b>

# Bermudian Springs High School

2016 Graduate Survey - 17 responses

## TYPE OF COLLEGE ENROLLED IN (17 responses)

4 Year	14
Community College	3
Other	0

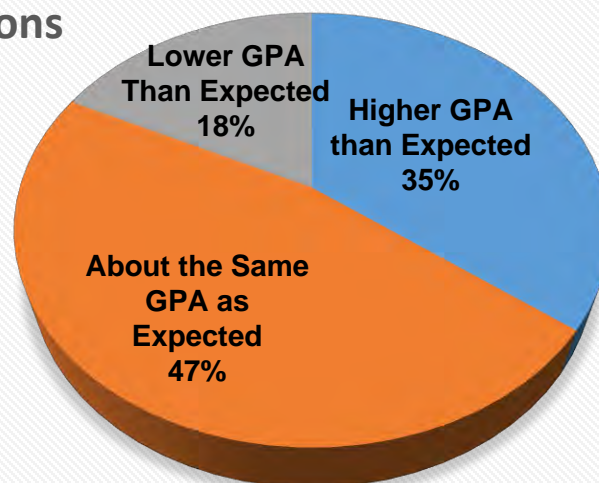


## Area of Study in College (17 responses)

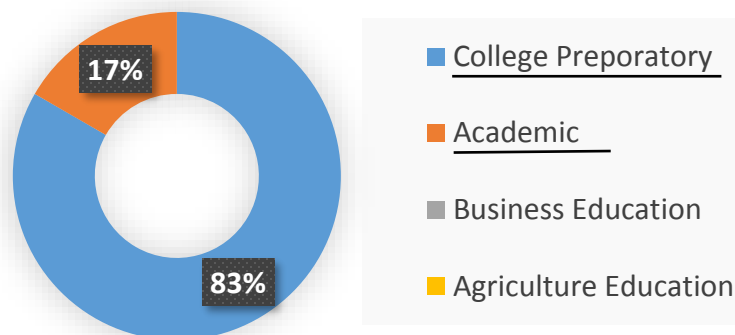
Finance  
Zoology/biology  
Predietetics  
Athletic Training  
Biology (Immunology)  
Nursing &a Public Health  
Foreign Language  
Communication Studies  
Management  
Business Management  
Engineering  
Agricultural Engineering  
Nursing  
Health Policy Administration  
Secondary Education: Mathematics  
Biology  
Radiology

## Actual post-secondary GPA attained vs Anticipated GPA (17 responses)

### GPA Expectations



What curriculum were you enrolled in @ BSSD? (17 responses)



Were any of the following advanced level courses taken during senior year of high school? (17 responses)

ADV Chemistry	8	CHS Calculus or CHS Statistics	7
Physics	7	CHS/Honors English	5
Honors Gov't/Economics	9	CHS U.S. History	8

In what way did the advanced level courses help to prepare for college? (17 responses)

Helped to make better use of time, Helped to be better prepared to complete long range assignments, Helped adhere to higher expectations
NONE
These courses gave me a foundation of basic knowledge that I have used and built upon in college courses, specifically my math and science courses. Mrs. xxx's English was the single most preparatory class I have taken in high school.
Helped adhere to higher expectations
Helped to make better use of time
Helped to make better use of time, Helped to be better prepared to complete long range assignments, Helped adhere to higher expectations
Helped to be better prepared to complete long range assignments, Helped adhere to higher expectations
The teachers more accurately prepared us through the use of time and work load to a real college course
Helped to make better use of time, Helped to be better prepared to complete long range assignments, Helped adhere to higher expectations
Helped to be better prepared to complete long range assignments
Helped to be better prepared to complete long range assignments, Helped adhere to higher expectations
None of these apply to me. College is much more rigorous and face paced than any of the advanced classes I took in high school.
Helped adhere to higher expectations
Helped adhere to higher expectations

Helped to make better use of time, Helped to be better prepared to complete long range assignments,  
Helped adhere to higher expectations

Helped adhere to higher expectations

Helped adhere to higher expectations

## In what way were the curricula/programs in BSSD helpful? (17 responses)

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

The high amounts of work load helped me to prepare. However, I also believe that the workload at times was very disproportionate for the way we scheduled our classes. The amount of homework given out was similar to that of a block schedule program, but we were doing year long classes and would have high levels of work for all of them at all times. Because most (if not all) higher education programs use block Scheduling, I believe BSHS should switch to a block scheduling program. Block scheduling should not be used in middle or elementary school. While work loads were high, course difficulty was not. Most courses were fairly easy but just had lots of busy work - it should be the other way around. More AP courses should be offered both to students Junior and Senior year. Spanish did NOT AT ALL prepare me for college level spanish.

Helped me gain social experience.

BSSD offers a variety of advanced classes as well as classes to earn college credit.

Offered classes that I would need in college related to my major.

Calculus and physics were useful as basic background knowledge.

The courses challenge the students equally or even more than what they would in college, which better prepares us.

Prepared for more complicated assignments, came more than prepared to college

They assisted with time and schedule management

Work load was pretty much the same.

Classes are well tailored to teach what we need to know for college

Classes at Bermudian helped me reach a higher writing level that is needed in college.

Helped prepare for course load.

I particularly found CHS English and Advanced Chemistry helpful. CHS English prepared me by giving me a basic understanding of the formatting and grammar expectations that professors have for the papers that their students write. Advanced Chemistry was helpful because it covered more advanced chemistry topics that I studied in my General Chemistry for Engineers course in my first semester. Although it was paced much faster and required much more studying, I was able to follow along with what was being taught because I had seen in it high school.

Helped me prepare for exams

They helped me with understanding responsibility.

The information learned in high school was used as a foundation for new harder concepts.

They allowed me to manage my time more effectively.

The high grading skill.

## What suggestions can you offer that might improve the educational program in BSSD? (12 responses)

Answered in question above.
Teach kids in high school how to manage not only their time but their wallet!!!!
An major emphasis needs to be put on writing in all english courses. Why do we not learn to write until senior year in Mrs. xxx's CHS English? Writing is used in nearly every career, whereas literature is used in a few. Also, more opportunities for students to take AP classes.
Spend less money on football fields and more on new textbooks! Offer advanced classes in the languages and other departments, such as psychology. Be more flexible with independent studies for subjects not covered at the school.
Make the Advanced classes, Advanced Placement. So that way, I could have gotten college credits and not have to take the SAME courses in college.
Help students understand what its like to work within own schedule and understand the responsibilities that come with it
More CHS Or Advanced placement courses More options for classes/ not so focused on aggraculture More business or computer science classes Switch to block scheduling to adhere to modern schooling
Classes were fine and workload was average. School ans staff were below my standards. More funding needs to be given to the art department.
Write more essays in every class not just English, more advice on how to study.
I would suggest seminars be held after school sometimes that are going to talk about how to prepare to be a college freshman and everything that deals with college that they might not know about yet.
I would highly suggest AP classes as they will greatly improve our college readiness. I know I would have been much better off.
Study more, and learn how to do time management before you hit college.

## What was the biggest adjustment that needed to be made as a college freshman? (16 responses)

Time management
Time management
I went from a school of 600 to 40,000. I have to say that was the biggest adjustment. I feel I transitioned fairly easy, but one of the biggest things was just spending more time studying for exams. I always had good attendance in HS and I feel that helped because one of the most influential factors I've seen for students grades in college has been class attendance. It was possible to skip lots of days in HS if one really wanted to, and that could lead to future failures. Learning how to manage my time, and my budget.
Study habits (:
Time needed for studying
The caliber of material is much higher, and time management and individual initiative are necessary to succeed.
Freetime and finding time for everything.
Working on my own schedule without the help of a teacher every day

Teaching for the test does not work, I understand it is not the schools fault that they must fulfill criteria set by the state, however, It is ineffective compared to the high education and freedom that college provides.

Study habits needed to be learned due to the increased lecture times and less homework to actually practice doing the problems. More on your own learning, rather than actually being taught step by step from a professor.

Time management.

The biggest adjustment was self discipline because unlike high school, college expects you to do everything on your own and in high school we had teachers to guide on some stuff dealing with school.

You could decide how you wanted to structure you complete schedule right down to the time of day you can take each class.

I needed to do some learning of baseline material to even be able to understand what was happening in the course, mainly the math courses.

Study! Also, time management.

**POST-GRADUATE PLANS  
CLASS OF 2017**

**FOUR-YEAR STATE  
RELATED  
COMMONWEALTH  
UNIVERSITIES**

*Penn State University (13)*  
*University of Pittsburgh (2)*  
*Temple University (1)*

**FOUR-YEAR STATE  
COLLEGES &  
UNIVERSITIES**

*Clarion University (1)*  
*Kutztown University (1)*  
*Lock Haven University (1)*  
*Shippensburg University (4)*

**FOUR-YEAR  
PRIVATE  
IN-STATE COLLEGES &  
UNIVERSITIES**

*Elizabethtown College (1)*  
*Grove City College (1)*  
*Juniata College (1)*  
*Lebanon Valley College (2)*  
*Marywood University (1)*  
*Messiah College (1)*  
*Pennsylvania College of Health Sciences (1)*  
*Susquehanna University (1)*  
*York College of Pennsylvania (4)*  
*Washington & Jefferson College (1)*  
*Wilson College (1)*

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

*Liberty University (1)*  
*Montana State University (1)*  
*Mount Saint Mary's University (1)*  
*University of Northwestern Ohio (1)*  
*Princeton University (1)*  
*University of Tampa (1)*  
*Virginia Wesleyan College (1)*  
*West Virginia University (1)*

**TWO-YEAR  
STATE/PRIVATE  
COLLEGE**

*Harcum College (1)*

**COMMUNITY  
COLLEGES**

*Harrisburg Area Community College (23)*

**TRADE/TECHNICAL  
& BUSINESS  
SCHOOLS**

*Central Penn College (1)*  
*Pennsylvania College of Technology (2)*  
*Pittsburgh Technical College (2)*  
*Universal Technical Institute (3)*  
*YTI Career Institute (1)*

**OTHER POST-  
SECONDARY  
SCHOOL**

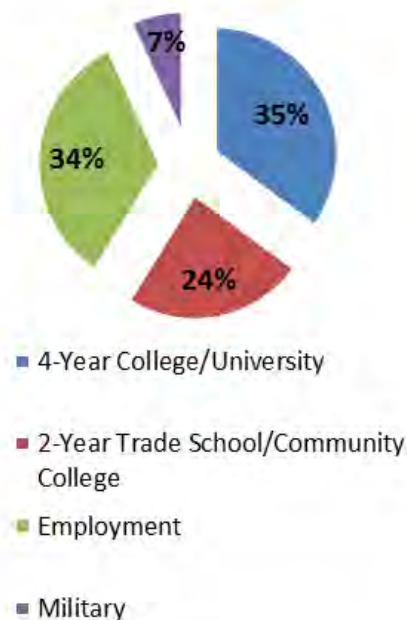
*Academy for Media Production (1)*

**MILITARY (10)**

**EMPLOYMENT**

*Social Service/ Food Service/ Personal Care (13)*  
*Clerical/Office Work (8)*  
*Construction (14)*  
*Plans Not Established (11)*

POST GRADUATE PLANS  
Class of 2017



### WHICH CURRICULUM DID YOU FOLLOW?

College Prep	47.5%
Academic	25%
Honors	27.5%
Vocational/Business	0

---

### HOW MANY YEARS HAVE YOU ATTENDED SCHOOL @ BSSD?

13 yrs	<b>61</b>	10 yrs	<b>6</b>	7 yrs	<b>3</b>	4 yrs	<b>0</b>
12 yrs	<b>16</b>	9 yrs	<b>3</b>	6 yrs	<b>4</b>	3 yrs	<b>7</b>
11 yrs	<b>6</b>	8 yrs	<b>2</b>	5 yrs	<b>6</b>	2 yrs	<b>5</b>
						1 yr	<b>1</b>

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

I wanted to be challenged but I didn't want to struggle.

I asked my mother and older brother for help while selecting my courses.

They seemed interesting, they were I had a lot of fun.

I took the classes that I enjoyed being in the most.

I selected the courses I did to prepare myself the best I could for college.

I felt that college prep courses were the appropriate classes for me. They weren't too hard for me, but they also weren't extremely easy.

I chose classes that peaked my interest and I also wanted to challenge myself.

Took a wide variety to learn as much as I could.

If I had taken easy courses, I would have been bored.

I thought the classes I chose were interesting and in the end they turned out to be great.

Career based and challenging

I wanted to test my abilities as a student and wanted to be more prepared for college.

My teachers, Mr. XXX, and I felt College Prep was the level I needed.

Because they were beneficial to me.

I believed that they would benefit me in the long run and would help me decide what career I wanted to take

I took these courses because I knew I would enjoy most of my classes and it furthered my knowledge for the future.

I competed with my brother and I took same classes like him

Chose them to my best ability.

They have always interested me when learning those subjects.

Because I wanted to

My courses are related to my personal interests.

I wanted to learn about that subject.

To learn more about those certain topics

No reason, just thought they were courses I'd be interested in.

They seemed interesting and I need to graduate.

I had no choice on what classes I needed to graduate

Because I thought they would be best for me.

I took the courses in high school because I thought I would enjoy them and for future college classes.

I selected my courses on what I thought was best for me.

Because

I thought they would be fun and interesting

I took Culinary because I like know different kinds of food. I also took Childcare because I like working with children and teach them. I took French because I want to learn different language.

Yes I did.

They were my personal interests.

I selected my courses on what would best fit me. I was not always in academic classes, but for my senior year I decided to take easier classes due to all of the responsibilities in my home life. I still wanted to get decent grade with effort, but not an overwhelming amount that would interfere with other obligations.

I wanted to push myself and be hands on.

Related to career

I selected the courses I took in high school that would allow me to succeed and for me to enjoy the classes I was taking.

It was the right academic level to help prepare me for college.

I wanted to challenge myself as much as possible.

I felt it would prepare me for college

I felt that they would prepare me best for what I may be doing in the future.

I took classes that I thought would be beneficial for my major in college.

The course is something I would need in the future or to get me ready for my future.

I based my decisions on likes/dislikes, along with ability.

To prepare me for college, hence the college prep.

Best fit the program I wanted to follow when I left high school

I took the classes I did based on my possible career paths.

I selected the courses I did in high school because I wanted to challenge myself and see what I was capable of so I took a few harder classes each year.

I did not want to have classes with certain peers in my grade so I choose to take higher classes.

I chose the ones that would most benefit me in the future.

I wanted to take courses that would prepare me for a future carrier of my interest.

I wanted to be prepared for college.

I chose most of my courses to get a better understanding of the career I am going into.

For most part they interest me and others were required.

I selected at first what I felt has matched to me the best, then I later would try to narrow my path down a more singular route.

They were the best courses offered that would assist me in college admission and prepare me for education.

I took courses that would challenge me. I also wanted to prepare myself for my future.

I selected the courses I took in high school to set me up for my future plans.

I selected my courses by looking at my future goals, and which courses would help me the most.

They were the classes I was interested in

I wanted to go to college and I was told that these classes were almost necessary to get into the top ranked schools I was looking at.

I wanted to be challenged with my classes. Also, I wanted to be as best prepared as I could be for my career in chemical engineering.

They were the courses I felt would better prepare me for my future and career.

I selected courses based on teacher recommendations and testimonials of former students. Teachers were willing to answer questions about difficulty and workload.

I wanted to have courses that challenged me and courses that I enjoyed.

I based them off of my career interests and the intensity of my learning response.

To provide a challenge and look good for college

To prepare myself for college and to challenge myself.

I chose these courses because they were the most challenging and for me, the most enjoyable.

The advanced level of classes challenged me as a student and pushed me to be better.

I tried to pick courses that would help me the most in what I thought would be my future career.

I was interested in the courses or I recognized them to be important in my future career path.

I wanted to be challenged academically, and I wanted to learn about subjects I enjoyed

I took all the Honors and CHS classes I could in order to challenge myself, as I felt extremely bored in Middle School due to the homogeneous classes.

I wanted to be prepared to become an Occupational Therapist with an art minor.

Because I was interested in them and thought they would challenge me

To have my transcript look good for college.

To see what I like to do

They were the perfect fit for me.

I was never encouraged or motivated by many people to challenge myself, so I stuck with the easy College Prep classes.

I took the classes that I believed would be the most interesting to me.

I knew I needed to take a lot of science courses in college because of what I wanted to major in.

I had interest in these courses and thought they would be best for me.

I didn't get recommended for honors. I also wanted something challenging yet simple so I could keep my GPA at a decent spot.

Because the courses interested me.

I chose the classes that I was interested in and could possibly help me in my future endeavors in college.

I wanted the easiest road to graduation as possible.

I selected what interested me and what was best suited for my future.(recommendations)

I selected my courses by what I would want to be when I grow up.

I selected my courses in high school because of my liking towards the subject and the level of difficulty of the course.

To have a well rounded transcript for college

I felt like Honors courses would challenge me more than College Prep courses.

I wanted to have classes that I wasn't bored in but also weren't too difficult for me. I was also told to take CP classes by my parents and teachers.

I took every course we had to offer that was related to engineering, math, and science, as well as an independent study engineering course.

I was never given a proper amount of motivation to challenge myself with education. So, I took an easy route with College Prep.

I selected my courses based off the class's interest as well as its difficulty level.

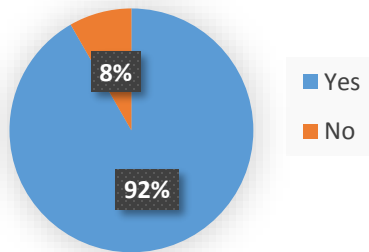
Mostly because I had to select courses that may have relations with my future career. Due to our school not offering many courses to deal with students futures, I selected courses just to get that credit.

I selected these courses based on my teacher's recommendations.

## DO YOU FEEL YOU HAD A GOOD EDUCATIONAL EXPERIENCE IN HIGH SCHOOL?

YES 110

NO 10



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### BRIEFLY COMMENT ON YOUR EDUCATIONAL EXPERIENCE (88 responses)

There were good times bad times and boring times, but overall most my teachers were good at what they did. A lot of teachers don't seem like they care and show little interest in teaching which makes it hard to learn. Most teachers didn't seem to completely care about what their students did rather focus on what they covered. Also most blamed seniors for the teachers running out of time at the end of the year. The facilities are sub-par, but the faculty are outstanding.

I had a great experience due to many friends, memories, and milestones.

Many classes taught me valuable skills that I will carry with me into the future. I feel that many of the classes did not have enough time in the day to learn a lot about a topic. I think that block scheduling would help this.

I learned different things all three years I've been in Bermudian.

It was good, but I would like to say that when I moved to Bermudian, I got dropped down to the lowest math, thus injuring my opportunities to take higher math courses. Don't do that to other kids.

While I have had a decent time at Bermudian, I felt like it lacked in a lot of departments. The science and math departments need more variety for those wishing to explore those fields. Definitely put more courses in, and possibly change the requirements; only require 3 years of English and history and 4 for math and science

My educational experience was good here in the High School. Most of the teachers that I had in the four years that I attended school helped me learn to the best of my ability. My educational growth has definitely grown since my Freshman year.

I liked it. I had fun in class and I liked the teachers.

Good teaching well spoken

Basic

Not bad

I think I know mostly everything I learned.

I think in my educational experience I learned many different things, from every class I took here. The teachers taught us well.

Some teachers were very helpful and supportive, others were not.

It was ok had some hard times some teachers don't know what they are talking about sometimes but others are really good

My experience was a great, fun, and very fulfilling.

My educational experience was very good, I enjoyed it and learned a lot.

My educational experience was outstanding.

Very good

Yes it was a education

It was great I wish I took more classes. Unfortunately I learned late that teachers as long as you have time for your work and then they have unlimited time for you they want to see you succeed.

I came to Bermudian Springs late into my second grade year, prior to my being here I had moved too many times to count. Every time I moved; each school would lose my record and my educational process had to start over. Growing up I had a server learning disability and obviously each school misplacing my records didn't help my situation. But when I came to Bermudian, I in all honesty, I had a quality education with teachers who really cared about me. In an extremely short period of time I went from not being able to read at all, to a 4th grade reading level. I am so completely grateful for all the work and support I had over the years. Now I am out of any educational help, and have been since 8th grade. I guess what I am trying to say is Bermudian Springs is a good school. Actually it's a great school.

I enjoyed how helpful most of the teachers were.

I had my rough teachers and rough assignments but who didn't. Most of my teachers were always helpful and caring.

I enjoyed most but not all classes and the educational experience

I enjoyed all the classes I took. I felt that the teachers did their best to make my experience the best it could be.

It was alright, I did learn a lot, I guess.

Teachers did their best to help me

My educational experience was good in the aspect that most of my teachers did a great job, but some were not as good at teaching me.

High school has becoming more about memorizing material to pass than actually learning it.

I learned a lot of information but I can't remember any of it.

I think the education that was provided was quality, but the options were limited.

I got a lot out of any class that I enjoyed because the teacher made it enjoyable. Any class that was very boring required a bit more effort than the enjoyable courses.

I would say more like "ok."

I feel that my educational experience has been decent. While there is more knowledge that I could have gotten but the environment was always safe and usually encouraging.

My educational experience has been very productive. With our technology advancing, I have been able to learn in a variety of ways.

I felt the school taught me a lot more social skills then it has actual education, and because of that I can carry my experiences to other places I plan to work, learn, and prosper.

There were no Advanced Placement opportunities for me, the only available course was AP Art. College in the High School courses are more expensive and are not competitive compared to Advanced Placement courses. As for my gifted education experience, the supervisors and administrators involved lacked in terms of involvement and producing opportunities.

I feel prepared to continue to higher education.

I enjoyed my educational experience overall at Bermudian Springs and feel I have learned enough to be prepared for college.

My educational experience has been one that I will remember forever, and has been one that I thoroughly enjoy.

I think that I learned a lot throughout my high school education

Everything was fine, the only issue I had was with my transcript, as many colleges did not want to accept it as it was due to my year abroad.

I wish I had more challenging classes, but the ones I had still benefitted me.

I feel that I was educated and actually learned, not that I was just taught to memorize.

I felt that I received a well rounded education. I took a wide array of classes.

There are a lot of courses that are beneficial, but some could have been more challenging.

It was very interactive and I was able to build a good teacher/student relationship.

In general, the educational experience was good. While I wish there were more challenges in the form of AP classes, the experience was great.

It could have been better, but it was not bad. A generic high school educational experience. I am resentful that I did not have the opportunity to take AP courses. Whatever people say, CHS is NOT a comparable alternative. AP is a national thing. When people ask how many AP courses I took and I have to say none, I am extremely embarrassed for myself and my school.

Overall, my educational experience was good and was enjoyable. However, with the recent focus on standardized testing, I do feel that I was cheated out of getting the most out of my experience. I honestly feel that, in this school and most others, too much focus is applied to weaker students and not enough is applied to the strongest.

The small size of the school catered to my need for attention when it comes to learning and the ability to be on a personal level with almost all teachers has made it a very good learning environment for me to prosper.

I didn't have a good educational experience here.

I enjoyed my time here at Bermudian. Perhaps the district's biggest strength is the strong teacher-student relationships and the variety of extracurricular activities -- especially the non-athletic ones like musical, band, Quiz Bowl, Science Olympiad, and Robotics. I, along with many of my peers, do believe that the district has not put enough attention on high achieving students. Many of the CHS classes are not challenging and should be replaced with AP classes. Nevertheless, the district's atmosphere is extremely positive. I am proud to say I graduated here.

It was nice and well paced.

It was ok

Close to none of my teachers have actually pushed me to better myself in anyway. Most seem to just want the year to be over as much as the students do.

Bermudian Springs is a great High School. I have learned a lot and I can get along with almost every member of the staff at Bermudian.

The classes are nice and smaller than most high schools allowing for more one-on-one time with teachers.

I have learned a lot from going to school here

My experience was generally good, some of my classes were a lot of work, but I know it will all be worth it and beneficial in the long run.

The classes were not too hard and most teachers cared about us. There were a few teachers that did not do their best though.

There were moments where I have been disappointed with teachers. Some were great some were not so great.

It was a good educational experience.

I believe that the staff at Bermudian Springs is friendly, welcoming, and will aid assistance at a personal level that makes education here comfortable.

It was well paced and it gave me a feel for real world dead lines

Most of my teachers have been very helpful in my learning experience and I felt like they actually cared about us as students. However, I felt like our education here is very limited.

It was a good standard educational experience. I don't feel like I learned anything exceptional or that beneficial for my personal career choice and goals. Other than the basics. I'm sure the educational experience worked for a lot of people that are different than me. I have basic knowledge but I don't think I will use all of the things I learned in my future.

The teachers were very helpful, kind, and interested in helping me succeed. However, there was a limit on the higher level classes available, including AP classes. We also had a limit on the amount of computer and programming related classes.

Very few of the teachers here have shown any type of interest in how we do in their class. Little to no motivation is given to us from teachers as they seem to want the school year to end quicker than we do.

Bermudian Springs has taught how to successfully pass the Keystone exams and in any other standardized testing environment. Unfortunately, this extremely restrained form of education leaves little room for further exploration of specific subjects and forces higher performing students to be restricted in order for curriculum to be accommodating to the lowest performing students.

Some of the teachers here at Bermudian straight-up just do not know how to teach. They don't know the material as well as they should, more homework and tests are given out before there is more learning

Most of the teachers were helpful and flexible allowing for more students to succeed in classes

I had a good experience

I have learned lots of new things

Absolutely amazing

I have learned a lot throughout my experience

I've loved band. I was taught so many things in my 4 years in band. Mrs. XXX taught me about small gas engines since I'll be going for engine mechanic.

My educational experience was pretty okay because of some of the teachers here

My educational experience has been well.

It was interesting.

It was alright, but I would encourage more languages.

It was long but I had plenty of help thanks to the staff.

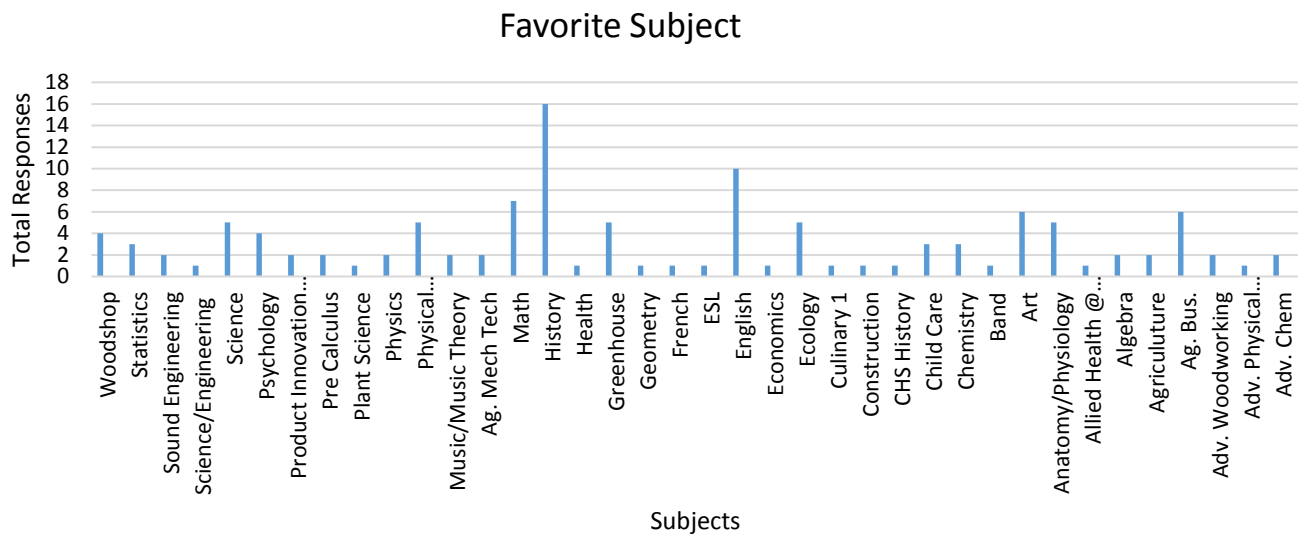
I like it for the most part. Some classes are hard and some are not.

There was some hard challenges throughout my educational experience which help later in my life.

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#### LIST YOUR FAVORITE SUBJECT IN HIGH SCHOOL

Woodshop	4	Physical Education/Gym	5	ESL	1	Chemistry	3
Statistics	3	Music/Music Theory	2	English	10	Band	1
Sound Engineering	2	Ag. Mech Tech	2	Economics	1	Art	6
Science/Engineering	1	Math	7	Ecology	5	Anatomy/Physiology	5
Science	5	History	16	Culinary 1	1	Allied Health/Tech Prep	1
Psychology	4	Health	1	Construction	1	Algebra	2
Product Innovation & Design	2	Greenhouse	5	CHS History	1	Agriculture	2
Pre Calculus	2	Geometry	1	Child Care	3	Ag. Bus.	6
Plant Science	1	French	1	Adv. Woodworking	2	Adv. Chemistry	2
Physics	2	Adv. Physical Education	1				



### WHY WAS THE SUBJECT YOU LISTED YOUR FAVORITE?)

I love working with the children and learning new things everyday because that is what I would like to do in my future.

The teacher was fun and kept me interested in learning more about the subject.

I've always loved learning about history, it's really interesting learning how cultures and civilizations were back in the day.

Because we get to do things in class and not have to sit at a desk all day.

I enjoyed chemistry so much because it was very challenging and Mr. XXX was a great teacher to have.

I did good with English and I felt the English teachers I had were extremely helpful and thorough. They actually wanted to help me.

Mrs. XXX was always passionate about teaching and her assignments helped me learn more about myself.

Mr. XXX is a great teacher who actually showed up every day and loves what he does and truly cares about the wellbeing of his students. Also showed immense joy in what he teaches.

Chemistry was one of the few classes I ever felt any amount of challenge in.

I have always liked history and I find it to be the most educational subject.

I learned a lot about an area I enjoy, while having lots of fun.

Mr. XXX presented a different view on history than what many of the students were used to.

I get to do basic hands on procedures I'll hopefully do in my near future because I want to become a registered nurse.

Because it was fun, the teacher was equally active and dedicated, and Mr. XXX is my favorite teacher.

It was the easiest to understand as well as it was incredibly helpful and useful.

I loved History all throughout my High School career. It was a subject that I found I was most excited learning about and more motivated to succeed because I liked the topic so much.

I liked that we learned about the ecosystem and animals in nature.

It's an everyday usage

I liked learning about how things were done in older times.

Enjoyable and interactive

Agriculture is what I love.

I just like learning about mixing stuff and mostly how it reacts to each compound.

I like learning about the past history of our world, and countries.

I love to weight lift.

The teacher keeps it interesting.

I got to be active and be with friends and wouldn't be yelled at for talking and I could get to have fun

Because it was a hands on class and I didn't have to do a lot of paper work, and I like hands on work more than paper work.

I enjoy being physical and this was the only time I could.

The teacher did a great job with teaching this subject, and it was very interesting.

I like childcare and I want to go into it after school.

I like Childcare and I want to go into it as a career

Because they are so really good person .

I am learning this language that I enjoying a lot.

Cause same time it's fun and same time it's difficult, and I Loren English

I love music and I wanted to be able to make music which 4 years later from freshman year, I still remember how to use audacity and create a song beginning to end

I have always been into history. Not to mention, every history teacher from Bermudian I have ever had has always been a good teacher.

It interested me.

Hands on course, I am a hands on learner

I liked learning about the body and how the body works. Considering I am going into the medical field, that is probably why I enjoyed it.

I really like math and Mr. XXX made it easy to understand.

I liked the teacher and the class itself gave me a way to relieve any stress I felt from assignments in other classes.

It was fun to learn and all the history teachers seem to enjoy teaching it

Art has taught me many skills that I will be using in the future. I have learned not only art or academic skills, but also life skills.

I love children.

Mr. XXX did a very good job instructing the subject by breaking the information down.

I am attending college for music, and Music Theory gave me a great overview of what music is.

She is my favorite teacher and she was extremely helpful and I learned a lot that year.

It is what I am doing when I leave

I like learning about history and I am good at learning it.

I have always done very well in all math classes.

The teachers were funny and I felt I remember the most from my English classes.

I discovered that I had a strong interest in the subject.

I like learning about the important events that happened when my parents and grandparents were young.

I had good teachers in all my history classes. I also find history a very interesting subject.

I understand it better than any other subject.

I really enjoy all of the hands on labs and activities in this subject

I felt they are the most important to teaching critical thinking and the ability to test ideas, while at the same time being able to figure a way to solve your problems.

The course was administered by the best present-day teacher in the school district and the course itself inspired real creative thinking. In all honesty, it was the only class that I actually enjoyed as I ended up taking upon independent study in the same subject my Senior year.

It is constantly challenging me.

I enjoy it, it prepares me for my college major

This has been my favorite subject since I was little, and has always kept my attention during classes. I never hated going to a science class.

It appealed to my interests in designing

Especially in Mrs. XXX class, I was really able to grow and learn in an environment that encouraged me to follow my passion and go to school for journalism. Without the English department I probably would not have made that choice.

I am pursuing a degree in chemical engineering, so I have always loved chemistry.

It was the class that helped me decide my college major.

I did not understand the material; the teacher did not attempt to help me comprehend what I did not understand. However, when other teachers taught the material, I was able to understand. The second teacher worked with me and explained what I did not understand.

The class was laid back yet there were still things to learn and assignments to complete, the teacher is really good, and the subject matter was interesting.

Because I was able to have many hands-on experiences. Ag showed me how to open up to myself and open my mind to new possibilities. It also introduced me to FFA and skill sets that I will need in the future.

It was challenging and provided skills needed for future success.

It was challenging, but not too hard. Mr. XXX is a great teacher and really works with his students on due dates and allows choice in the curriculum.

Government was my favorite subject because, not only did I enjoy the teacher, but I also enjoyed the topic. Government is an important subject because it is important to know how our government works and what makes ours so special.

Mrs. XXX is the best teacher I could have ever asked for. Her guidance and expertise has transformed me into not only the student but person I am today. She has been my mom at school and has made my entire experience here great. She has also helped develop my art skills into such an unimaginable level and I am so thankful to have had her as a teacher.

Algebra II kept me on top of all my other classes, and pushed me to do well. It kept my mind stimulated and even though I hate math, it was a rewarding class to take.

I enjoy sciences and this was the first look into a different field I was not already exposed to.

History isn't my favorite subject, but by the way Mr. XXX taught it, it made the class so much more enjoyable and so much more easy to understand.

I enjoy math for its problem solving, and history/economics for its depth of content and its relevance to today's society.

It was very interactive. I learned a lot.

The teacher taught the information well and I enjoyed and looked forward to going to that class.

I liked to read the books given.

I like Mr. XXX

I understood the subject well.

Mr. XXX is a very good teacher. He is most of the motivation behind what I want to go to college for.

I am a competitive person and I love being active.

I liked doing the labs in that class along with learning about the body.

I like learning about different eras and how people lived back then.

It was the most enjoyable class that kept challenging my abilities more and more throughout four years and I have work to show it.

It was something that I can somewhat easily understand.

Ever since 7th grade pre-algebra with Mr. XXX, I have loved any and all math classes that I have taken.

He teaches a lot of information that a book cannot teach us.

I love analyzing literature.

I got to play games or sports.

I have high interests in the topic and it pertains to what I want to do for my profession.

I love being able to express my feelings through essays and presentations

Anatomy was my favorite subject because it was a challenging subject and I was also very interested in the information I was learning.

I'm a creative person, and I enjoy creating different types of art. I'm passionate about art and my career is based on creativity rather than some of the more basic skills I learned in classes other than art.

Math helps us understand why, and has a very connectable relationship to the real world.

Mr. XXX has been an amazing teacher in both of the classes I had him with. He never hesitates to help students with their confusion and he has been a huge help in my college searching. He is the main reason for why I want to go college for what I chose.

English was the only subject that allowed certain freedoms within its curriculum. By restricting text book usage, the student was often able to further explore legitimate literature as well as be encourage to analyze said literature to the best of their abilities, not the best of their classmates.

I have learned real life tasks that I will have to take on after high school. Mr. XXX taught us so much about taxes, different types of insurance, and so much more... YOU KNOW! REAL STUFF!

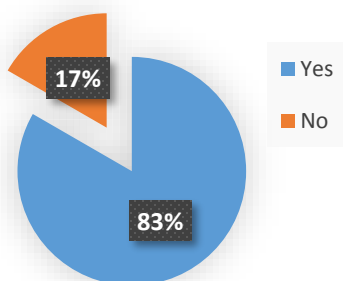
I like math because it came easier to me than most other subjects and I like solving equations.

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#### DID YOU PARTICIPATE IN EXTRACURRICULAR ACTIVITIES DURING HIGH SCHOOL?

Yes 100

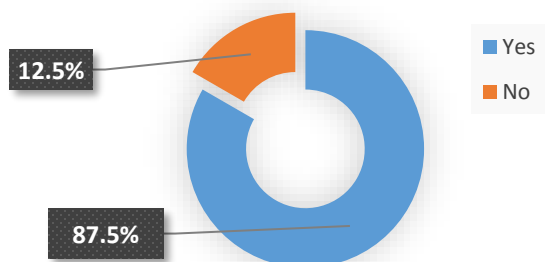
No 20



#### DO YOU FEEL YOU HAVE HAD AN ADEQUATE OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES SUCH AS ATHLETICS, CLUBS, AND MUSICALS?

Yes 105

No 15



## **BRIEF COMMENTS REGARDING EXTRACURRICULAR PARTICIPATION: (62 responses)**

I participated in field hockey until I was injured

I'm going to miss the weight room

Everyone had an equal chance of doing those things

The opportunities are there, you just have to sign up.

I think everyone had an equal opportunity if they wanted it enough.

People are mean and a lot of the time pressure people they don't want to join to not.

The Quiz Bowl, Science Olympiad, and Robotics teams have all provided enjoyable and educational experiences over the years. I am still chagrined over not being chosen for the elite team sent to VEX Worlds, even though I deserved to go more than those that did.

Everyone had the same opportunity to do sports that may help students with teamwork.

At Bermudian there is always something to participate in no matter your interests.

Sports helped me learn to work with others.

I was the captain of my JV soccer team for two years. I wasn't the star player, but I did try my best. I was also historian one year for FCCLA Club, but we didn't do much in that club anyways.

I feel like the clubs lacked in terms of variety and that the musicals were underfunded

I was involved in two musicals. I feel like we had an equal opportunity to be involved with that program. Though, sports are a different story. I felt as though sports were very biased and did not provide the same equal opportunity has musicals and clubs, per say.

Our sports are well taught and well performed

I joined steel band it was new to me and I enjoyed it.

Yes I did, but I had no interest to participate.

Yes you could participate in activities if you could manage your time.

I played baseball and I was on the bench more than I was in the field, it was a horrible experience.

I have had many opportunities to join a team.

I did not participate in extracurricular activities due to many other responsibility's I had outside of school.

I don't know

I had the opportunity to be on the Bible club.

I did Cheerleading for 8 years, and felt it was a great experience.

I did

FFA, Musical

I wish we would have had Lacrosse.

I enjoyed the sport but the coaching staff changed my love for the game...

Sports were what got me through high school.

I think students who want to participate in extracurricular activities often don't because of the workload, especially Senior year. I feel as if we should have an more time to do these extracurricular activities rather than having multiple assignments and projects to worry about.

There were a lot of opportunities to participate, and I found joy in a lot of them.

Extracurricular program is excellent

Bermudian is a school that gives everyone a chance to participate in any extracurricular activity they wish.

My extracurricular activities I was a part of have allowed me to meet new people and grow as a person.

I personally liked the amount of options, but none of the options fit me, so I just didn't participate in them.

Athletic opportunities are open to everyone, but if you are not strongly affiliated with the school and coaching staff, you will not receive much playing time.

I wrestled

I participated in the Robotics Team for 3 years, and Tennis for 2 years, and these programs helped me to learn the value of team work and cooperation, and it was simple for me to participate in them

I had to balance sports and extra activities with work, but when I was not working I had time to balance everything. In the times that I was working it was hard to balance academics, activities, and work, but that was a personal choice I made.

I had just enough time between my job, school work, and helping raise my niece and nephew to enjoy sports and weightlifting.

Extra-curricular activities were the highlight of my high school career.

It is extremely easy to be involved. All you have to do is sign up.

Go Eagles!!

One of the best parts about BSHS is its commitment to providing a variety of extracurricular activities for students. I did not participate in sports, but in the musical, Quiz Bowl, Science Olympiad, Model UN, and more. I applaud the Board's resolve to finance our clubs like Quiz Bowl, Science Olympiad, and Robotics. Many neighboring districts do not even offer these three activities. I am thankful for this district's providing of many extracurriculars.

I played basketball all three years on both Varsity and JV and I can honestly say it was one of the worst athletic experiences I have ever had. No encouragement from the head coach and plenty of unfair treatment and inadequate amounts of favoritism and play-time.

I feel that our clubs could be taken more seriously, but other than that it is a great system.

The Baseball team was a great experience my senior year after Coach Orwig took over the team. If McClintic had not been fired, I probably would have left Bermudian with a negative opinion towards the Baseball Program. They were the best part of high school.

I highly enjoyed my five years as a student council member and my two years as an NHS member, however I feel NHS can improve a lot.

NHS, robotics, soccer, tennis, and many more activities kept me busy and allowed me time outside of the classroom to learn and grow with friends.

I played basketball for 3 years on both JV and Varsity. The coaches never seemed to care about individual players as they put out a lot of favoritism and distributed very inadequate amounts of playing time. They would never push players to better themselves either on or off the court.

Bermudian Springs offers little extracurricular opportunity at best. Its best organizations, outside of athletics, are student council and the robotics team. All other organizations appear to be under funded and under staffed. Similarly, athletics are too prioritized causing funding to be denied to certain organizations as well as reject involvement in some very prominent programs in Pennsylvania. These include Key Club, DECA, AP courses, and many other programs of a similar nature.

Flyers and signups were common and regular

I work all the time so I never had a chance too.

Athletics

I wrestled and was apart of the interact club.

I played soccer through out my whole high school year

Friends and teachers encouraged me to do an extracurricular activity.

I could've but I just never wanted to

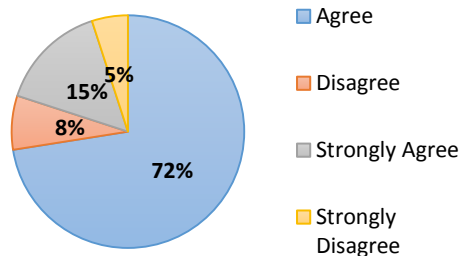
I am too busy at home for that.

there are a good bit of clubs but had problems with a teacher due to his disloyalty to the students and kicking people of the champion team because he thought there were better kids he could put on instead of the winners  
FFA

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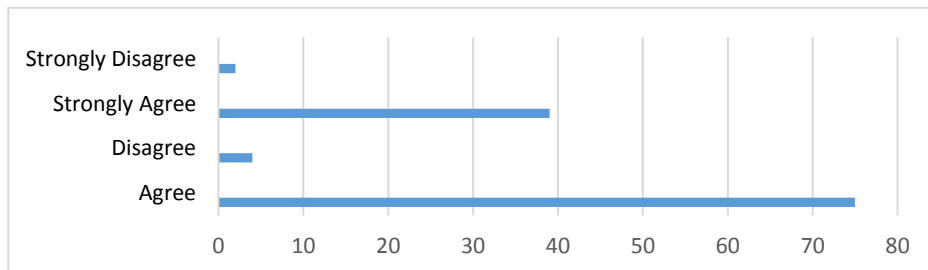
### I LIKE MY SCHOOL

Strongly Agree	18
Agree	87
Disagree	9
Strongly Disagree	6



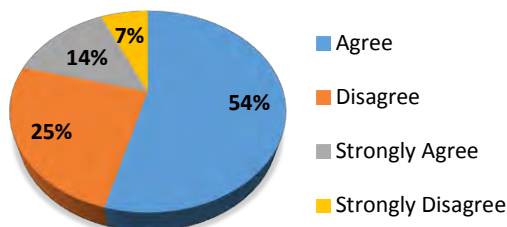
### MY SCHOOL PLACES ENOUGH EMPHASIS ON SUCH TRADITIONAL ACADEMIC SUBJECTS AS ENGLISH, HISTORY, MATH, AND SCIENCE

Strongly Agree	39
Agree	75
Disagree	4
Strongly Disagree	2



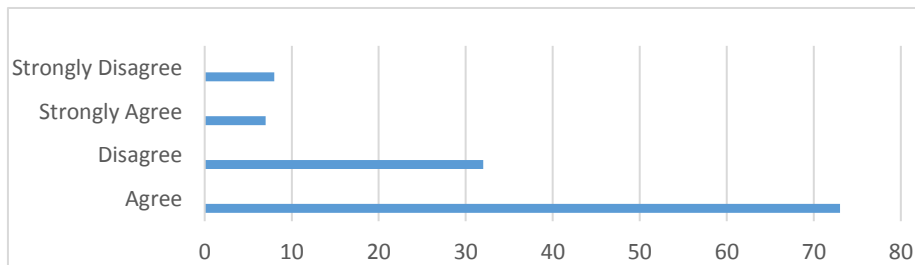
### MY SCHOOL PLACES ENOUGH EMPHASIS ON TRAINING IN CHARACTER AND CITIZENSHIP

Strongly Agree	17
Agree	65
Disagree	30
Strongly Disagree	8



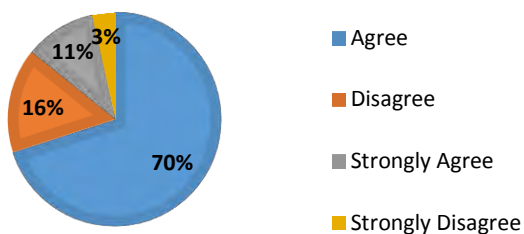
### STUDENTS IN MY SCHOOL ARE REQUIRED TO WORK HARD IN THEIR CLASSES

Strongly Agree	7
Agree	73
Disagree	32
Strongly Disagree	8



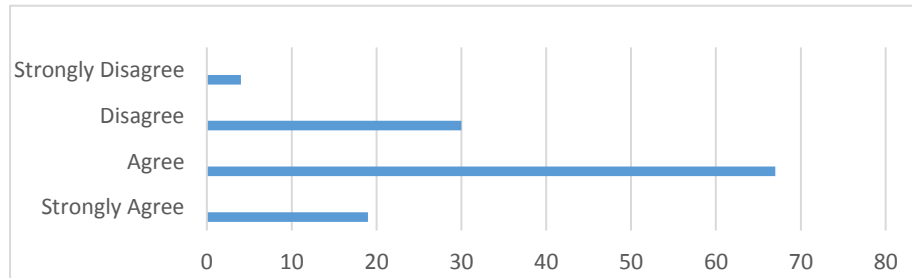
### TEACHERS IN MY SCHOOL ASSIGN HOMEWORK AT AN APPROPRIATE LEVEL

Strongly Agree	13
Agree	84
Disagree	19
Strongly Disagree	4



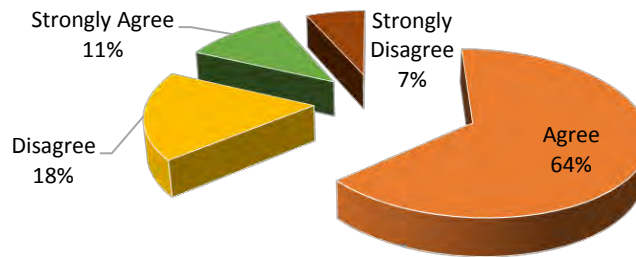
### MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH PROBLEMS

Strongly Agree	19
Agree	67
Disagree	30
Strongly Disagree	4



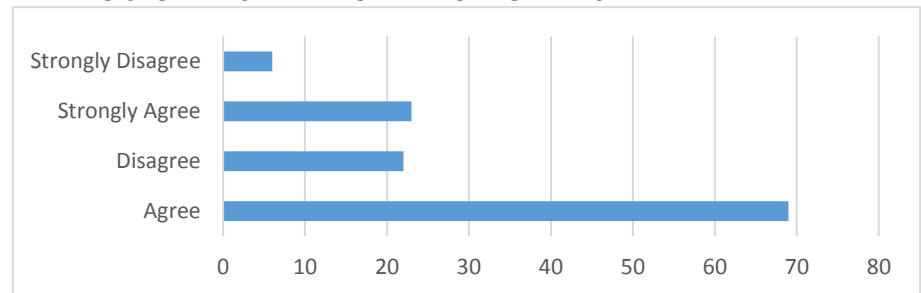
### MY PARENTS BELIEVE MY SCHOOL IS DOING A GOOD JOB

Strongly Agree	14
Agree	78
Disagree	22
Strongly Disagree	6



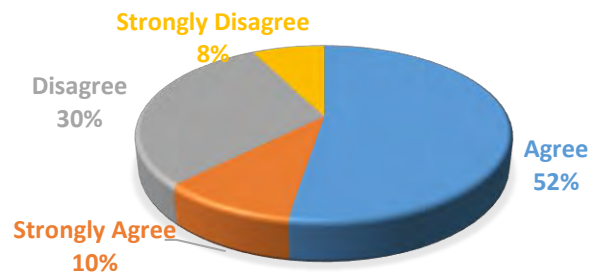
### MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH ACADEMIC PROBLEMS

Strongly Agree	23
Agree	69
Disagree	22
Strongly Disagree	6



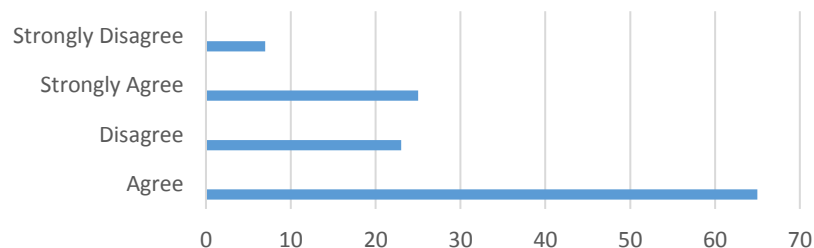
### TEACHERS PROVIDE ADEQUATE MOTIVATION FOR ALL STUDENTS

Strongly Agree	12
Agree	63
Disagree	36
Strongly Disagree	9

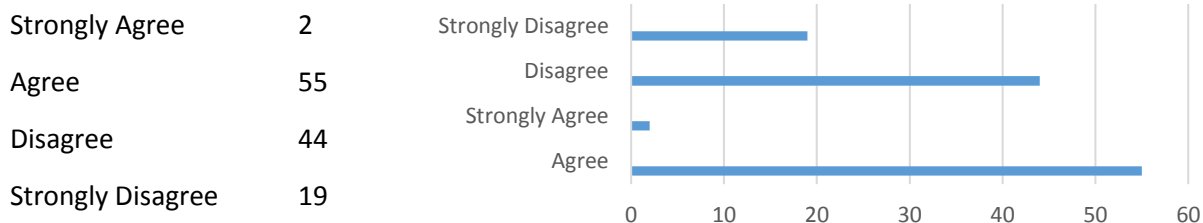


### MY SCHOOL HAS GOOD SCHOOL SPIRIT

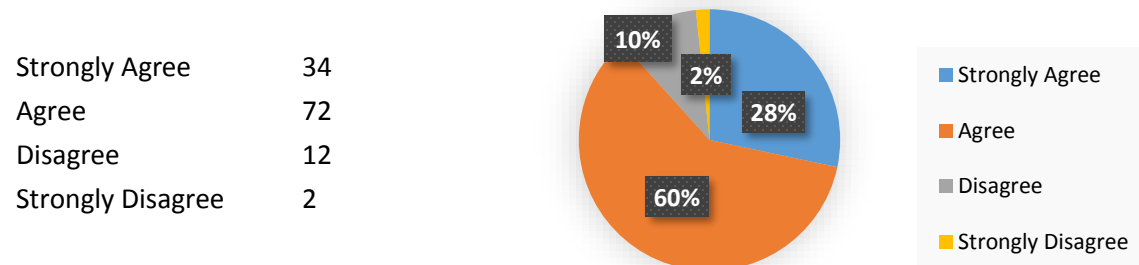
Strongly Agree	25
Agree	65
Disagree	23
Strongly Disagree	7



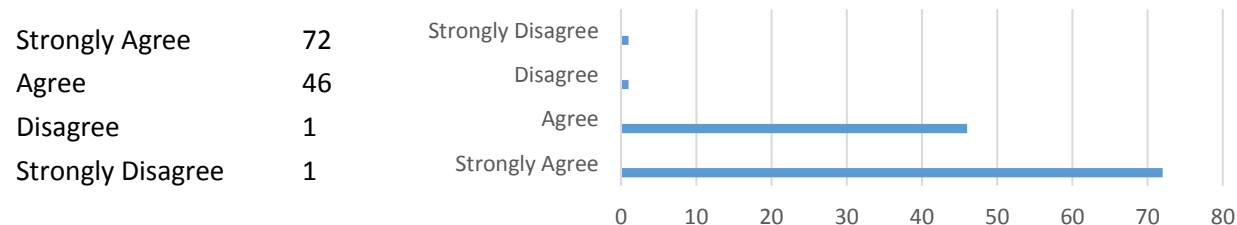
### STUDENTS IN MY SCHOOL ARE WELL-BEHAVED AND RESPECTFUL OF TEACHERS AND ADMINISTRATORS



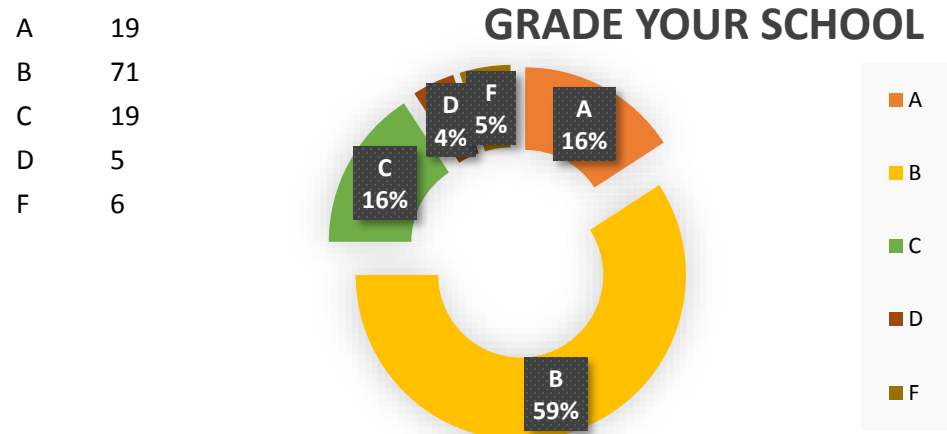
### MY SCHOOL PROVIDES A WELL-ROUNDED PROGRAM OF EXTRACURRICULAR ACTIVITIES



### I LIKE HAVING THE CHOICES OF COURSE DIFFICULTY LEVELS



### WHAT GRADE WOULD YOU ASSIGN TO YOUR SCHOOL?



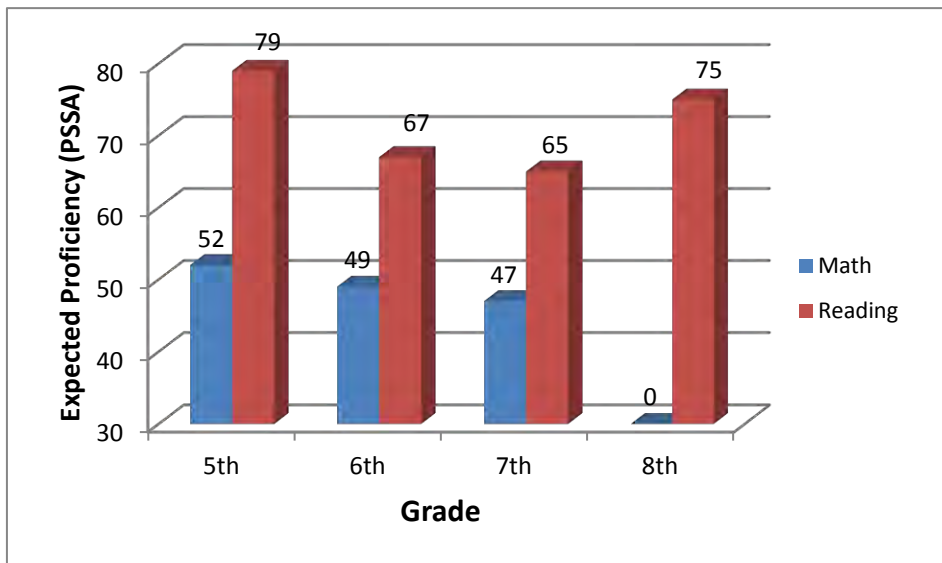
# Middle School Student Data Report

2016-2017

## STAR - Diagnostic assessments

Expected Proficiency - 2017

	Math	Reading
5th	52	79
6th	49	67
7th	47	65
8th	N/A	75

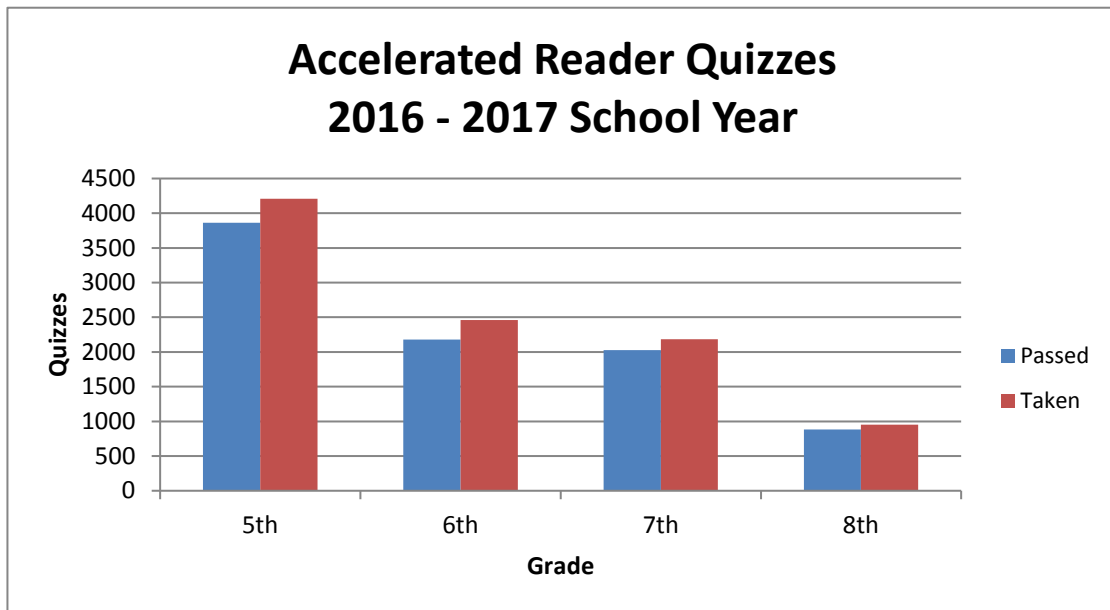


	2016 Math Star	2015 Math PSSA	2016 Rdg STAR	2015 Rdg PSSA
5th	84	<b>51</b>	70.3	64
6th	81	<b>48</b>	82.8	67
7th	81	<b>33</b>	79.0	60
8th	78	<b>26</b>	67.3	67

# Middle School Student Data Report

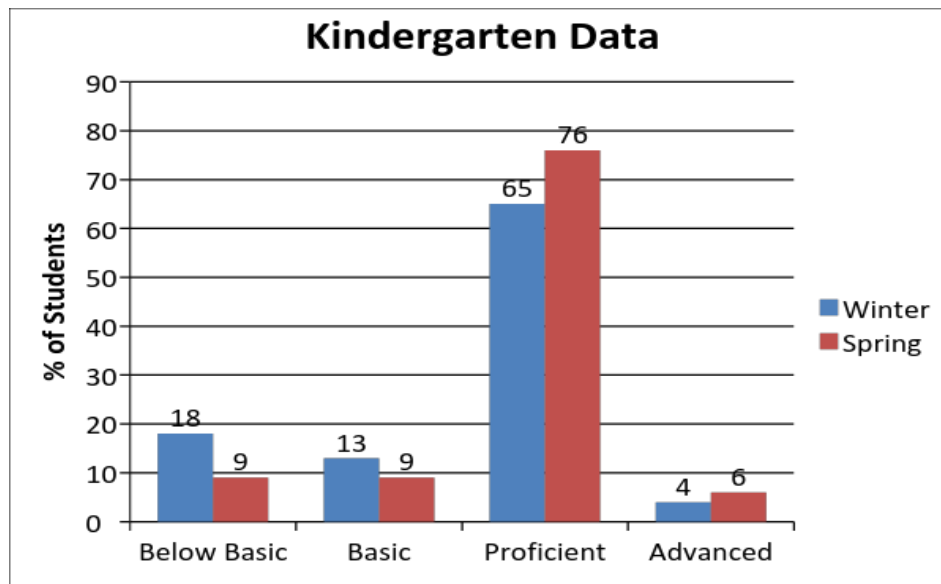
2016-2017

Grade	Taken	Passed
5th	4207	3863
6th	2460	2178
7th	2182	2027
8th	952	882

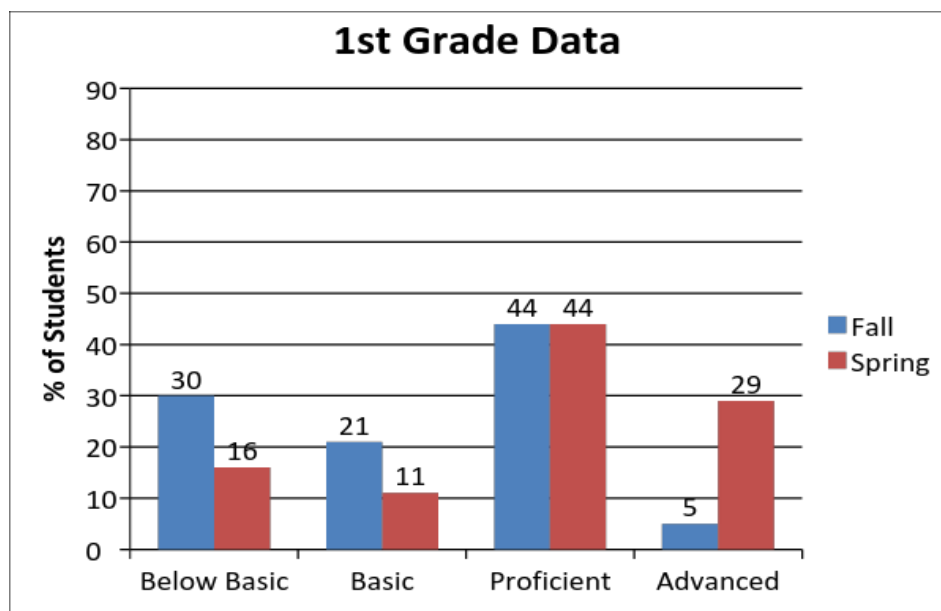


# Grade Level Fountas & Pinnell Data

## 2016-2017

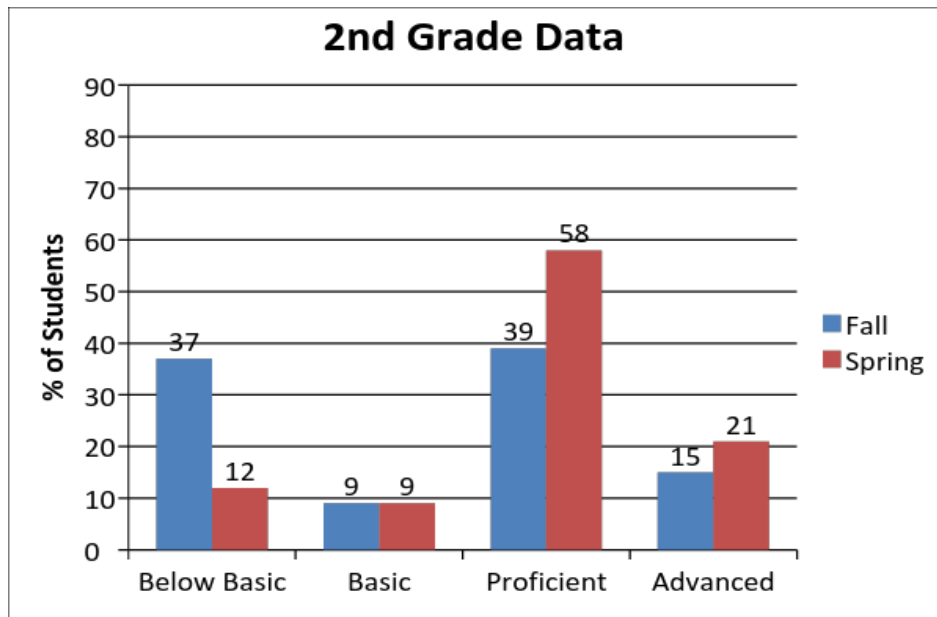


1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Winter	18%	13%	31%	45	65%	4%	69%	98
Spring	9%	9%	18%	26	76%	6%	82%	116

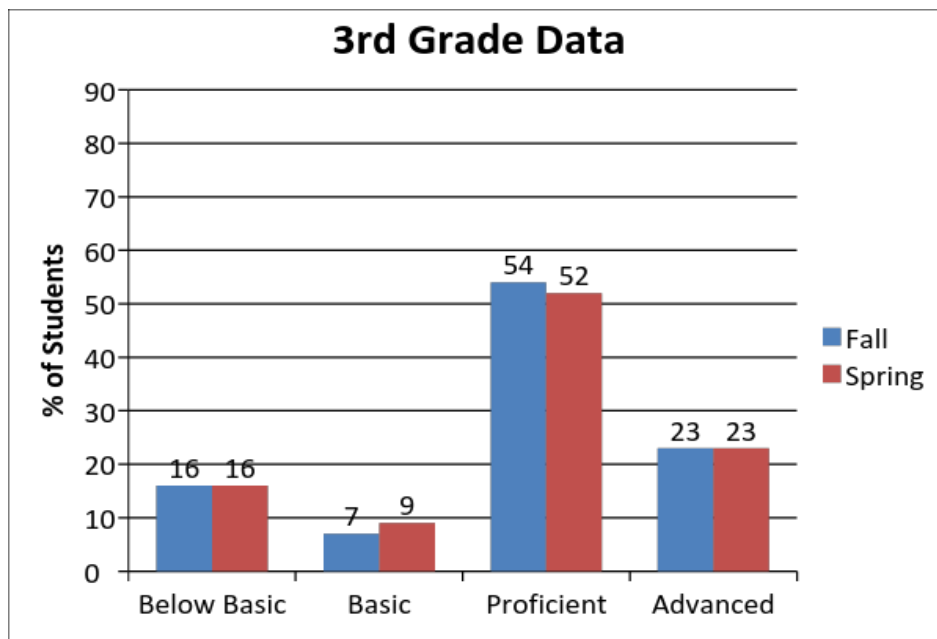


1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	30%	21%	51%	71	44%	5%	49%	67
Spring	16%	11%	27%	38	44%	29%	73%	106

# Grade Level Fountas & Pinnell Data 2016-2017

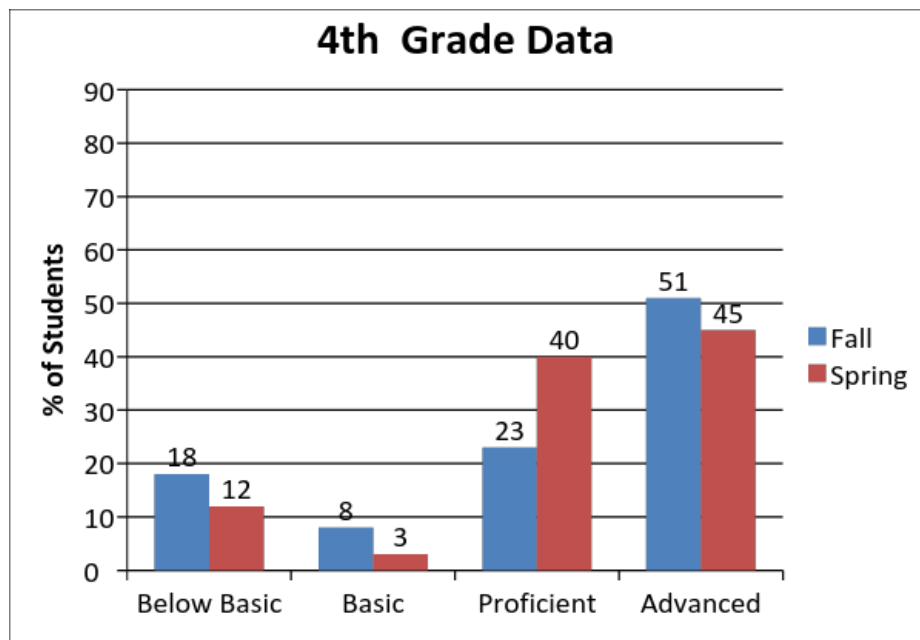


2 <sup>nd</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	37%	9%	46%	57	39%	15%	54%	66
Spring	12%	9%	21%	25	58%	21%	79%	94

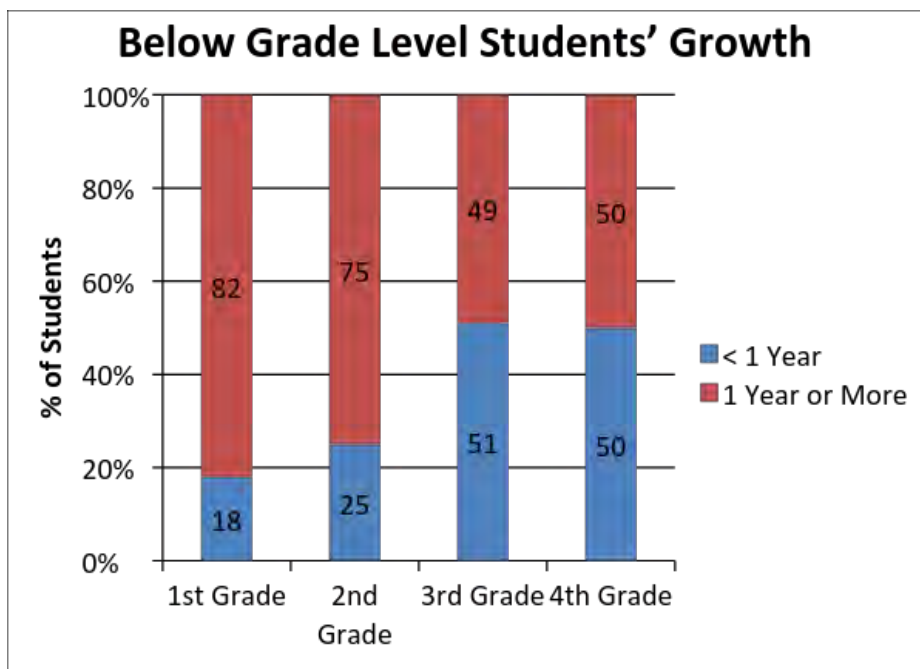


3 <sup>rd</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	16%	7%	23%	34	54%	23%	77%	113
Spring	16%	9%	25%	36	52%	23%	75%	112

# Grade Level Fountas & Pinnell Data 2016-2017

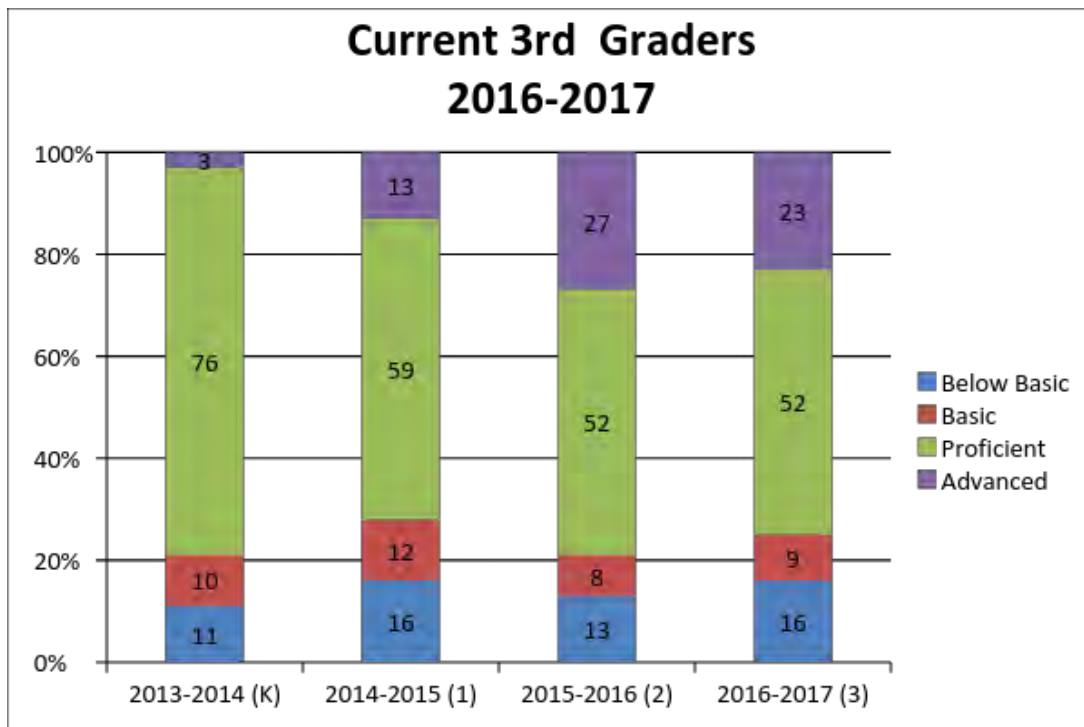
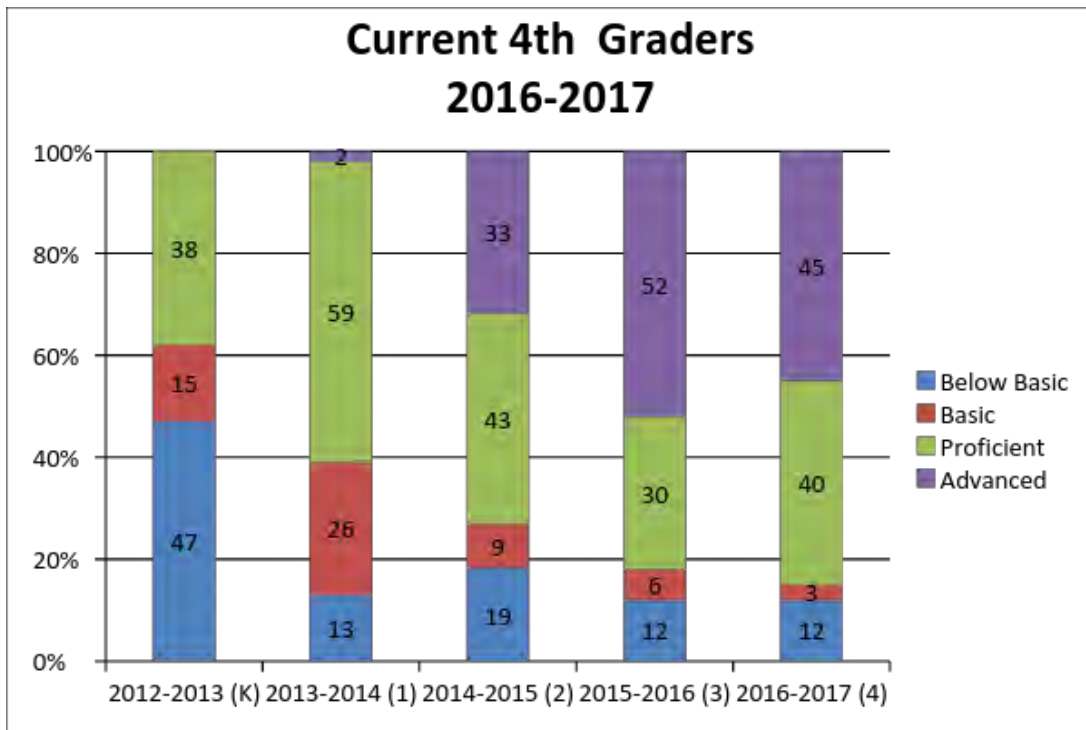


4 <sup>th</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	18%	8%	26%	37	23%	51%	74%	108
Spring	12%	3%	15%	23	40%	45%	85%	126

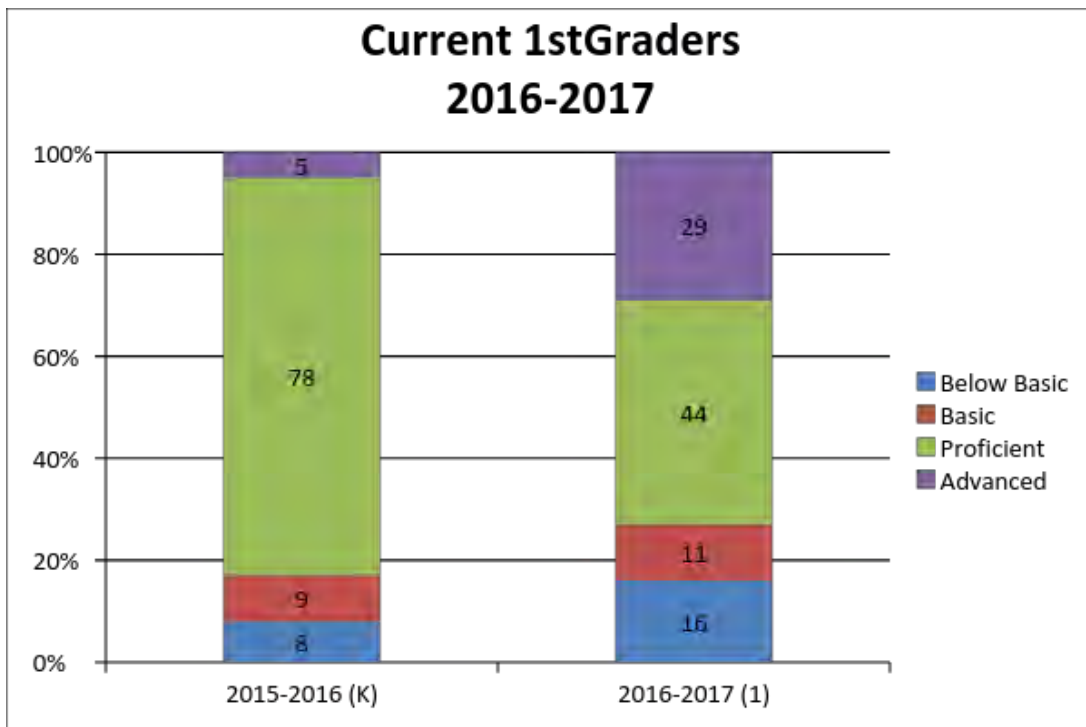
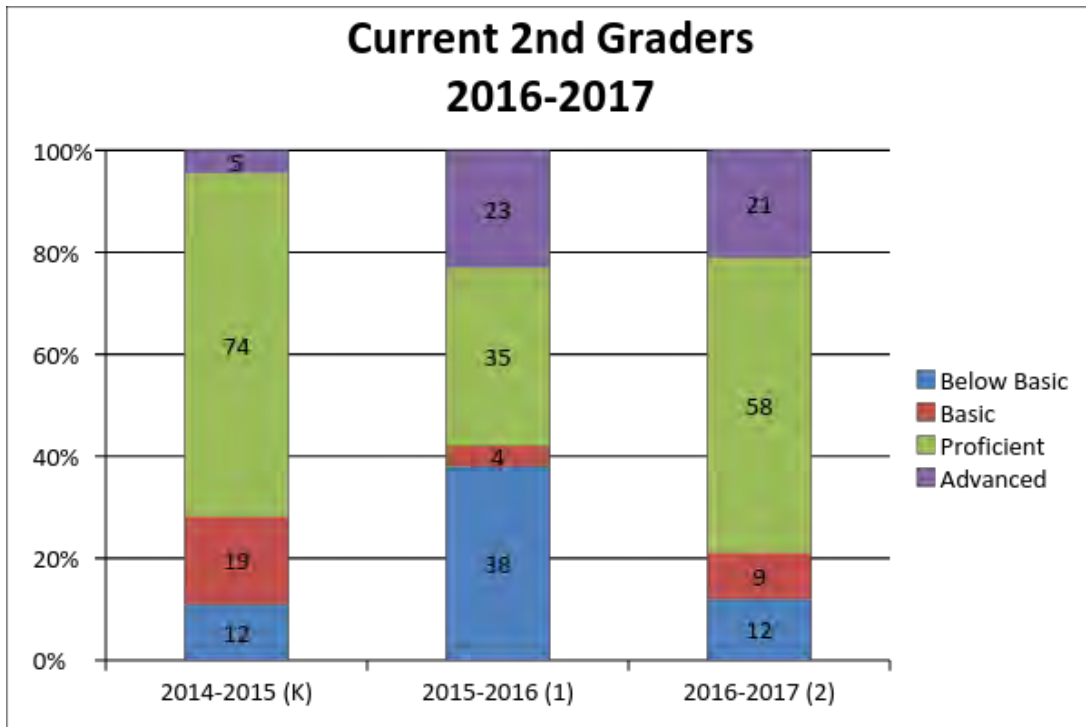


	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
# of Students	26	25	36	23

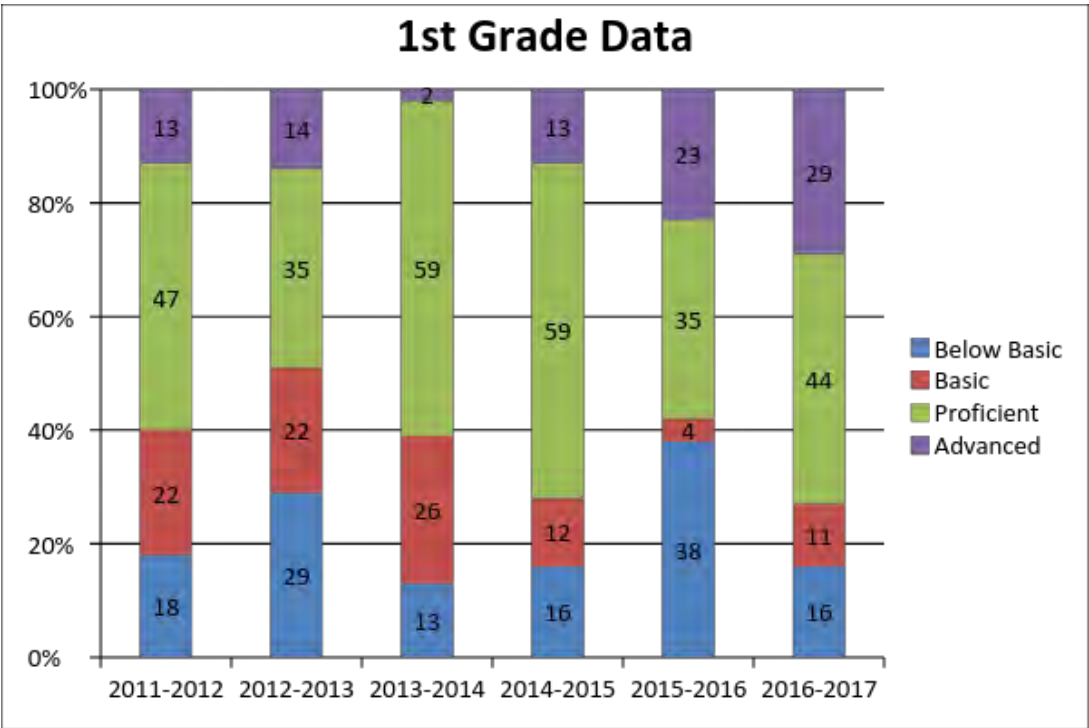
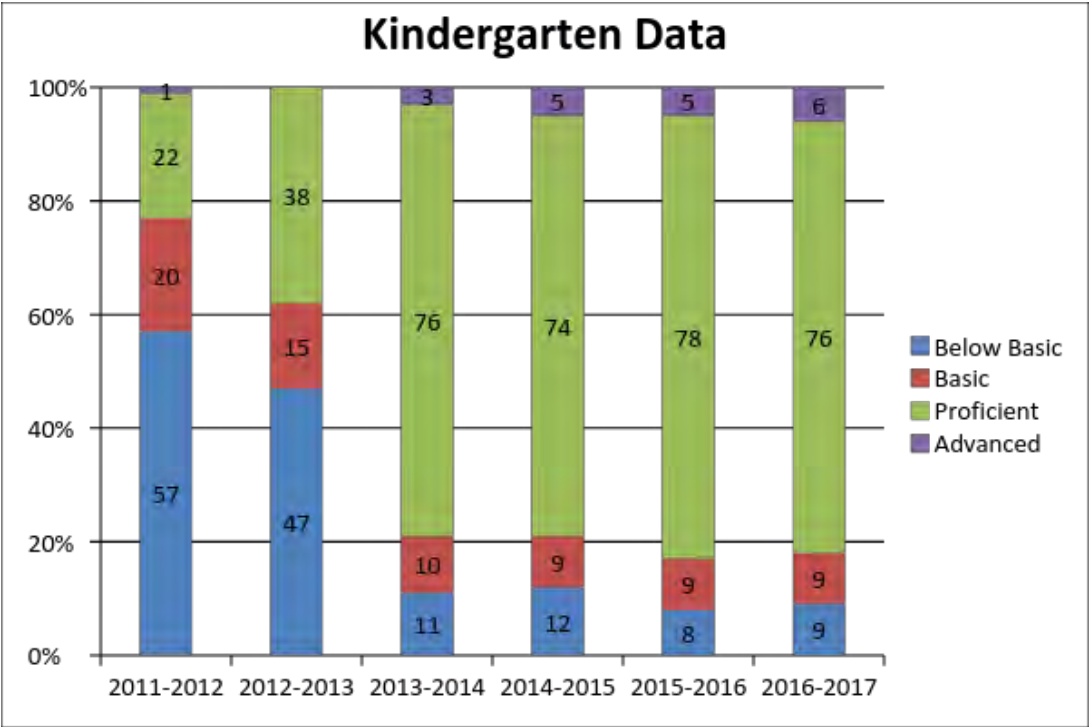
# Student Groups Over Time



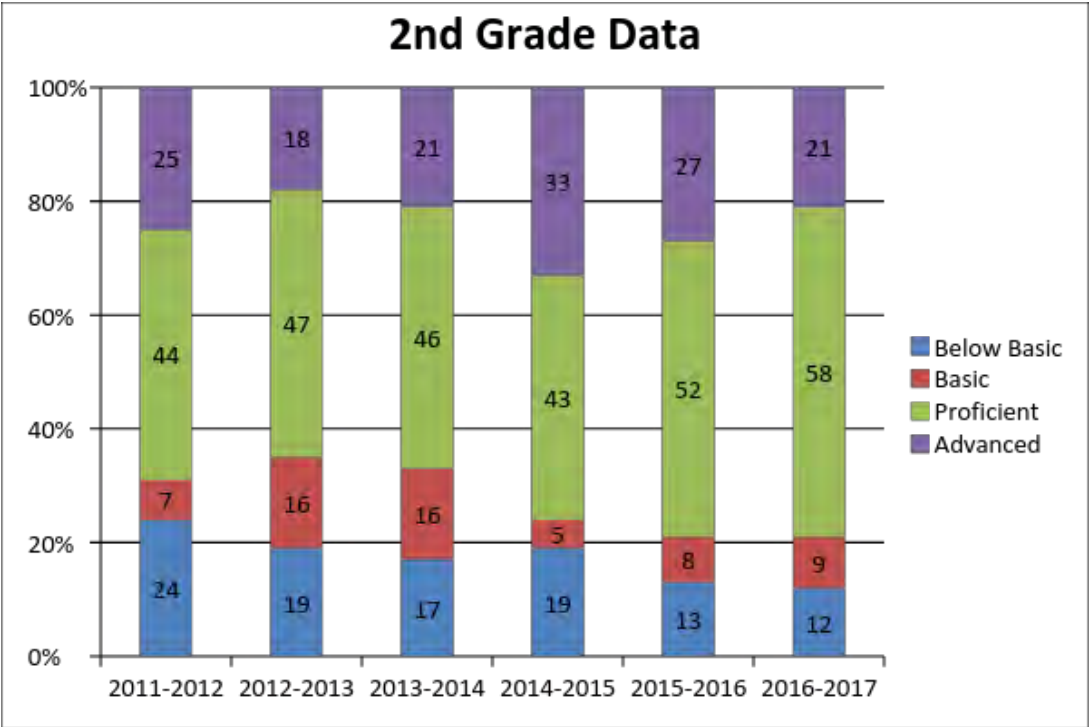
# Student Groups Over Time



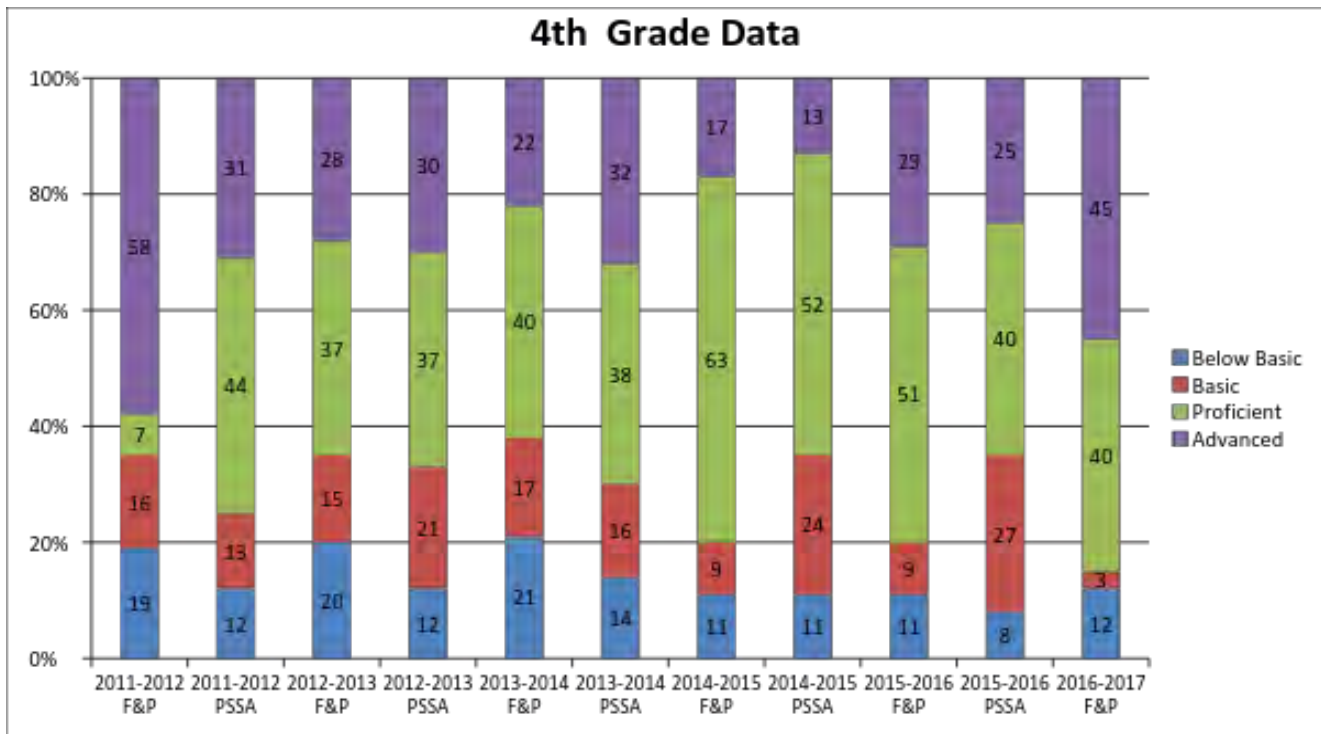
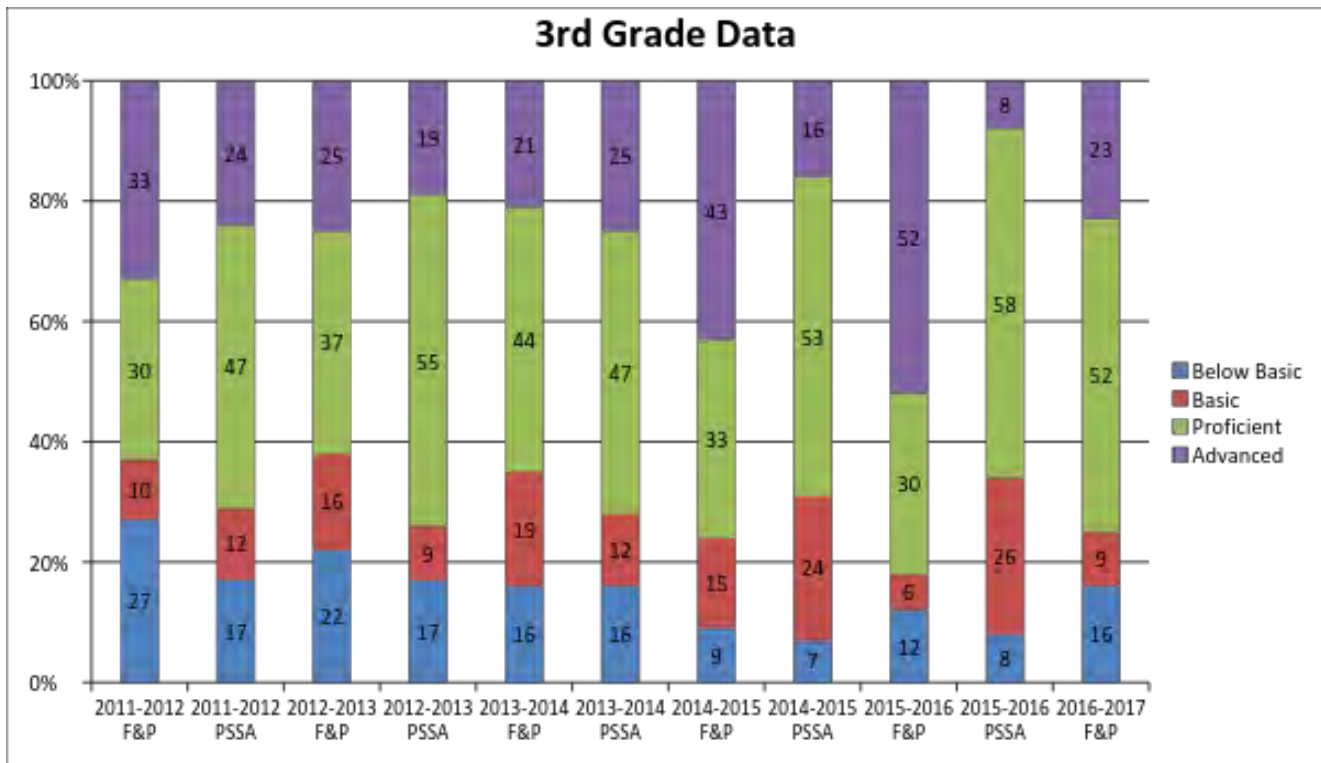
# Grade Level Data Over Time



# Grade Level Data Over Time



# F&P and PSSA Data 2011-2017



**2016-2017  
PSSA RESULTS**

**PSSA**

**STATEWIDE SCORES**

**STATE PSSA Mathematics Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
3rd grade	45.6	54.4	48.5	5.9%
4th grade	53.5	46.6	44.4	2.2%
5th grade	55.6	44.4	42.8	1.6%
6th grade	58.9	41.1	39.7	1.4%
7th grade	63	37	33	4.0%
8th grade	68.8	31.2	29.8	2.8%

**STATE PSSA English Language Arts Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
3rd grade	39.1	60.9	62.0	1.1%
4th grade	41.3	58.7	58.6	0.1%
5th grade	38.5	61.5	61.9	(-4.4%)
6th grade	38.4	61.7	60.7	0.4%
7th grade	38.5	61.5	58.6	2.9%
8th grade	41.7	58.4	58	0.4%

**STATE PSSA Science Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
4th grade	23.7	76.2	58.8	19.8%
8th grade	42.3	57.7	67.8	(-10.1%)

**BERMUDIAN SPRINGS SCHOOL DISTRICT SCORES**

**BSSD PSSA Mathematics Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
3rd grade	5.6	51.6	53.8	(-2.2%)
4th grade	9.8	46.2	50.8	(-6.8%)
5th grade	7.5	52.8	39.7	13.10%
6th grade	2.6	48.0	33	15%
7th grade	5.6	34.7	29.8	4.90%
8th grade	9.1	27.2	39.6	(-12.4%)

**BSSD PSSA English Language Arts Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
3rd grade	29.8	70.2	65.9	5.7%
4th grade	34	65.9	68.3	(-2.4%)
5th grade	35.5	64.6	66.4	(-2.2%)
6th grade	33.5	66.4	60.6	5.8%
7th grade	39.4	60.6	68.5	(-8.1%)
8th grade	31.5	68.5	65.2	3.3%

**BSSD PSSA Science Results**

Grade	2016 % Below Basic/Basic	2016 % Advanced / Proficient	2015 % Adv/Prof	AVG DIFFERENCE 2015 to 2016
4th grade	12.8	87.2	87.2	0.0%
8th grade	38.9	61.1	61.1	0.0%

**PSSA and Keystone Exams**

The PA Standards are much more meaningful if a system is in place to determine if our students are achieving these standards. The Pennsylvania Department of Education developed a series of assessments called the Pennsylvania System of School Assessment, or PSSA as well as the Keystone Exams which are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government. These tests are aligned to the corresponding Standards and provide a measure of how well our students are accomplishing those benchmarks.

PSSA and Keystone Exam scores are categorized into one of four possible performance levels:

- 1. Advanced** - The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the PA Academic Content Standards.
- 2. Proficient** - The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the PA Academic Content Standards.
- 3. Basic** - The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the PA Academic Content Standards.
- 4. Below Basic** - The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the PA Academic Content Standards.

Note: BSSD scores highlighted in green are higher than State scores

# PSSA STATE /SCHOOL DATA COMPARISON

## PSSA School Level English Language Arts, Math, and Science Proficiency Results by Grade Level and School Totals\* with State-wide Totals

\*Growth measures were derived from PSSA and Keystone scaled scores. These will be slightly different than those posted on the SPP

	Subject	Group	Grade	% Advanced	% Proficient	% Basic	% Below Basic	Growth*
2016 BS ES	English Language Arts	All Students	Gr 3	17.4	52.8	24.2	5.6	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 3	15.2	49	25.5	13.6	
2016 BS ES	English Language Arts	All Students	Gr 4	12.9	53.0	24.2	9.8	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 4	24.7	34	29.1	12.2	
<b>2016 ES TOTAL</b>	English Language Arts	SCHOOL-WIDE	<b>ES TOTAL</b>	<b>15.4</b>	<b>52.9</b>	<b>24.2</b>	<b>7.5</b>	<b>72.0</b>
2016 BS MS	English Language Arts	All Students	Gr 5	13.7	50.9	28.0	7.5	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 5	16.2	45.3	24.4	14.1	
2016 BS MS	English Language Arts	All Students	Gr 6	23.0	43.4	30.9	2.6	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 6	22.7	38.9	29.8	8.6	
2016 BS MS	English Language Arts	All Students	Gr 7	14.1	46.5	33.8	5.6	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 7	18.2	43.3	33.5	5.0	
2016 BS MS	English Language Arts	All Students	Gr 8	22.4	46.1	22.4	9.1	
2016 STATE-WIDE	English Language Arts	STATE-WIDE	Gr 8	17.5	40.9	30.4	11.3	
<b>2016 MS TOTAL</b>	English Language Arts	SCHOOL-WIDE	<b>MS TOTAL</b>	<b>18.4</b>	<b>46.8</b>	<b>28.5</b>	<b>6.3</b>	<b>87.0</b>
2016 BS ES	Math	All Students	Gr 3	17.4	34.2	27.3	21.1	
2016 STATE-WIDE	Math	STATE-WIDE	Gr 3	26.3	28.1	21.0	24.6	
2016 BS ES	Math	All Students	Gr 4	14.4	31.8	38.6	15.2	
2016 STATE-WIDE	Math	STATE-WIDE	Gr 4	19.9	26.7	25.9	27.6	
<b>2016 ES TOTAL</b>	Math	SCHOOL-WIDE	<b>ES TOTAL</b>	<b>16.0</b>	<b>33.1</b>	<b>32.4</b>	<b>18.4</b>	<b>51.0</b>
2016 BS MS	Math	All Students	Gr 5	18.0	34.8	33.5	13.7	
2016 STATE-WIDE	Math	STATE-WIDE	Gr 5	18.5	25.9	27.6	28	
2017 BS MS	Math	All Students	Gr 6	10.5	37.5	35.5	16.4	
2016 STATE-WIDE	Math	STATE-WIDE	Gr 6	16.9	24.2	28.8	30.1	
2016 BS MS	Math	All Students	Gr 7	8.3	26.4	38.2	27.1	
2016 STATE-WIDE	Math	STATE-WIDE	Gr 7	13.3	23.7	28.1	34.9	
2016 BS MS	Math	All Students	Gr 8	4.8	22.4	37.6	35.2	
2016 STATE-WIDE	Math	STATE-WIDE	Gr8	10.5	20.8	28.6	40.2	
<b>2016 MS TOTAL</b>	Math	SCHOOL-WIDE	<b>MS TOTAL</b>	<b>10.5</b>	<b>30.2</b>	<b>36.2</b>	<b>23.2</b>	<b>80.8</b>
<b>2016 ES TOTAL</b>	Science	SCHOOL-WIDE	<b>ES Gr 4</b>	<b>46.6</b>	<b>40.6</b>	<b>10.5</b>	<b>2.3</b>	
2016 STATE-WIDE	Science	STATE-WIDE	<b>STATE Gr 4</b>	<b>39.5</b>	<b>36.7</b>	<b>11.6</b>	<b>12.1</b>	
<b>2016 MS TOTAL</b>	Science	SCHOOL-WIDE	<b>ES Gr 8</b>	<b>25.3</b>	<b>35.8</b>	<b>22.2</b>	<b>16.7</b>	
2016 STATE-WIDE	Science	STATE-WIDE	<b>STATE Gr 8</b>	<b>27.3</b>	<b>30.4</b>	<b>25.5</b>	<b>16.8</b>	

2015-2016 Keystone Exam School Accountability Assessment Results								
District or State Result	Subject	Group	Grade	% Advanced	% Proficient	% Basic	% Below Basic	Growth
State-wide	English Language Arts	STATE	11	8.04	64.75	19.81	7.4	
BSSD	English Language Arts	BSHS Gr 11	11	3.9	73.38	16.88	5.84	100
State-wide	Math	STATE	11	17.66	46.82	26.48	9.04	
BSSD	Math	BSHS Gr 11	11	14.47	58.55	17.11	9.87	75
State-wide	Science	STATE	11	20.62	38.33	22.7	18.36	
BSSD	Science	BSHS Gr 11	11	9.74	46.1	31.17	12.99	50

## 2015-2016 KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.

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

### KEYSTONE EXAMS

#### STATE Keystone Exam Totals

	2015 % Advanced / Proficient	2016 % Advanced / Proficient	AVG DIFFERENCE 2015 to 2016
Algebra I	64.5	68.2	3.7%
Literature	72.8	76.8	4.0%
Biology	58.9	65.8	6.9%

#### BSSD Keystone Exam Totals

	2015 % Advanced / Proficient	2016 % Advanced / Proficient	AVG DIFFERENCE 2015 to 2016
Algebra I	73.0	67.4	(-5.6%)
Literature	77.3	80.3	3%
Biology	55.8	61.3	5.50%

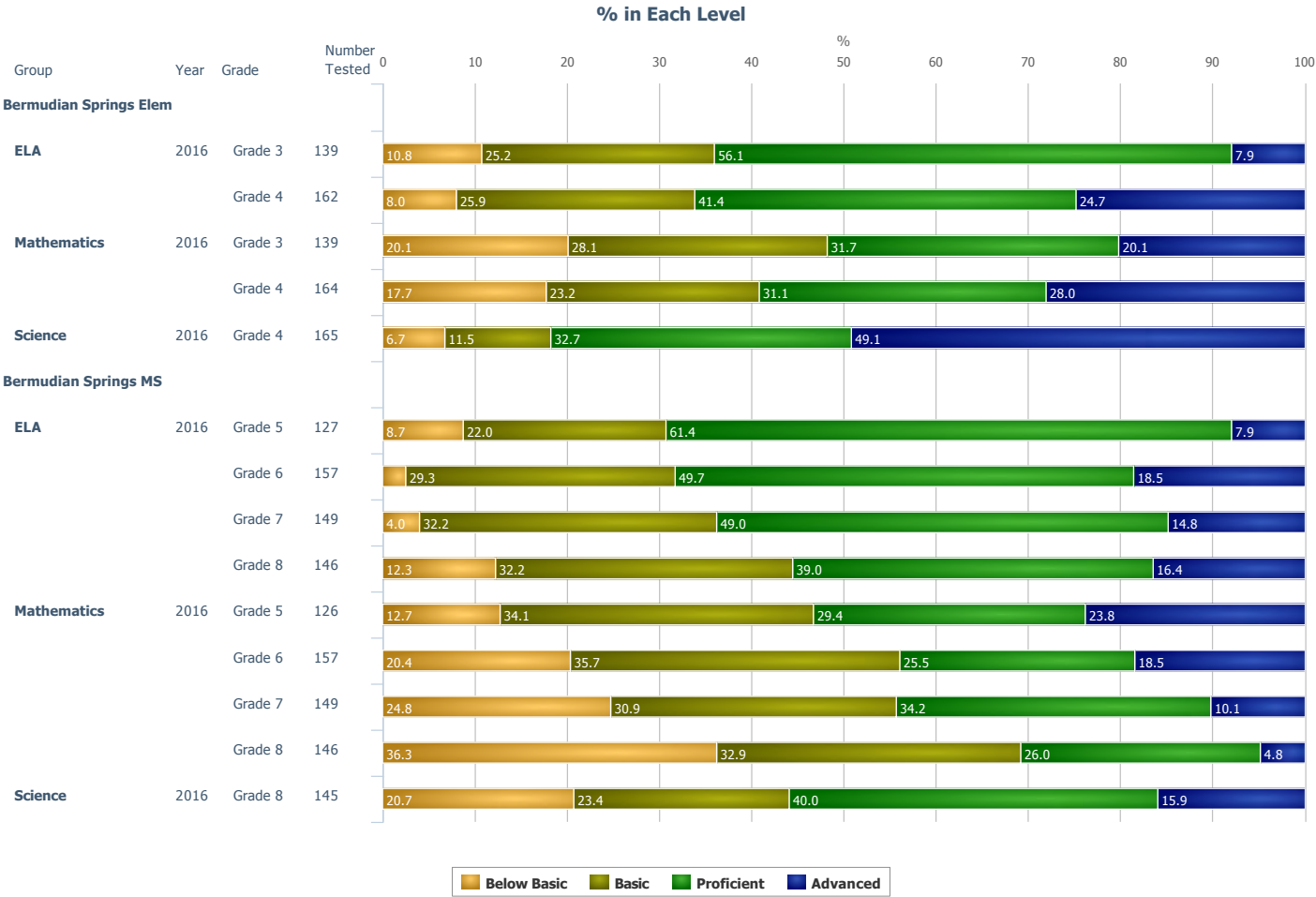
### Keystone Exam Scale Score Ranges

Content Area	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
ALG 1	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

Note: Scores highlighted in green are higher than state scores

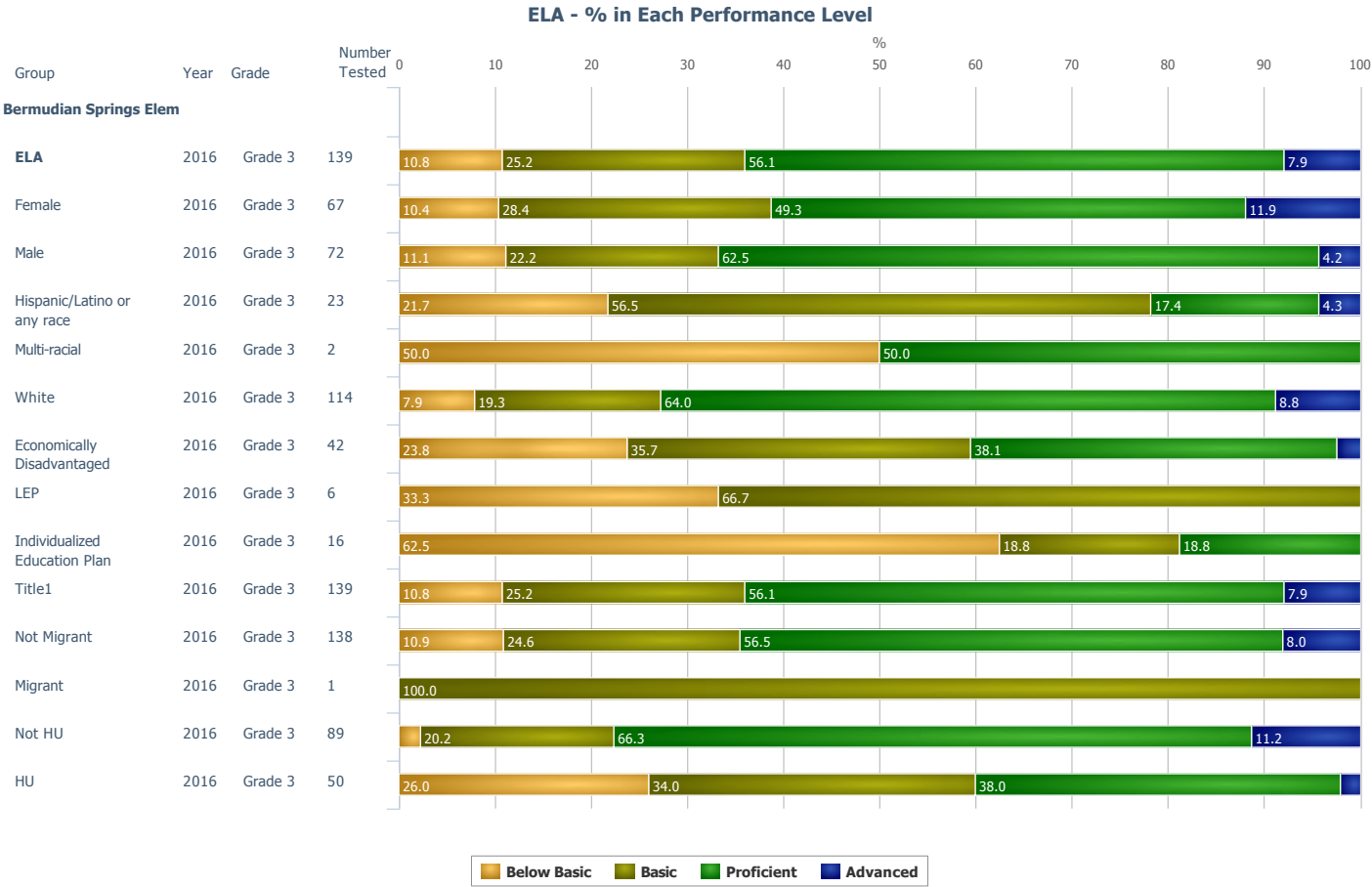
Graphical Summary: Performance Levels

PSSA



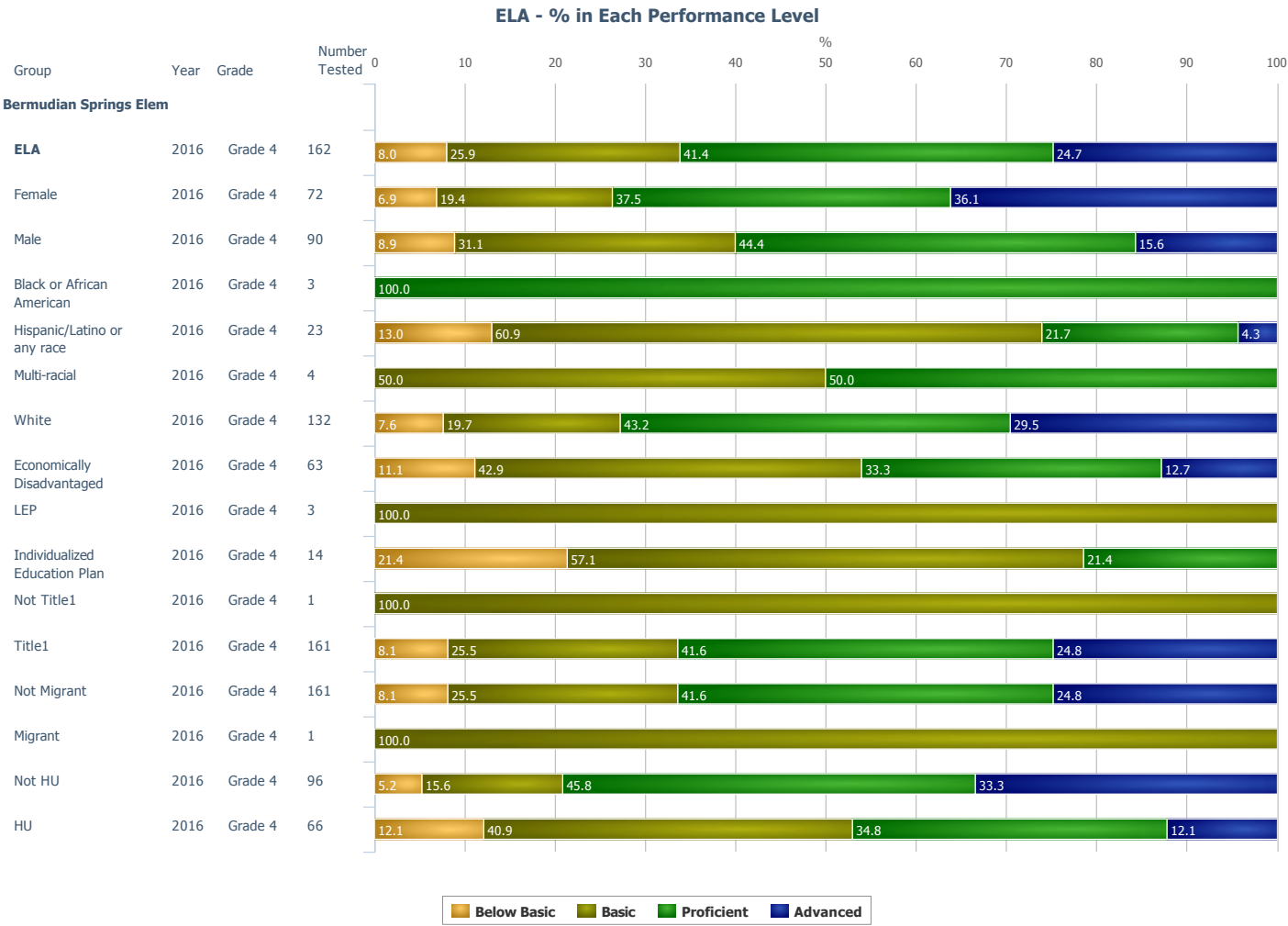
Graphical Summary: Performance Levels

PSSA



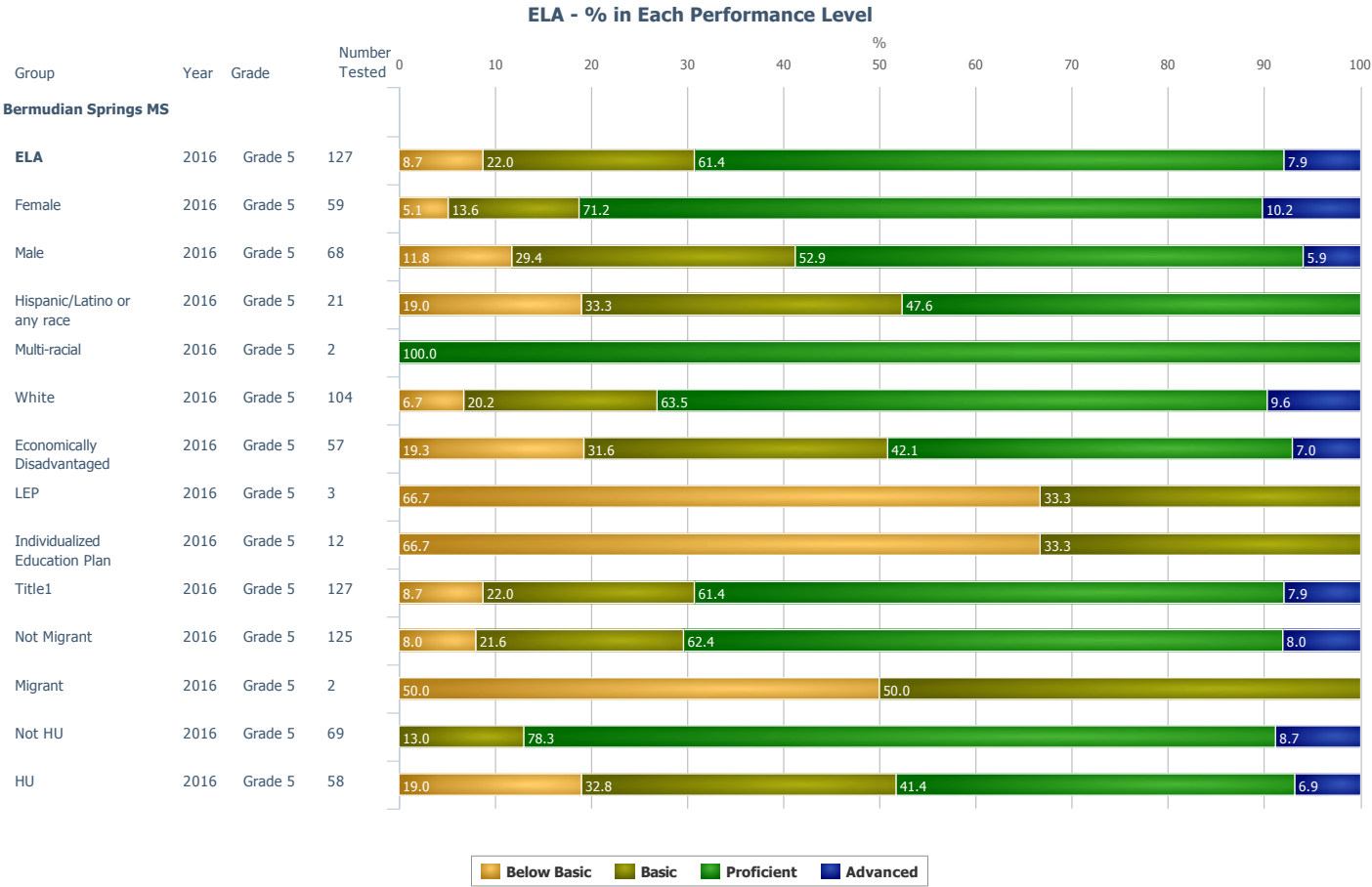
Graphical Summary: Performance Levels

PSSA



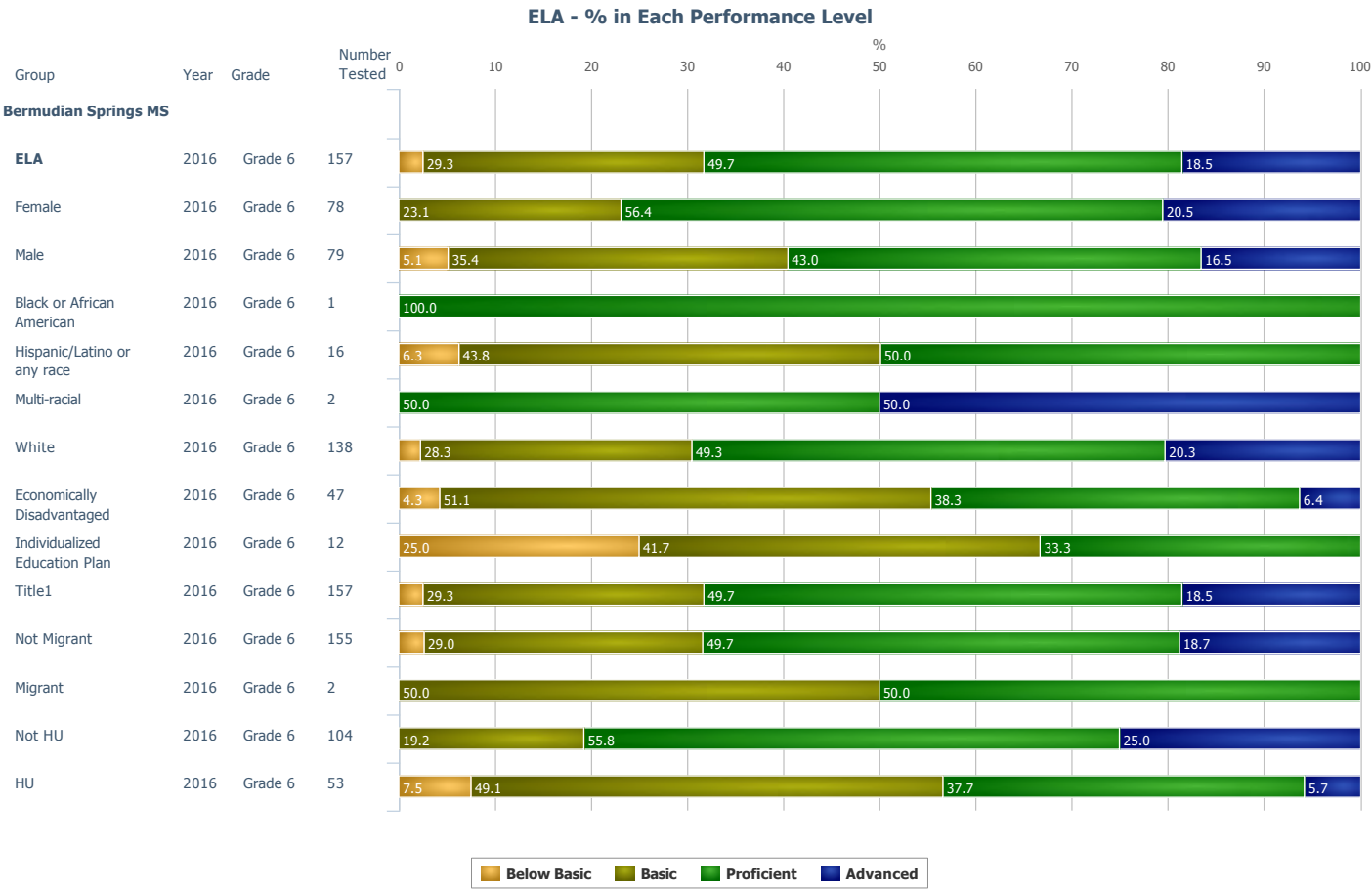
Graphical Summary: Performance Levels

PSSA



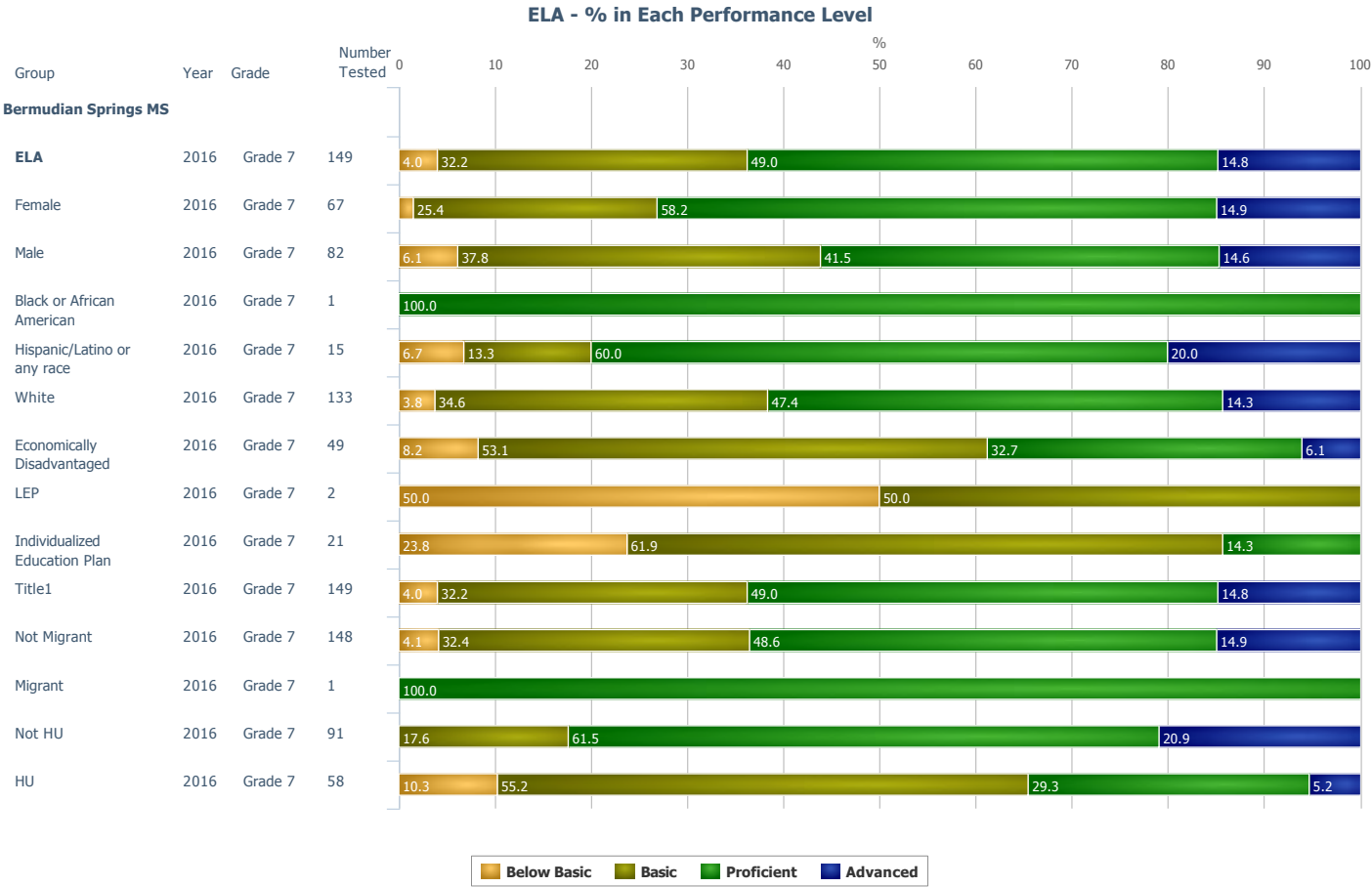
Graphical Summary: Performance Levels

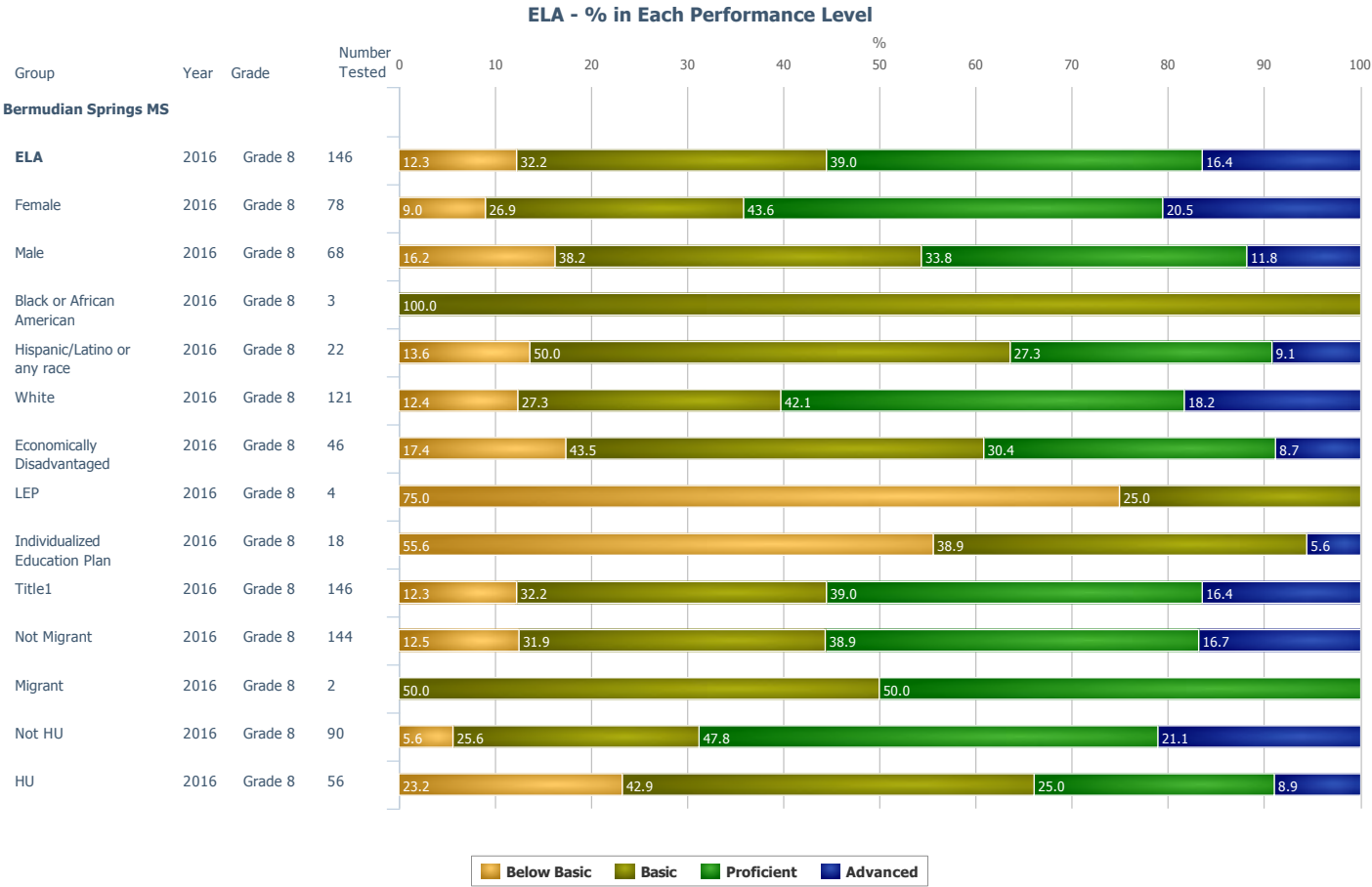
PSSA



Graphical Summary: Performance Levels

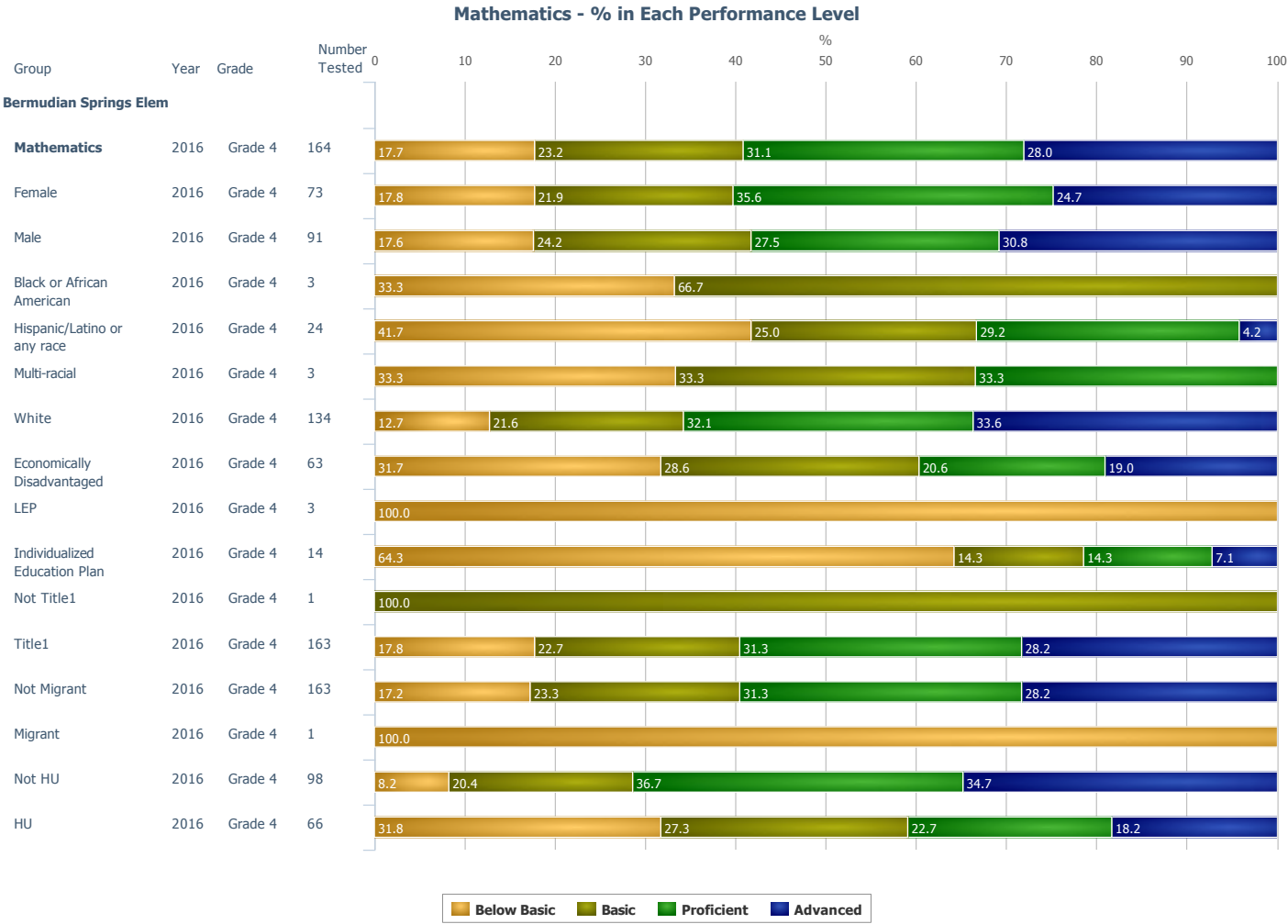
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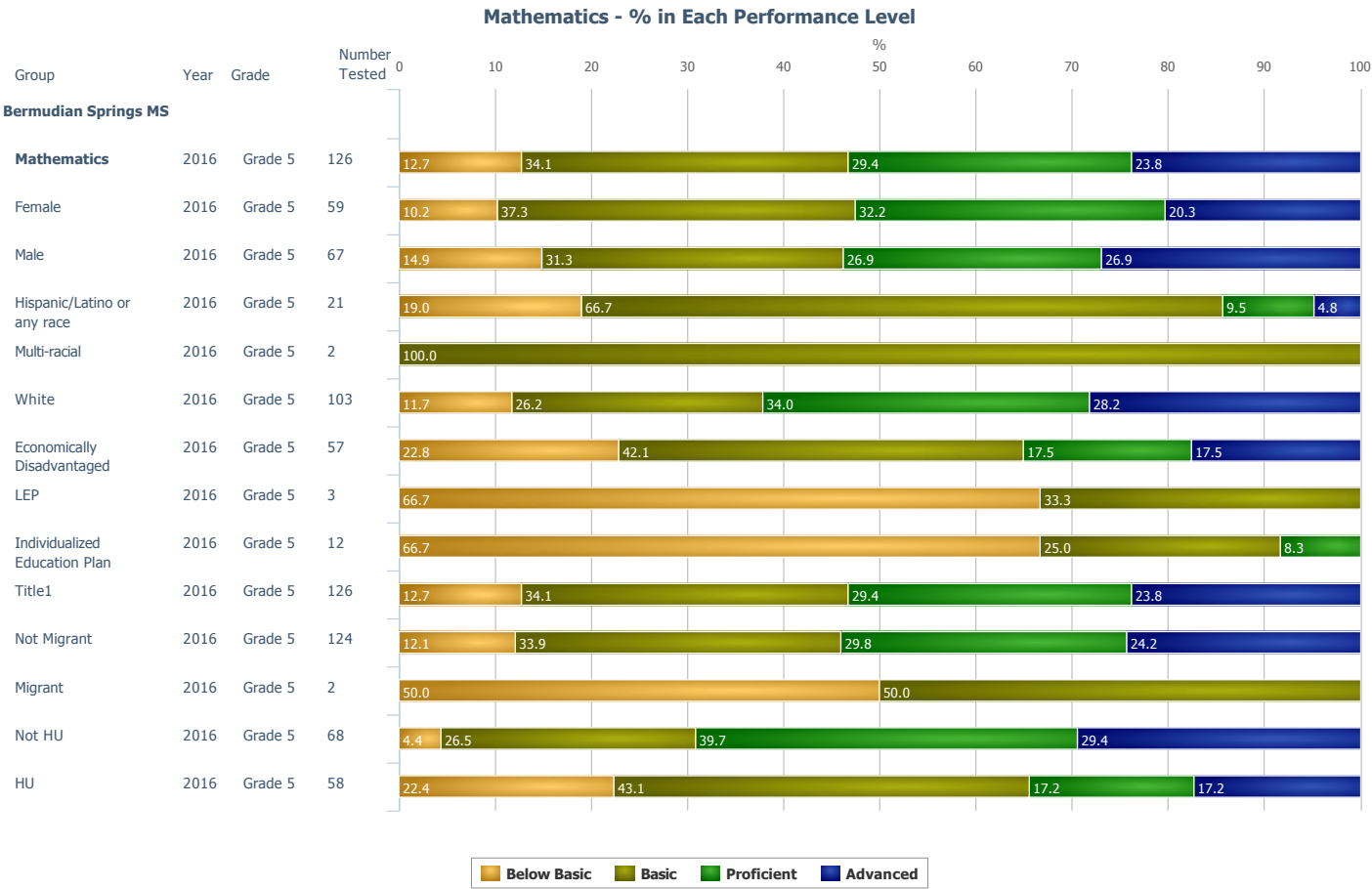
PSSA





Graphical Summary: Performance Levels

PSSA

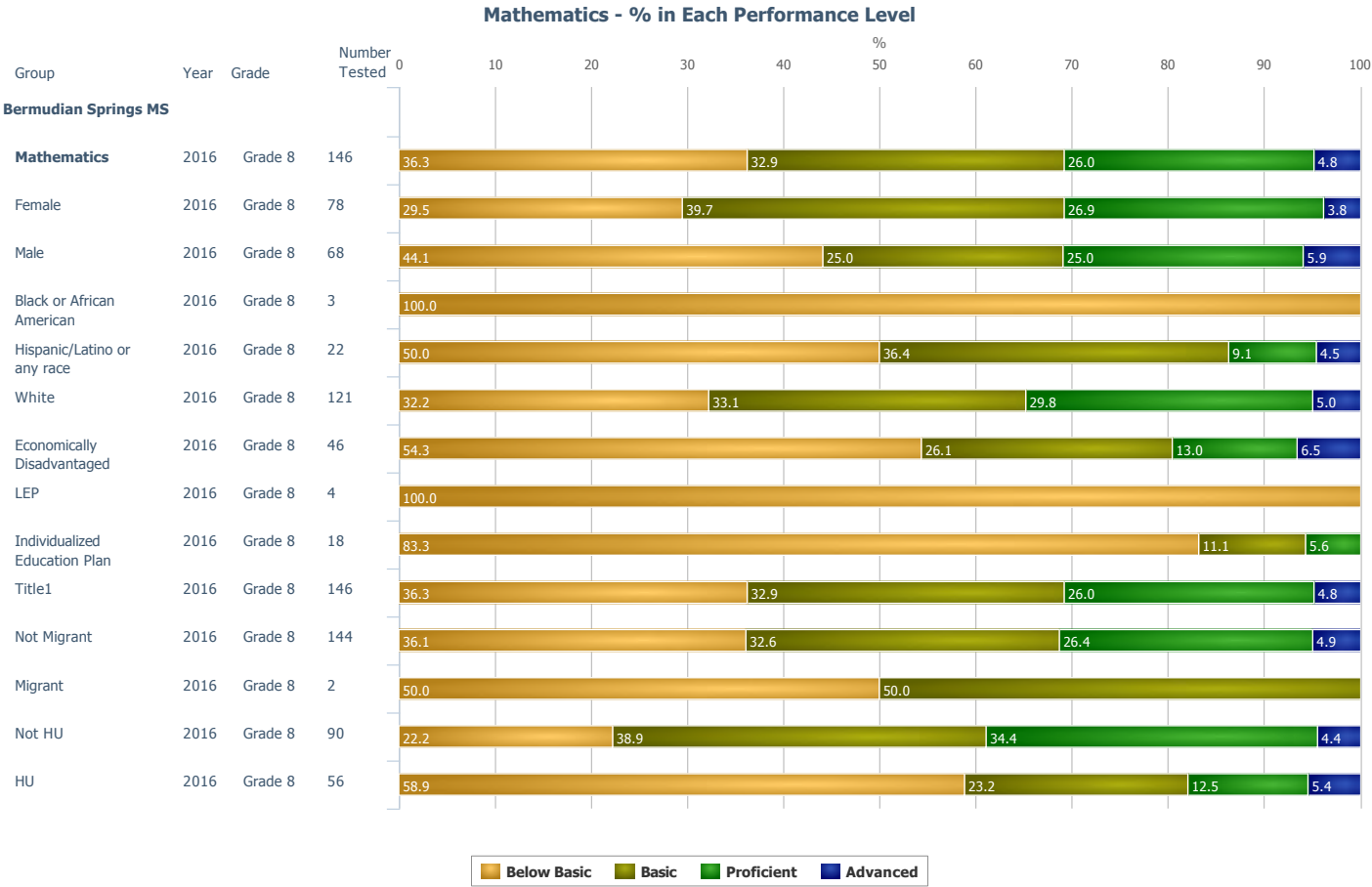


PSSA



PSSA





## PSSA

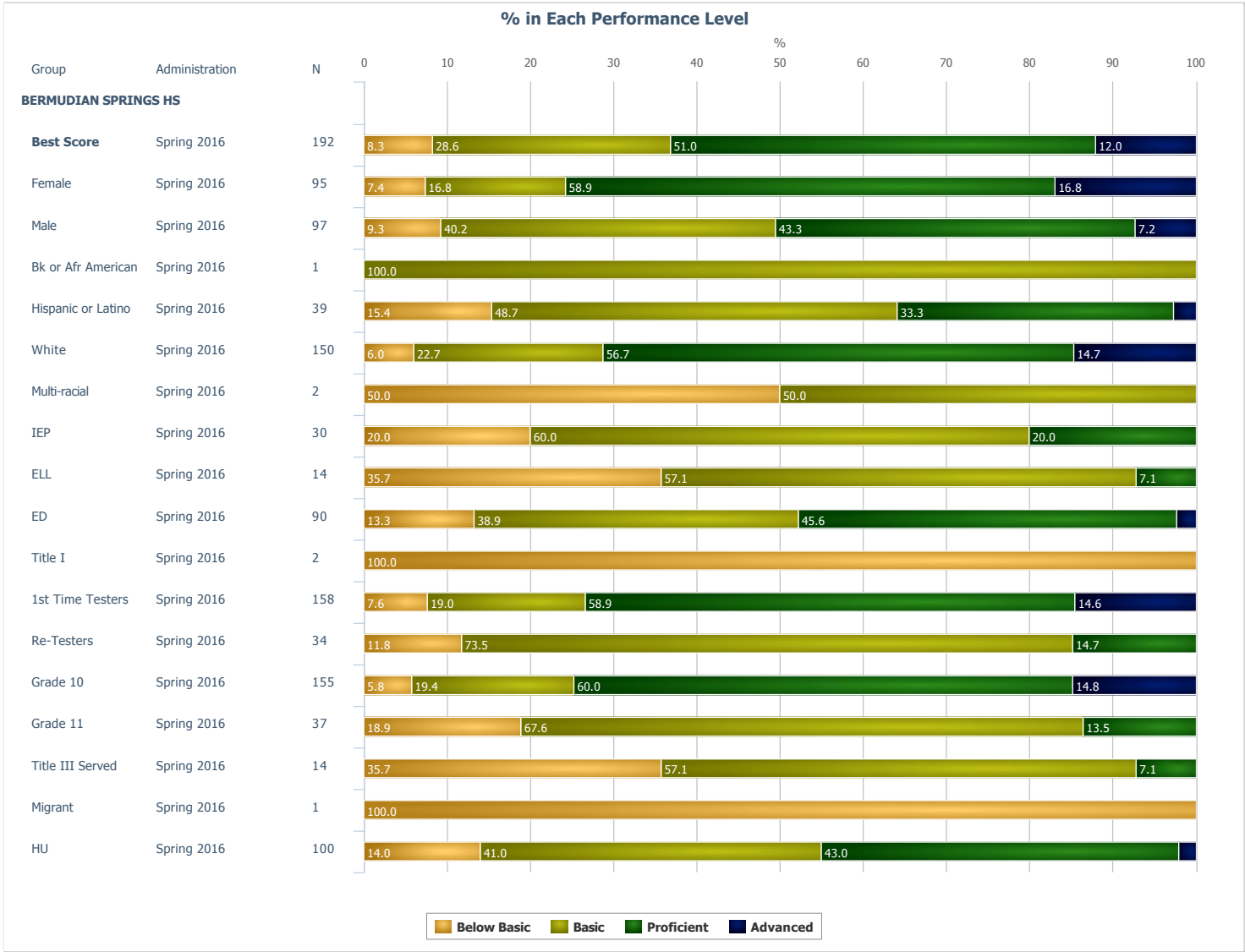


## PSSA



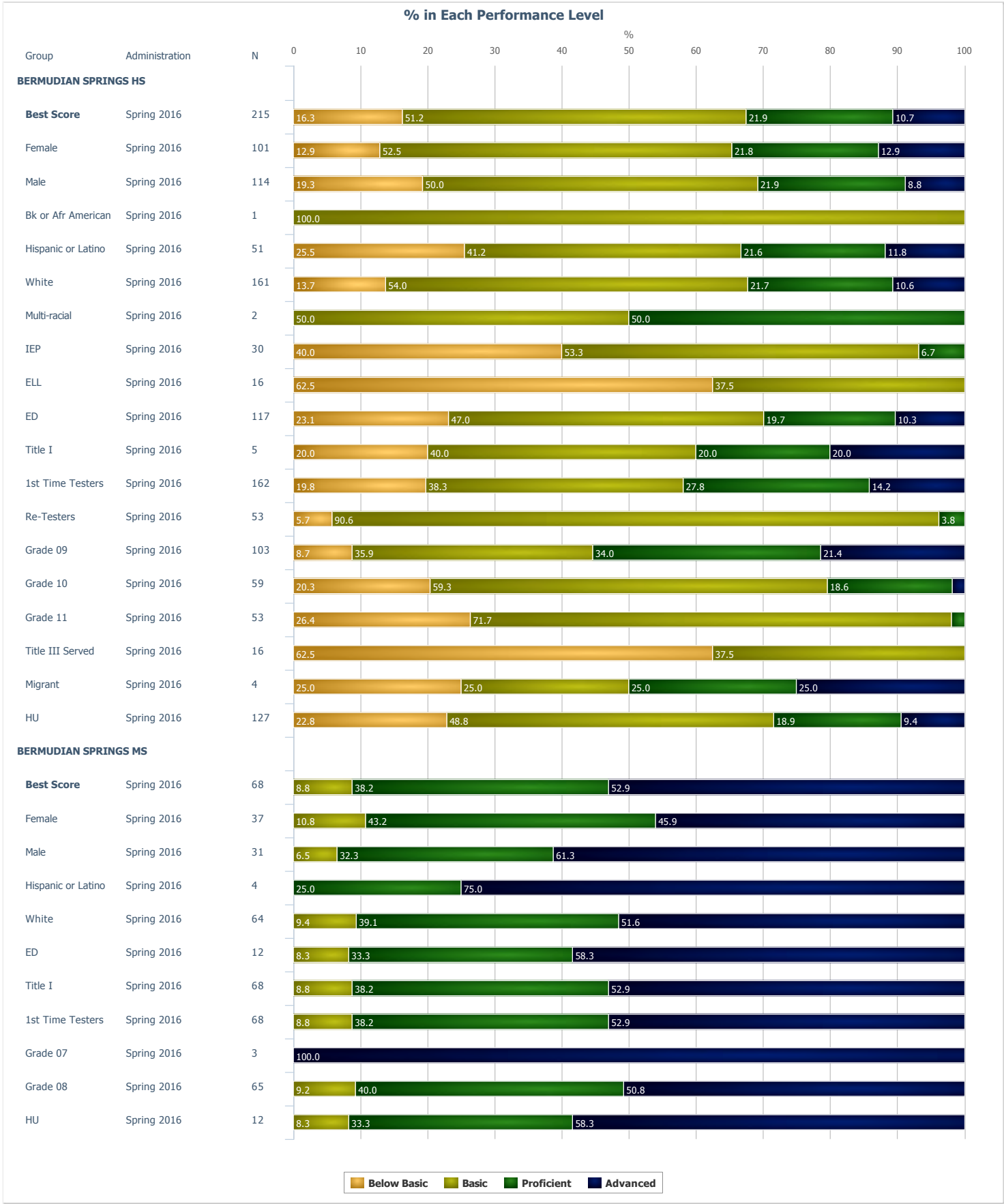
Graphical Summary: Performance Levels

Literature, Spring 2016



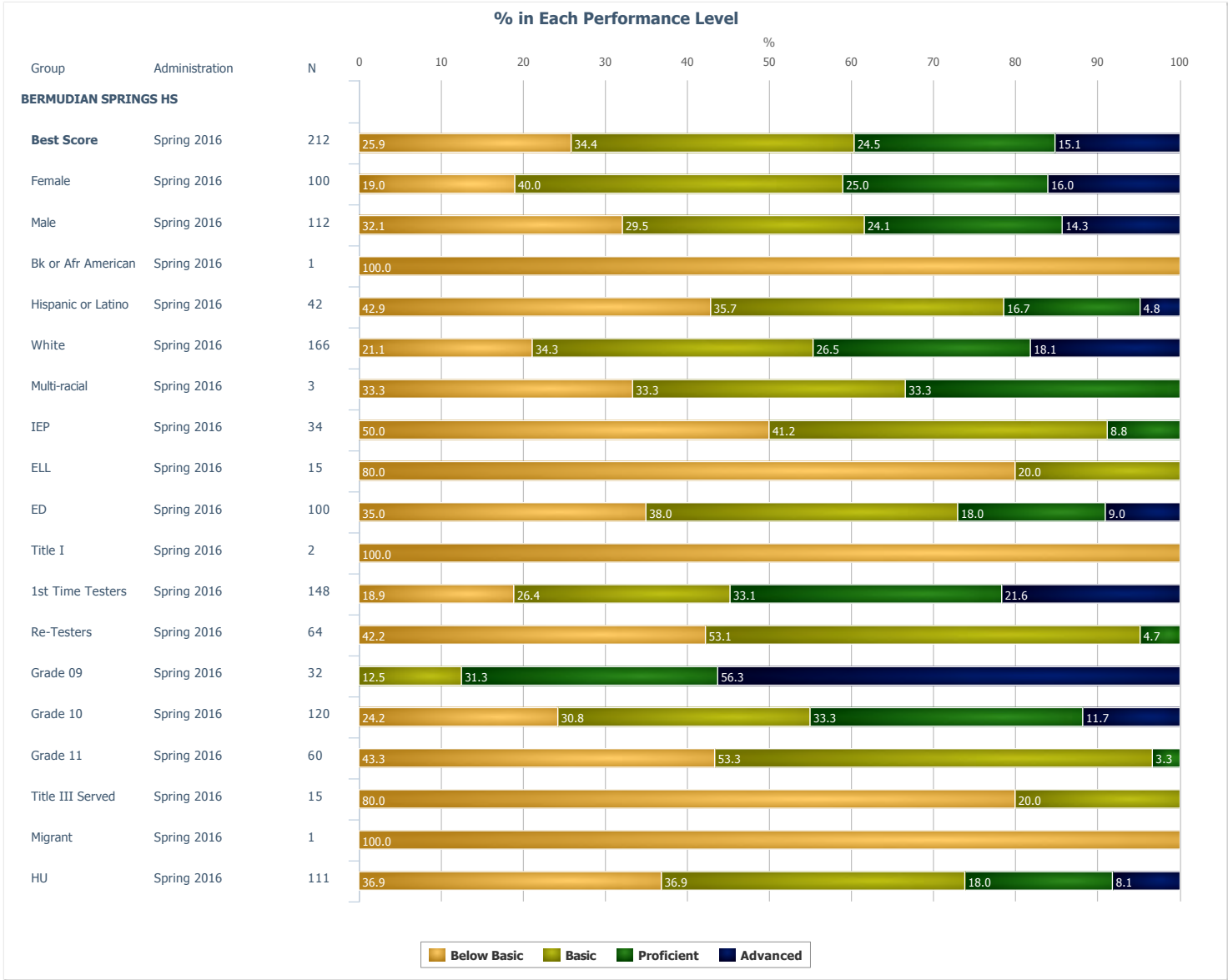
Graphical Summary: Performance Levels

Algebra I, Spring 2016



Graphical Summary: Performance Levels

Biology, Spring 2016



# PVAAS

**Report:** School Performance Profile/PVAAS AGI

**School:** Bermudian Springs Elementary School

**District:** Bermudian Springs School District

**Year:** 2016

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	PSSA Grades 4-8	4.56	100	1	100	100	100.00
ELA	PSSA Grades 4-8	-3.28	50	1	50	50	50.00
Science	PSSA Grade 4	1.63	86	1	86	86	86.00

	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

# PVAAS

**Report:** School Performance Profile/PVAAS AGI

**School:** Bermudian Springs Middle School

**District:** Bermudian Springs School District

**Year:** 2016

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	Keystone Algi	2.59	95	1	95	407	81.40
	PSSA Grades 4-8	0.73	78	4	312		
ELA	PSSA Grades 4-8	-0.16	74	4	296	296	74.00
Science	PSSA Grade 8	0.13	75	1	75	75	75.00

	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

# PVAAS

**Report:** School Performance Profile/PVAAS AGI

**School:** Bermudian Springs High School

**District:** Bermudian Springs School District

**Year:** 2016

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	Keystone AlgI	3.40	100	1	100	100	100.00
ELA	Keystone Lit	5.78	100	1	100	100	100.00
Science	Keystone Bio	-1.14	68	1	68	68	68.00

	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

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				
		2016	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	▼	■	○	○	◆	○	○
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 district exceeded the standard for PA Academic Growth
- ▲ Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- ▼ Moderate evidence that the district did not meet the standard for PA Academic Growth
- ▼ Significant evidence that the district 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.

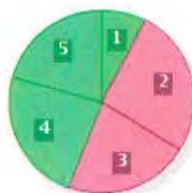
Math  
PSSA, Grade 4



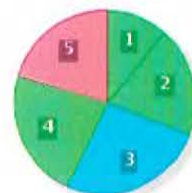
Math  
PSSA, Grade 5



Math  
PSSA, Grade 6



Math  
PSSA, Grade 7



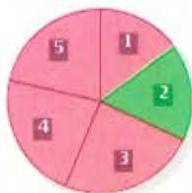
Math  
PSSA, Grade 8



Algebra I  
Math  
Keystone



ELA  
PSSA, Grade 4



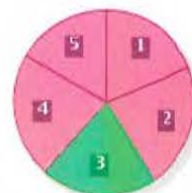
ELA  
PSSA, Grade 5



ELA  
PSSA, Grade 6



ELA  
PSSA, Grade 7



ELA  
PSSA, Grade 8



Literature  
ELA  
Keystone



Science  
PSSA, Grade 4



Science  
PSSA, Grade 8



Biology  
Science  
Keystone



# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** PSSA  
**Subject:** English Language Arts

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure		-0.7 G	2.3 DB	1.3 LB	-0.2 G	-1.5 Y	0.2 G
Standard Error		1.0	1.0	1.0	0.9	1.0	0.4
2015 Growth Measure		-0.4 G	0.3 G	-0.7 G	-0.5 G	4.0 DB	0.5 LB
Standard Error		1.1	1.0	1.0	1.0	0.9	0.4
2016 Growth Measure		-3.2 R	0.2 G	1.7 LB	-2.7 R	0.7 G	-0.7 Y
Standard Error		1.0	1.1	0.9	1.0	1.0	0.4
3-Yr-Avg Growth Measure		-1.5 R	0.9 LB	0.8 LB	-1.1 R	1.0 LB	0.0 G
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	
2013 Avg Achievement	50.8	50.3	48.2	51.2	53.3	48.2	
2014 Avg Achievement	49.8	50.1	52.6	49.4	51.0	51.8	
2015 Avg Achievement	55.4	49.4	50.4	51.9	48.9	54.9	
2016 Avg Achievement	49.1	52.1	49.6	52.1	49.2	49.6	

<b>DB</b>	Significant evidence that the district exceeded the standard for PA Academic Growth
<b>LB</b>	Moderate evidence that the district exceeded the standard for PA Academic Growth
<b>G</b>	Evidence that the district met the standard for PA Academic Growth
<b>Y</b>	Moderate evidence that the district did not meet the standard for PA Academic Growth
<b>R</b>	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 & ELA:

The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next. (SY13-14 PSSA Reading; SY14-15 PSSA ELA; and SY15-16 PSSA ELA)

# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** PSSA  
**Subject:** Math

Estimated LEA/District Growth Measure						
Grade	3	4	5	6	7	8
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0
2014 Growth Measure		0.7 G	3.4 DB	3.4 DB	1.2 LB	1.0 LB
Standard Error		0.9	0.9	0.9	0.8	0.9
2015 Growth Measure		-2.7 R	1.9 DB	-1.4 Y	-0.5 G	0.6 G
Standard Error		1.0	0.9	0.9	0.8	0.8
2016 Growth Measure		4.0 DB	3.4 DB	-1.1 Y	-0.2 G	-0.9 Y
Standard Error		0.9	1.0	0.8	0.8	0.9
3-Yr-Avg Growth Measure		0.7 LB	2.9 DB	0.3 G	0.2 G	0.2 G
Standard Error		0.5	0.5	0.5	0.5	0.5
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
2013 Avg Achievement	51.4	51.2	48.4	48.9	53.5	51.9
2014 Avg Achievement	53.8	52.1	54.6	51.9	50.1	54.5
2015 Avg Achievement	52.1	51.1	54.0	53.2	51.4	50.6
2016 Avg Achievement	49.2	56.1	54.5	52.8	53.0	50.5

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 & ELA:

The standard for PA Academic Growth is met when the student group maintains their relative average achievement from one year to the next. (SY13-14 PSSA Reading; SY14-15 PSSA ELA; and SY15-16 PSSA ELA)

# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** PSSA  
**Subject:** Science

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	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
		2016	161	1464.9	56	1457.2	55	7.2 G	8.9
		3-Yr-Avg	446	1455.5	52	1455.5	52	0.6 G	5.3
	8	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
		2016	140	1296.9	45	1300.6	45	-3.5 G	8.6
		3-Yr-Avg	444	1329.0	45	1321.3	43	7.3 LB	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.

# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** Keystone  
**Subject:** Algebra I

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Algebra I	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
	2016	257	1505.5	56	1498.2	50	7.0 DB	1.7
	3-Yr-Avg	613	1504.7	58	1497.1	52	7.3 DB	1.1

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

# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** Keystone  
**Subject:** Biology

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Biology	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
	2016	182	1502.5	48	1505.7	51	-3.1 Y	2.0
	3-Yr-Avg	495	1502.3	53	1507.8	56	-5.3 R	1.2

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

# PVAAS

**Report:** District Value Added  
**District:** Bermudian Springs School District  
**Year:** 2016

**Test:** Keystone  
**Subject:** Literature

Subject	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Literature	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
	2016	179	1524.9	57	1514.2	48	10.2 DB	1.9
	3-Yr-Avg	493	1515.9	56	1510.0	51	5.7 DB	1.2

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

Bermudian Springs School District  
**Special Education**  
**STAR Assessment Math Scaled Scores**  
**2016-2017**

The Star Reading and Math Assessments provide 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 with the READ 180 program software and the Read Naturally fluency and comprehension checks. Teachers also used the leveled library in the Accelerated Reader Program, to pick from reading selections appropriate to their instructional level for independent reading. This year a trial with Moby Max in combination with IXL math materials gave students continued practice in 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 28 of the 36 students that were monitored, increased their scaled scores in reading. In math, the scaled scores and grade equivalents of 27 out of 36 students monitored, increased their scores.

Grade	Student	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth in Grade Equiv.
5	XX	406	2.0	8/26/2016	514	3.0	1/10/2017	1.0
5	XX	607	4.1	8/26/2016	593	3.9	1/10/2017	-0.2
5	XX	455	2.4	8/26/2016	418	2.1	1/10/2017	-0.3
5	XX	482	2.7	8/26/2016	498	2.8	1/10/2017	0.1
5	XX	428	2.1	8/26/2016	446	2.3	1/9/2017	0.2
5	XX	612	4.1	8/29/2016	572	3.6	5/12/2017	-0.5
5	XX	569	3.6	8/26/2016	609	4.1	1/10/2017	0.5
5	XX	570	3.6	8/26/2016	629	4.4	1/10/2017	0.8
Grade	Student	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth in Grade Equiv.
6	XX	403	1.9	8/29/2016	490	2.7	5/8/2017	0.8
6	XX	577	3.7	8/29/2016	573	3.6	5/8/2017	-0.1
6	XX	470	2.5	8/29/2016	576	3.7	5/28/2017	1.2
6	XX	473	2.6	8/29/2016	589	3.8	5/8/2017	1.2
6	XX	549	3.4	8/29/2016	708	5.7	5/8/2017	2.3
6	XX	526	3.1	8/29/2016	568	3.6	5/15/2017	0.5
6	XX	621	4.3	8/29/2016	687	5.3	5/28/2017	1.0
6	XX	571	3.6	8/29/2016	648	4.7	5/8/2017	1.1
6	XX	429	2.2	8/29/2016	561	3.5	5/8/2017	1.3
Grade	Student	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth in Grade Equiv.
7	XX	792	8.0	8/30/2016	863	>10	5/9/2017	-
7	XX	614	4.2	8/30/2016	656	4.28	5/9/2017	0.6
7	XX	641	4.5	8/30/2016	760	6.9	5/9/2017	2.4
7	XX	615	4.2	8/30/2016	669	5	5/9/2017	0.8
7	XX	758	6.8	8/30/2016	859	>10	5/9/2017	0
7	XX	569	3.6	8/30/2016	629	4.4	5/9/2017	0.8
7	XX	690	5.3	8/30/2016	670	5.0	5/9/2017	-0.3
7	XX	732	6.2	8/30/2016	610	4.1	5/9/2017	-2.1
7	XX	634	4.4	8/30/2016	727	6.1	5/9/2017	1.7
7	XX	687	5.3	8/30/2016	736	6.3	5/9/2017	1.0

Bermudian Springs School District  
**Special Education**  
**STAR Assessment Math Scaled Scores**  
**2016-2017**

Grade	Student	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth in Grade Equiv.
8	XX	635	4.5	11/7/2016	812	9.1	3/23/2017	4.6
8	XX	617	4.2	1/10/2017	670	5	3/23/2017	0.8
8	XX	895	>11	11/7/2016	894	>11	3/23/2017	-
8	XX	731	6.2	11/7/2016	685	5.3	3/23/2017	-0.9
8	XX	801	8.4	11/7/2016	702	5.6	3/23/2017	-2.8
8	XX	739	6.3	11/7/2016	835	>11	3/23/2017	-
8	XX	518	3	11/7/2016	567	3.6	3/23/2017	0.6
8	XX	620	4.3	11/7/2016	675	5.1	3/23/2017	0.8
8	XX	710	5.7	11/7/2016	733	6.2	3/23/2017	0.5

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**MONTHLY ENROLLMENT SUMMARY  
2016-2017**

GRADE LEVEL	YOG	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	# OF CLASSES
K	2029	145	144	146	144	143	144	143	143	142	142		7
1	2028	145	146	145	143	140	144	144	144	144	144		6
2	2027	124	123	122	119	119	119	119	120	119	119		7
3	2026	151	154	154	152	152	152	149	149	149	149		6
4	2025	150	150	151	150	150	150	151	151	150	149		7
K-4 TOTAL		715	717	718	708	704	709	706	707	704	703	0	33
5	2024	168	170	170	170	167	168	167	166	166	166		8
6	2023	139	139	139	140	140	140	138	138	137	137		8
7	2022	169	169	169	168	168	167	168	167	167	167		7
8	2021	158	160	159	158	157	158	160	160	160	159		8
MS TOTAL		634	638	637	636	632	633	633	631	630	629	0	31
9	2020	151	152	152	151	151	151	150	149	150	149		.....
10	2019	179	176	176	175	172	175	175	175	174	174		.....
11	2018	156	157	157	155	154	154	152	152	148	148		.....
12	2017	151	150	150	149	147	149	149	150	150	150		.....
HS TOTAL		637	635	635	630	624	629	626	626	622	621	0	.....
DISTRICT TOTAL		1986	1990	1990	1974	1960	1971	1965	1964	1956	1953	0	.....
2015-16 TOTAL		2001	1998	1995	1975	1964	1982	1976	1979	1979	1985	0	.....

**BERMUDIAN SPRINGS SCHOOL DISTRICT**  
**York Springs, Pennsylvania 17372-8807**

**MONTHLY ATTENDANCE SUMMARY**  
**2016-2017**

(Percentages in parenthesis are 2015-2016)

LEVEL	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
K	(98.65%) 97.35%	(95.48%) 93.94%	(93.97%) 94.31%	(92.69%) 94.40%	(94.04%) 92.70%	(94.00%) 92.03%	(92.99%) 92.83%	(93.95%) 94.33%	(94.54%) 96.13%	(96.20%) 96.32%
1	(97.42%) 97.36%	(95.55%) 95.11%	(93.43%) 95.22%	(94.86%) 96.07%	(94.72%) 93.74%	(96.48%) 92.52%	(93.58%) 94.10%	(94.57%) 93.29%	(96.04%) 95.98%	(95.67%) 95.82%
2	(96.66%) 96.86%	(96.08%) 96.18%	(94.80%) 95.82%	(94.25%) 95.74%	(94.56%) 94.07%	(95.33%) 92.08%	(93.36%) 94.47%	(94.65%) 95.36%	(95.48%) 95.34%	(95.66%) 96.89%
3	(95.84%) 97.54%	(95.93%) 96.23%	(95.16%) 96.24%	(93.57%) 95.58%	(94.81%) 93.52%	(95.44%) 92.67%	(95.67%) 92.44%	(95.04%) 95.11%	(96.56%) 96.49%	(96.07%) 95.82%
4	(96.39%) 96.55%	(95.57%) 94.67%	(95.25%) 95.41%	(93.75%) 95.19%	(95.86%) 94.80%	(95.34%) 94.25%	(94.48%) 93.13	(94.95%) 94.61%	(96.27%) 96.32%	(96.25%) 96.10%
<b>ELEM TOTAL</b>	<b>(96.99%) 97.14%</b>	<b>(95.87%) 95.20%</b>	<b>(94.52%) 95.40%</b>	<b>(93.82%) 95.38%</b>	<b>(94.80%) 93.76%</b>	<b>(95.32%) 92.75%</b>	<b>(94.02%) 93.35%</b>	<b>(94.63%) 94.52%</b>	<b>(95.78%) 96.08%</b>	<b>(95.97%) 96.16%</b>
5	(96.73%) 97.71%	(95.79%) 94.85%	(96.69%) 94.40%	(95.77%) 95.29%	(94.09%) 94.28%	(94.78%) 93.42%	(94.25%) 91.32%	(93.33%) 93.16%	(95.46%) 95.50%	(95.14%) 94.97%
6	(96.88%) 97.47%	(95.36%) 92.76%	(95.76%) 94.32%	(94.78%) 95.51%	(95.15%) 94.20%	(95.44%) 95.71%	(93.90%) 92.25%	(94.49%) 94.38%	(95.47%) 95.56%	(96.06%) 95.55%
7	(95.78%) 97.52%	(95.08%) 94.88%	(95.26%) 94.11%	(93.98%) 94.40%	(94.63%) 94.12%	(93.83%) 89.22%	(92.09%) 90.29%	(93.32%) 93.38%	(95.31%) 94.93%	(95.14%) 93.68%
8	(97.41%) 96.62%	(94.96%) 93.15%	(94.78%) 92.18%	(93.75%) 93.89%	(93.99%) 93.49%	(94.19%) 91.08%	(93.50%) 91.07%	(94.30%) 93.17%	(94.64%) 92.43%	(93.58%) 92.75%
<b>MS TOTAL</b>	<b>(96.70%) 97.34%</b>	<b>(95.29%) 93.91%</b>	<b>(95.59%) 93.75%</b>	<b>(94.53%) 94.77%</b>	<b>(94.24%) 94.02%</b>	<b>(94.53%) 92.09%</b>	<b>(93.41%) 91.19%</b>	<b>(93.88%) 93.49%</b>	<b>(95.23%) 94.58%</b>	<b>(95.00%) 94.23%</b>
9	(96.86%) 96.69%	(95.28%) 95.62%	(94.98%) 94.28%	(94.78%) 93.81%	(93.84%) 94.62%	(91.51%) 93.74%	(93.65%) 92.72%	(93.68%) 94.14%	(93.40%) 94.95%	(95.41%) 96.98%
10	(96.06%) 95.46%	(93.25%) 93.94%	(93.72%) 93.78%	(93.78%) 94.60%	(93.70%) 93.79%	(93.71%) 93.18%	(92.80%) 92.79%	(92.48%) 95.12%	(92.66%) 94.07%	(95.23%) 95.72%
11	(95.51%) 95.65%	(94.46%) 94.22%	(94.06%) 93.36%	(92.72%) 92.47%	(92.61%) 91.72%	(93.85%) 93.09%	(91.81%) 92.02%	(93.12%) 93.72%	(93.44%) 93.47%	(95.09%) 94.56%
12	(95.24%) 95.97%	(94.16%) 94.25%	(91.74%) 93.63%	(90.94%) 92.02%	(90.53%) 93.06%	(94.65%) 91.64%	(90.52%) 92.88%	(93.37%) 94.04%	(91.98%) 90.32%	(92.86%) 92.93%
<b>HS TOTAL</b>	<b>(95.92%) 95.94%</b>	<b>(94.29%) 94.51%</b>	<b>(93.63%) 93.76%</b>	<b>(93.04%) 93.23%</b>	<b>(92.67%) 93.30%</b>	<b>(93.43%) 92.91%</b>	<b>(92.20%) 92.60%</b>	<b>(92.91%) 94.43%</b>	<b>(92.87%) 93.20%</b>	<b>(94.64%) 95.05%</b>