

# BERMUDIAN SPRINGS

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



SCHOOL DISTRICT

## 2017-2018 STUDENT DATA REPORT

Dr. Shane D. Hotchkiss, Superintendent  
Dr. Jon Fox, Assistant Superintendent

Mr. Jon DeFoe, HS Principal  
Mr. Mark Fleming, HS Asst. Principal

Dr. Wade Hunt, MS Principal  
Mr. Christian D'Annibale, MS Asst. Principal

Mrs. Shannon Myers, ES Principal  
Mrs Jennifer Eley, ES Asst. Principal

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

**Student Data Report 2017-2018**

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**BERMUDIAN SPRINGS SCHOOL DISTRICT**  
**OFFICE OF THE ASSISTANT SUPERINTENDENT**  
**Dr. Jon Fox**

**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. Seventy-three (73) students participated in the exam, an increase of fifteen (15) from the previous school year. Bermudian Springs students scored at or above both state and national averages on both tests: critical reading/writing and mathematics.

SAT

During the 2017-2018 school year, a total of eighty-nine (89) BSHS students were administered the Scholastic Aptitude Test (SAT) this is an increase of eighteen (18) students from the previous year. The average scores were 543 (math) and 552 (reading), for a total average score of 1095. Our scores were above the national average of 1070 and Pennsylvania average of 1079.

COLLEGE IN THE HIGH SCHOOL

During the 2017-2018 school year the district offered the following college in the high school courses through the Harrisburg Area Community College: pre-calculus, calculus, statistics, history, English, and health. One hundred and four (104) students participated in the respective programs. This was an increase of eighteen (18) students from last year. Ninety seven (97) students or 93% were eligible for college credit.

DROP-OUT PROFILE

There were four (6) drop-outs reported during the 2017-2018 school year. These numbers are remarkable and can be credited in large part to summer school, credit recovery, and intervention opportunities provided by the school district.

SENIOR EXIT INTERVIEW

Eighty nine (89%) percent of the seniors report that they feel they had a good educational experience in the high school. Eighty-six (86%) percent of the seniors participated in extracurricular activities in the high school.

STAR ASSESSMENTS/ACCELERATED READER MIDDLE SCHOOL

The STAR assessment is thirty minute computer-based benchmark assessment that is administered four times to all students in grades 5-8 in reading. Students in grades 5-8 read 10,411 books and demonstrated proficiency on 9,351 of the on-line comprehension quizzes, which is a 90% proficiency.

PSSA 2016-2017 (2018 results will be available in late summer)

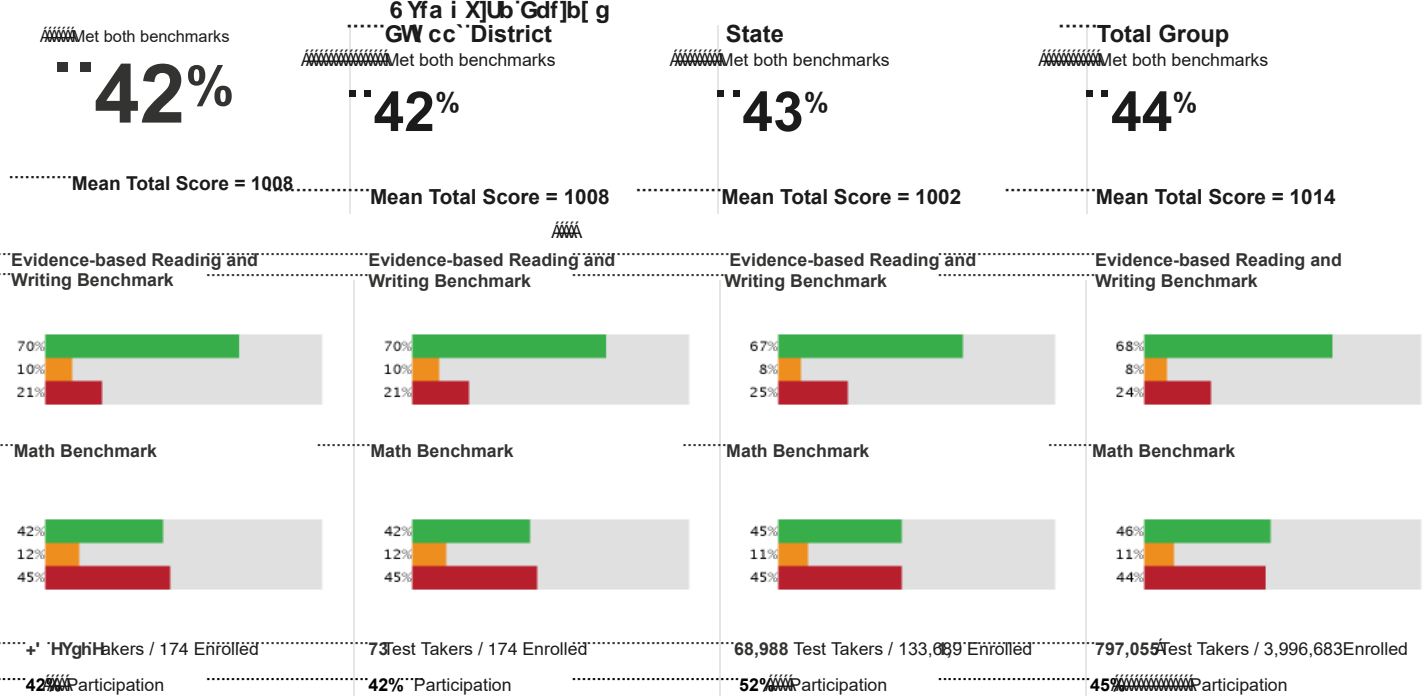
During the 2016-2017 school year students in grades 3-8 are tested in math and reading. Bermudian Springs students scored above the state level in math in grades 3,5,6 and 8. Our students scored above the state average in English Language Arts (ELA) in grades 3,5,6, and 8. Bermudian students in both grade 4 and 8 (the only two grades tested) scored above the state average in science.

KEYSTONE EXAMS (2018 results will be available in late summer)

During the 2016-2017 school year keystone exam scores were as follows: math 72.3% (PA 65.6%), literature 84.8% (PA 72.7%), biology 66.7% (PA 63.5%).

# PSAT/NMSQT 2017-Fall, 11th grade - Benchmarks by Institution

## Bermudian Springs High School



BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**SAT REVIEW**  
**JUNE, 1994 – 2018**

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		1134 / 71
2018	543 / 89	552 / 89		1095 / 89
<b>2018 National Scores</b>	<b>533</b>	<b>537</b>		<b>Total National Scores 1070</b>
<b>2018 PA Scores</b>	<b>536</b>	<b>543</b>		<b>Total PA Scores 1079</b>

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

## CLASS OF 2018 SAT SCORE DISTRIBUTION

<i>SCORE</i>	<i>MATH</i>	<i>READING</i>
750 - 800	1	0
700 - 749	5	8
650 - 699	7	11
600 - 649	13	10
550 - 599	15	14
500 - 549	26	22
450 - 499	11	15
400 - 449	8	6
350 - 399	3	1
300 - 349		2
250 - 299		
200 - 249		
<b><i>TOTAL # BSSD STUDENTS TAKING THE SAT = 89</i></b>		
<b><i>NATIONAL/PA AVERAGE SAT SCORES - 2018</i></b>		
	<i>Math</i>	<i>Reading</i>
<b><i>National Average Score</i></b>	<b>533</b>	<b>537</b>
<b><i>PA Average Score</i></b>	<b>536</b>	<b>543</b>

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**College In The High School  
2006 - 2007 THROUGH 2017 - 2018**

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>2017-2018</b>	<b>22</b>	<b>18</b>	<b>0</b>
<b>STATISTICS</b>			
2013-2014	16	15	0
2014-2015	5	5	0
2015-2016	13	12	0
2016-2017	16	12	1
<b>2017-2018</b>	<b>11</b>	<b>11</b>	<b>0</b>
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
<b>2017-2018</b>	<b>47</b>	<b>46</b>	<b>4</b>
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
<b>2017-2018</b>	<b>15</b>	<b>13</b>	<b>0</b>
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
<b>2017-2018</b>	<b>9</b>	<b>9</b>	<b>1</b>
Instructor: Ms. Rapp			

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

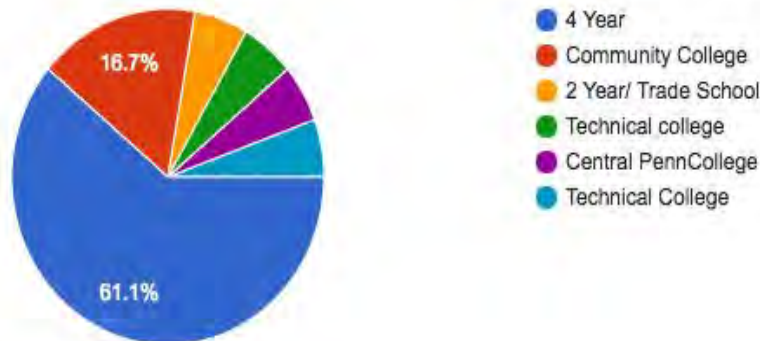
SCHOOL YEAR	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009 - 2010	2008-2009	2007 - 2008	2006-2007	2005-2006	2004 - 2005	2003 - 2004	2002 - 2003	2001-2002	TOTAL all YEARS
<b>SEX</b>																		
Male	4	3	1	2	2	5	8	5	4	5	13	10	7	13	8	2	7	99
Female	2	0	0	2	2	4	3	3	3	0	7	5	2	5	4	9	4	55
<b>RACE</b>																		
Black		0	0	0	0	0	0	1	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	14
White	6	3	1	4	2	6	10	6	7	3	18	14	7	17	12	10	11	137
Asian		0	0	0	0	1	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
16		0	0	0	0	0	0	0	0	0	1	3	2	2	0	1	0	9
17	3	2	0	2	3	3	10	4	4	3	9	8	2	6	8	7	5	79
18	3	0	1	2	1	6	1	3	3	1	8	2	4	8	4	3	6	56
19		1	0	0	0	0	0	1	0	1	2	2	1	2	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
10		0	0	1	1	1	2	1	0	0	2	1	2	4	1	1	3	20
11	1	1	0	3	3	2	3	2	2	1	3	7	4	6	6	5	2	51
12	5	2	1	0	0	6	6	5	5	4	15	6	3	8	5	5	6	82
<b>PROGRAM</b>																		
General	5	3	1	4	3	9	9	4	7	3	18	15	7	10	8	8	7	121
Academic		0	0	0	0	0	0	2	0	1	2	0	0	0	0	1	0	6
Vocational	1	0	0	0	1	0	2	0	0	0	0	0	0	2	0	0	0	6
Exceptional		0	0	0	0	0	0	2	0	1	0	0	2	6	4	2	4	21
<b>REASON</b>																		
Academic		0	0	0	0	0	0	1	0	0	5	4	6	8	4	3	5	36
Behavior		0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Disliked School	5	2	0	1	2	2	4	4	3	2	8	9	1	5	1	5	5	59
Child Care	1	0	0	0	0	1	2	1	1	0	1	0	0	2	1	0	0	10
Work		0	0	2	1	4	2	2	2	3	3	0	2	3	6	0	0	30
Other		1	1	1	1	2	3	0	0	0	0	0	0	0	0	3	1	13
Runaway / Expelled		0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
<b>TOTAL DROPOUTS</b>	6	3	1	4	4	9	11	8	7	5	20	15	9	18	12	11	11	154



# CLASS OF 2017 GRADUATE SURVEY

## TYPE OF COLLEGE ENROLLED IN

18 responses

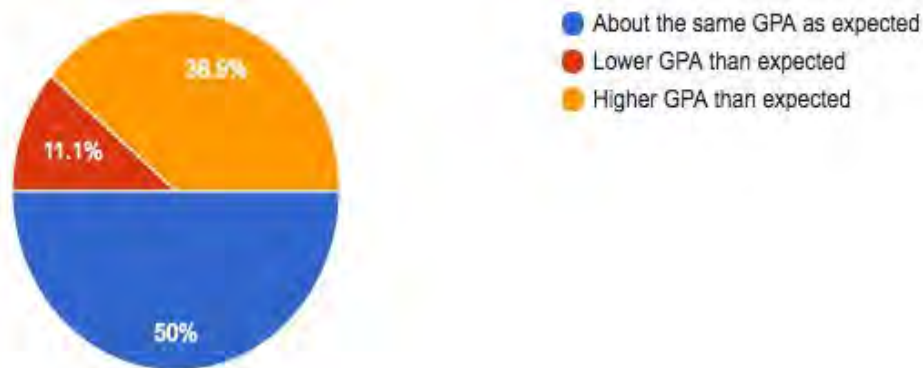


## Area of Study in College

Diesel Mechanic	Hospitality	Computer Science
Finance	Occupational Therapy Assistant	Accounting
Psychology and Public Relations	General studies to be transferred to a four year college/completed as secondary education.	Psychology
Journalism with specialty in international politics and photography	Accounting	Actuarial Science
Dual Degree in Aerospace and Mechanical Engineering, also will receive a completion of Honors for attending the Honors College	Animal Behaviors Psychology	Mechanical Engineering
	Hospitality	Major: Philosophy. Minors: English, Theatre
	Fisheries Sciences	

## Actual post-secondary GPA attained vs Anticipated GPA

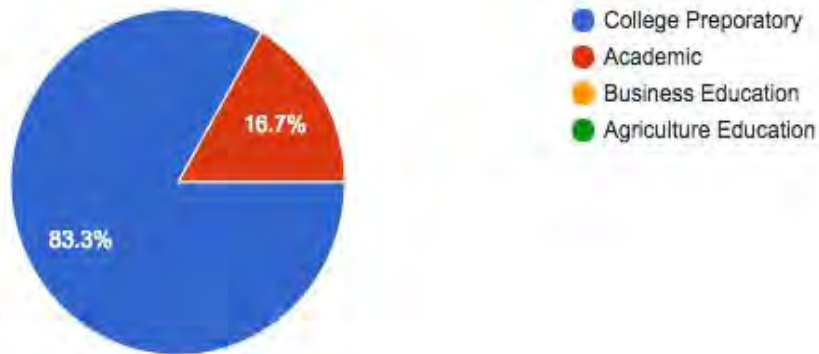
18 responses



## CLASS OF 2017 GRADUATE SURVEY

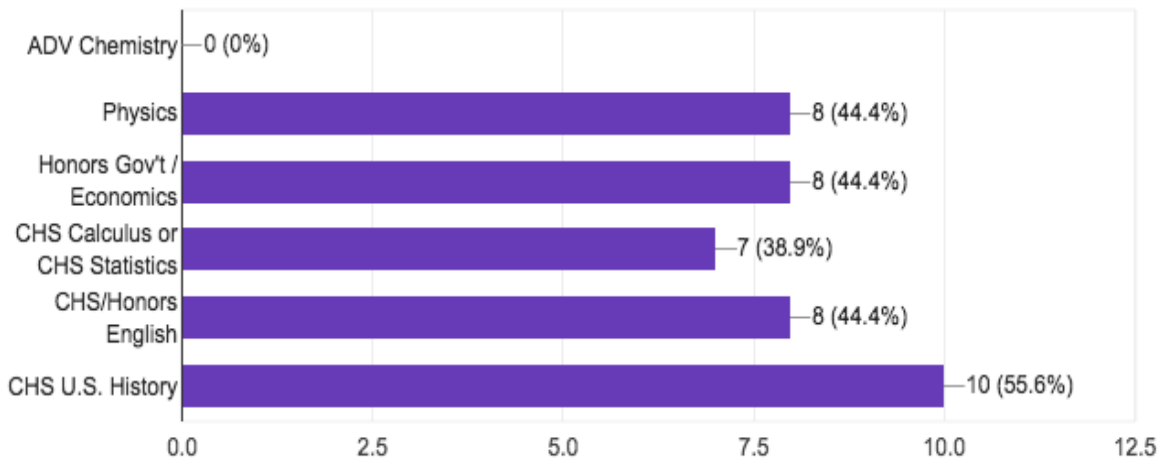
### What curriculum were you enrolled in @ BSSD?

18 responses



### Were any of the following advanced level courses taken during senior year of high school?

18 responses



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

Helped to make better use of time

Helped to be better prepared to complete long range assignments; 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 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 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 to make better use of time; Helped to be better prepared to complete long range assignments; 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

## CLASS OF 2017 GRADUATE SURVEY

Helped to make better use of time

Helped to be better prepared to complete long range assignments

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 to make better use of time;Helped to be better prepared to complete long range

assignments; Helped adhere to higher expectations

They were not particularly helpful in any aspect that was different from the standard course.

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

Helped me learn about focusing to learning objectives.

English in high school is way harder than in college, super helpful. actually having college credits was pretty awesome since it makes for a lighter class load.

It taught time management well and taught students how to be taught.

Especially CHS English, which very well prepared me for my college journalism classes and writing classes.

Physics was very helpful (many students at the university have little understanding of physics in comparison to what is taught at Berm). English & CADD / Engineering classes fall under a

similar category, w/much of the material learned in high school being very helpful to transition to an engineering degree.

Time management

Honors English classes in junior and senior year helped shape me into a writer who can outline and write great essays in college. Honors government / economics class helped me to get into good study habits for tests.

Some of the curricula is the same as in college.

They helped me to prepare my time and work better in groups.

Intro to Business helped me because I have the same class in college.

They helped give me useful knowledge towards my classes

They taught the fundamentals that college students were expected to know

The programs helped me understand how college classes would be run and how much work would be expected.

Definitely helped me be prepared.

My college economics class is almost the same as my senior year econ class

The content of the curricula was generally solid and about the same as college

They taught me basic arithmetic and rhetoric.

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

Make exams more like college exams and better teach us how to study

Continue to offer hard, but solid courses that make students be proactive in their own learning.

MATH!!! Math was a big struggle at the beginning of the first semester. Always excelling in high school math, including the CHS Calc course, I thought I had a fairly good understanding of math. I was wrong. The transition was very hard at first. I would suggest that no

calculators be allowed in the advanced math courses, as they are not allowed at all for Precalc through Calc 4 in college. I would also suggest having the advanced courses move quicker, as the material I was suppose to have learned in Calc 1 I was never taught entering Calc 2, and I was lost for the first week or so until I picked up on the material I had jumped over in transition. Another thing I might add is that credit wise, even being at a relatively average state school of WVU, I am

behind compared to a lot of students with college math and science credits. Many freshmen had transferred in with AP bio, Chem, physics, Calc 1 and 2. It would be nice to see Bermudian grow in that area.

Having more programs that focus on what people want to do

Learn time management skills

The honors classes could be a bit more challenging.

## CLASS OF 2017 GRADUATE SURVEY

Don't let teachers accept late assignments after 2 or 3 days to get students in the habit of doing their work on time. No partner quizzes.

As for the sciences; labs should use lab notebooks in similar fashions to college lab book requirements.

Add more programs that kids want to learn about and not all agricultural programs.

Take the highest level classes you possibly can

Offer more advanced classes

Block scheduling would help make the adjustment to college easier.

Make a half a semester elective for seniors to help time management and other things that are difficult changes in college

AP credits>CHS

More advanced courses and funding for academic and artistic departments would strongly benefit the BSSD student body. Students at Bermudian are much more intelligent than how

the faculty perceives them. The funding towards athletics is clearly favored among administration and it is frankly insulting to the many students who are starving for more opportunities that allow them to pursue their ACADEMIC and ARTISTIC passions. Overall, Bermudian Springs is falling behind in nearly every category and it has significantly handicapped many students who have pursued post-secondary education. BUT LOOK AT THOSE FIELDS!

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

Studying a lot, then studying more

In college, there is much less guidance in terms of when assignments are due and other things regarding out of class expectations. Not having a professor remind me or tell me about posted assignments was difficult. I'd say that this may be due to the "hand holding" that I experienced at Bermudian.

Small town to big city.

Courses move 10 times quicker, and learning the material on your own is definitely a must. You are not always going to have a good professor, as I have experienced, and to stay on track for graduation, you have to do things yourself.

Moving and making new friends

Priorities

The amount of work that goes into online classes. Other than that, it's about the same amount of work and pretty easy.

Time management and getting assignments done on time. Also most of the assignments in college have to be done online using some type of program. Attendance has also been a huge thing because most professors only let their students miss 4 classes until they are withdrawn from class (minus emergencies)

The amount of free time and how to use it, as well as lab and paper expectations.

Money management

Take more time to dedicate to school

Getting used to the long drive

Learning how to budget time and study for exams.

Being held to an actual standard regarding work quality and timeliness. In college, due dates are finite and academic creativity is encouraged. At Bermudian student flourishing in this regard is subdued.

Figuring out how to manage your time on your own

Time management

## POST-GRADUATE PLANS CLASS OF 2018

### FOUR-YEAR COMMONWEALTH UNIVERSITIES (State-Related)

*Penn State University (10)*

*University of Pittsburgh (3)*

*Temple University (1)*

### FOUR-YEAR STATE COLLEGES AND UNIVERSITIES

*Bloomsburg University (3)*

*East Stroudsburg University (1)*

*Indiana University of Pennsylvania (1)*

*Kutztown University (1)*

*Millersville University (2)*

*Shippensburg University (7)*

*Slippery Rock University (1)*

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

*Duquesne University (1)*

*Eastern University (1)*

*Elizabethtown College (4)*

*Juniata College (1)*

*King's College (1)*

*Messiah College (3)*

*Susquehanna University (2)*

*Swarthmore College (1)*

*Villanova University (1)*

*Washington & Jefferson College (1)*

*York College of Pennsylvania (5)*

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

*Barnard College of Columbia University (1)*

*Liberty University (1)*

*Mount Saint Mary's University (1)*

*New York University Tisch School of the Arts (1)*

*Ohio State University (1)*

*Queens University of Charlotte (1)*

*Towson University (1)*

*University of Maryland Eastern Shore (1)*

*University of Nevada Las Vegas (1)*

*University of South Carolina (1)*

*Rensselaer Polytechnic Institute (1)*

*Ringling College of Art and Design (1)*

*Rochester Institute of Technology (2)*

*Savannah College of Art and Design (1)*

*Virginia Tech (1)*

### TRADE/TECHNICAL & BUSINESS SCHOOLS

*Central Penn College (4)*

*Nascar Technical Institute (2)*

*Pennsylvania College of Technology (3)*

### COMMUNITY COLLEGES

*Harrisburg Area Community College (18)*

*Hagerstown Community College (1)*

*Northern Virginia Community College (1)*

### OTHER POST-SECONDARY SCHOOL

*Brethren Home CNA Program (1)*

### MILITARY (10)

### EMPLOYMENT

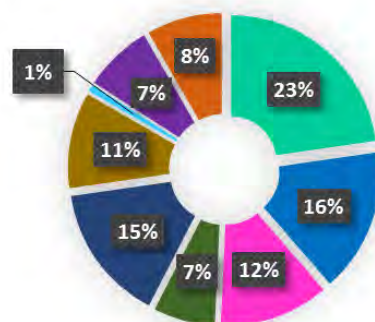
*Social Service/ Food Service/ Personal Care (5)*

*Clerical/Office Work (3)*

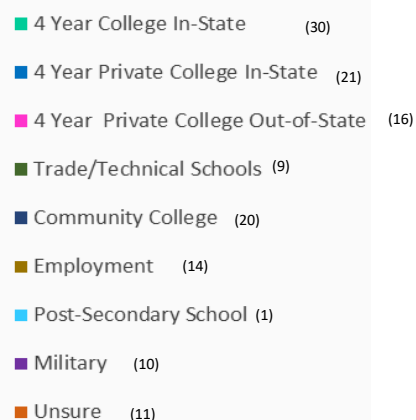
*Construction (6)*

*Plans Not Established (11)*

**Total Post-Secondary Choices**



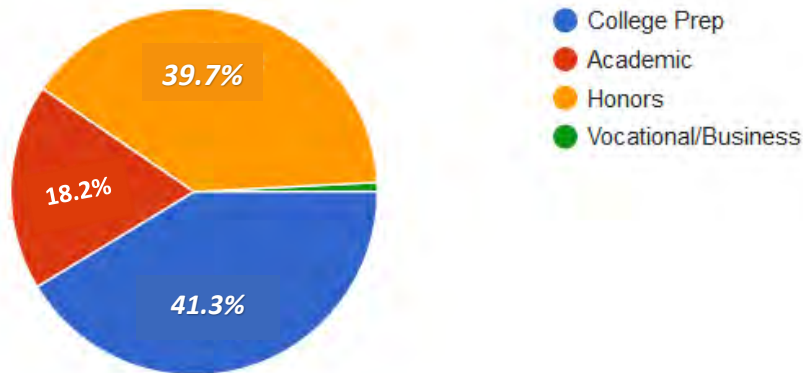
**132 Responses**



# SENIOR EXIT INTERVIEW RESPONSES

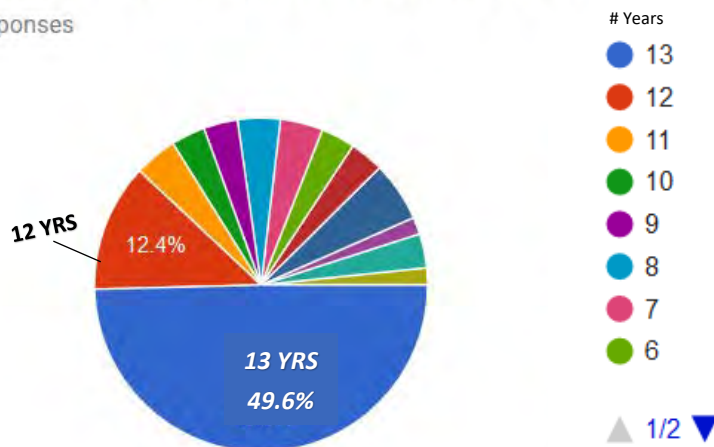
## WHICH CURRICULUM DID YOU FOLLOW?

121 responses



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

121 responses



## WHY DID YOU SELECT THE COURSES YOU TOOK IN HIGH SCHOOL? 121 responses

I chose them to guide me towards my career goals.
I choose my courses with the help of my teachers so that I could be placed in classes appropriate to my academic level. Some other classes I choose by myself.
Because creating things is fun
I selected these courses because they were recommended to me by my fellow teachers.
I enjoy music so I picked music based courses.
I picked the ones i thought I would've need for the future
The courses that I selected where the one which I was most interested in.
I took those courses because I wanted to have some experience in them.
Because you are going to have a idea to when you are out of the high school you know where are you going
I selected the courses I took in high school because they were something I understood most.
I didn't select does courses because I came from Puerto Rico and I was approve for them.
I took theses course in high school because there where things that I needed to take for what I wanted to do after high school and there also things that I struggle with, so I took those classes that I struggle with to get better at.
It was good experience to my future.

## SENIOR EXIT INTERVIEW RESPONSES

They're classes that went along with what I wanted to do for a living.
I chose the classes I did to prepare myself for college.
I selected courses to have classes I was somewhat interested in.
They are the courses I needed for college.
I took selected the courses I took because I thought they would apply to my future career.
Some are required and some will benefit me in the future.
I selected the courses I took because I wanted to learn more about what I liked and also to challenge myself.
I wanted to be prepared for college.
I based them off of difficulty and interests, and also for my future plans.
To help me in further education.
To better prepare myself for a more advanced education.
I felt comfortable choosing CP because it was a bit more easier for me, and I felt like it was more of my pace for learning.
The courses I selected were requirements to graduate.
I selected the courses I took in High School because that is what was recommended and needed.
I wanted to take advantage of the opportunities I had to take advanced classes
So I would be prepared for college.
I was curious with certain classes and wanted to try them out.
I was undecided on my career and wanted to be sure I had plenty of options.
To get the credits I needed to graduate and to learn more about what I'm interested in.
To better prepare me for college.
I felt as they would benefit me and prepare me the most.
I selected them because I had too
To better prepare myself for a more advanced education.
I picked them because I had too.
I felt it was an appropriate choice to prepare me and get good grades
In the hopes of finding an interesting challenge.
I took courses that I thought would prepare me for my future in college and in a career.
The classes that I selected were the ones that I had an interest in.
To challenge myself and prepare myself for college.
To challenge myself.
I picked ones that would either challenge me or be interesting to me.
I wanted a slight challenge that would get me ready for college but not give me too much difficulties where I end up failing.
I selected them because they sounded interesting and i wanted to further my knowledge on them.
I took the courses that I did so that I could have the knowledge to get a Psychology degree.
They were the ones I felt comfortable with and the ones I thought would help further my education.
To find out what I truly wanted to study after high school.
I selected these courses to challenge myself.
I selected the courses because I thought they were necessary for my academics.
To learn as much as I could and further my education.
I selected these courses because they were at a learning rate I could understand and could excel at.
I took honors classes to challenge myself and tried to take other classes that I enjoyed.
I chose classes that had to do with thing I already enjoyed doing
I wanted a strong base of knowledge for college. I took honors Freshman and Sophomore years but went to CP after.
To prepare myself for the future in which the career i wanted to pursue as well as to get new experiences and learn new things.
I wanted to have college prep level classes, to prepare me for college.
I wanted challenge myself.

## SENIOR EXIT INTERVIEW RESPONSES

I chose these courses because I felt like they were the best fit for me.
I selected these courses because they seemed to relate to things I like.
I took these classes as I was not ready for Honors, and definitely way to experienced for academics.
Cause I thought they would be important for my goals.
To graduate.
I was recommended them.
It was required.
I selected the courses based on what will get me to graduate.
I took academic classes because I just wanted to have easy classes and not stress my self out. plus what I am going to school for I didn't need higher classes. plus I wanted the shop classes as well.
I thought it would be fun classes where I could learn the most about what I wanted to learn.
Cause some were easy some were hard so it made it nice to give myself a challenge.
I selected the courses because they looked interesting and something I could use in the future.
I found them interesting
They seemed to be the right level of courses to me.
I selected these courses for college.
I took college prep courses to learn at my own pace.
I wanted to take classes that I was interested in.
They were recommended by teachers.
I chose classes that I thought I would like and be able to pass.
They were recommended by teachers.
Best fitted me
I selected the courses I took in high school because I had a plan before coming to the high school and what courses I wanted to take.
For my freshman and sophomore year, I chose courses based off of what most others were taking. For my junior and senior year, I chose courses more geared towards what I wanted to do in the future.
I selected my courses based nearly entirely from personal interest.
I choose the courses that I did because I knew that the honors courses would challenge me.
I wanted intellectual stimulation at a pretty fast pace because of how I work.
I took them for the challenge, the grade weight, and for what best suited my career choice.
I selected the courses I took in high school based on what would help me in my future career.
I selected the courses I took in High School because I found them interesting and as something to challenge myself.
I selected the courses I took in high school mainly to prepare me for college as well as personal interest.
I first took the classes that were required of me from the school. I then choose classes based on personal preference and geared my classes towards want I wanted to do after high school.
I selected the courses I took in high school because I thought those courses were best for my major in college.
Honors classes are weighted in GPA, I strive for greater success from these higher classes
I felt that I was best suited for more challenging classes. Also, I followed teacher recommendations.
I wanted to pursue an career in the arts and throughout my high school experience I took mostly art, design, and music classes in order to better prepare myself to figure out what career path in the arts I wanted to take.
I took classes that interested and challenged me.
I knew that I could handle them, and I wanted to be challenged.
I selected them mostly because I thought it was expected of me and I knew I could handle the challenge.
They were the highest level offered and challenging.
I wanted to take courses that would help me learn as best I could.
The classes were fine for high school experience. However, most of my classes were simple and did not considerably challenge me. I feel like there should be an option for students to take AP classes online.
I guess it's what my friends took, I also thought I was a pretty smart lad so I liked the honors classes.
I selected the courses that I took in High School because I liked the challenge that could better prepare me for college.

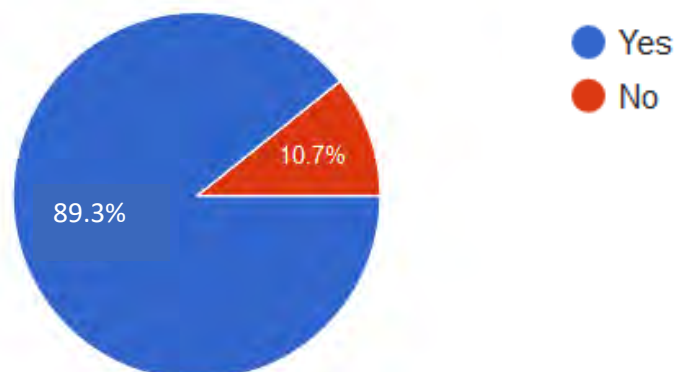


## SENIOR EXIT INTERVIEW RESPONSES

I wanted courses that would challenge me and keep me interested in the subject.
To challenge myself and prepare myself for college.
To best prepare myself for college.
I took them for a challenge.
To push myself
I wanted to challenge myself and take the courses that would most improve my learning. In addition, I wanted to best prepare myself for college admissions and the harder courses I will be taking in college.
I took all honors and College in the High School courses because they were classes that would actually challenge me to think and it would look on good on college application.
I selected the honors courses in High school because the other courses moved far too slow. IN the middle school in particular I felt very bored with the common core classes. I took nearly ever science class offered because there weren't many.
I am musically driven (so I took choir/band/eagle singers). I took honors curriculum classes because it looks great on college applications and I am too driven to sit in a class that moves at a snail's pace.
I wanted to get into a decent college and challenge myself. I also love music, so I took music classes. I love my science and math teachers, so I really challenged myself by taking extra math/science classes than I needed to to graduate.
I wanted to find ways to challenge myself in all aspects of my education. Honors classes also hold higher value to colleges and I feel that they better prepare me for my post-secondary education.
I wanted to challenge myself so I took more challenging and vigorous courses. I took all of the sciences I could in high school and most of the CHS Courses.
I wanted to be academically challenged, while taking courses I am passionate about including language and the arts. I was preparing for college through rigorous coursework as well as CHS/AP courses that I could transfer in.
I wanted the most intellectually stimulating course load I could manage, both to satisfy my love for learning and to hopefully help me from a college admissions standpoint. I wanted to be the most adequately prepared for higher education, and I live for the academically challenging environment provided by the honors and CHS curriculum.
I wanted to study as many electives as I could that might help me in the future.
I took the courses I did mainly because they were either what I was interested in or would help me in the future.
I wanted to be prepared for college, and to challenge myself..... When I felt like giving up, I remembered that I wanted to have latinx representation in harder-level courses.
I have always been interested in Math and Science, so I took as many of these courses as I could. I also took all Honors classes or CHS classes because I wanted to challenge myself. Finally, I have been very interested in Tech Ed, so I have taken as many of these classes as possible.
I like a challenge, so I have taken all honors and C.H.S. core courses throughout high school. I chose lot of math, science, and technology education courses because I personally find the subjects very fulfilling. Honestly, I did not give much thought to my post-graduate education until senior year. The courses I took just happened to be perfect for my intended major, which is mechanical engineering.

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

121 responses



# SENIOR EXIT INTERVIEW RESPONSES

## BRIEFLY COMMENT ON YOUR EDUCATIONAL EXPERIENCE

Challenging, which is good
The teachers I've had are very friendly and are always willing to help their students if they need help. Overall my high school experience has been good and I've enjoyed my years here at Bermudian.
I learned a lot from my courses
It was great. I gratefully say I learn a lot from this experience.
They show you what is good and what is not good and they teach you really good
It wasn't completely terrible besides Geometry in 12th grade and algebra 1 in 10th grade.
When I got to the Bermudian springs it was the best thing that ever happen to me.
This I was able to be part of Bermudian Spring Elementary School student intern, for Kindergarten. It was a big experience that I really enjoyed doing. If I would've known sooner about this class, I would've done it last year. It's a great opportunity to be able to work with children and see them grow in the education they are being taught.
Some of the teachers taught well, some did not.
No help through personal hardships in the past 4 years.
Some teachers prepared me more for college whereas others just didn't teach hardly at all.
There's other things that teachers could teach to be more helpful.
My experience was fun and it was easy to learn.
I did not learn anything that is going to prepare me for the future, for the most part.
Most teachers did all they could to make sure their students knew what they were doing. Some other teachers moved on knowing their student was struggling.
Honestly, some teachers did not grade properly and put way too much on the students on one time, but I had to push through.
There was too much favoritism with students. There was also some good teachers and some bad teachers.
If you need anything teachers are very happy to help.
My experience was fun and it was easy to learn.
I didn't like it.
It was pretty good. I heard of other subjects offered at Northern, for example, were far more advanced than what we have here.
I had a good educational experience and have learned many new things.
It was a very interesting experience to say the least.
I learned a lot of information in a short amount of time that I feel will help me be successful in the real world.
I was supplied many opportunities to grow as a student and I was supported by most of my teachers.
I feel like I learned a lot and the teachers all taught their subjects very well
I learned a lot of basics to prepare me for the future.
Some courses throughout my time here have been stressful with projects and tests or missing days of school but at the end of the day you love coming to this school.
I believe I have learned a lot of useful information that I will use both in college and life.
I was offered challenging experiences, and was supported by my teachers.
I feel like I had a good educational experience because I had a chance to learn new things that I would need to know in life.
I feel this district helped improve my educational experience.
My educational experience was okay, I had friends, I didn't mind the environment but some classes I just could not stand because the teaching just didn't come to me and I struggled to understand the concept.
Most of the work was busy work and didn't really teach you anything.
Everything was always explained with detail and nothing was made complicated.
I feel like there wasn't a lot of classes to take to help me with my career after high school.
I overall had a good high school Esperance besides having some problems with a teacher.
It was really good and had help if I needed help.
It was fun and I learned a lot
The teachers were far more concerned on getting paid than teaching us most teachers just gave us homework without teaching and expected us to be prepared for the tests.
Some teachers piled on work or didn't give enough points. But overall it was okay.
It was okay, can't complain.
Nowadays it's more about passing than actually learning the content.

## SENIOR EXIT INTERVIEW RESPONSES

I struggled a lot emotionally through high school, and although I reached out, no help was provided from the school until I was pushed too far. That put a negative outlook on school itself.
I think the environment of the smaller classroom present at Bermudian Springs allows for a much better experience for each student overall.
It was decent. Most of the time I felt like I was in the correct class that matched the level I was supposed to be at.
It was rigorous, but I do feel that I was lost in the crowd a majority of the time.
I believe Bermudian has great academics. After spending two years at Adams County Tech Prep with other students from local school distracts made me realize just how great Bermudian was. I feel over the past four years I have gained an amazing amount of knowledge that has helped me in my first jobs and will continue to help me in my future.
I enjoyed my experience at Bermudian but the education I received could have been better at preparing me for college.
I think at Bermudian I have learned the information that I need to know to be prepared for college.
High school is definitely not the best 4 years of your life, they actually might be the worst because it teaches you who your friends are and who you want to become. So in a way, it is just a big learning experience.
I was properly challenged and feel that I did learn a lot throughout my educational experience.
I believe I was well prepared through my teachers for college and figuring out what I wanted to pursue a degree for in college, which then helped me figure out what college I wanted to attend. As a future film major, I wish our school offered more film, photography, and other art courses in order to better prepare me for my major.
It was okay, but it could have been better. The lack of AP courses puts me at an extreme disadvantage from my peers for when I enter college, as I will have to take basic gen ed classes my first year instead of focusing on my major, like many of my peers will be able to do. I think more art classes should be offered at this school, such as photography, ceramics, and 3D art. I mean, look at my graduating class. As far as I know, we have five students entering into photography and film careers, but these students had no access to any film, animation, or photography courses. If the goal of school is to adequately prepare students to enter college, this school is doing a poor job for students entering this career field.
Also, we have a complete lack of coding and engineering classes. Studies show that these jobs are in high demand, and have very few qualified applicants to fill them, but our school does nothing to prepare students for this field- besides the after school robotics program which many students (including me) were unable to join due to the extreme time commitment. Most other schools have at least a basic engineering class, and the lack of this in our school once again puts our students at a disadvantage.
Also, our school does not adequately prepare its students for the real world. The required business class freshman year is not nearly enough to prepare students for things like taxes and finding a job. As a freshman, most students are not even considering jobs and finances. This class needs to be more in depth, and offered later in our high school career.
I enjoyed all of my teachers and our school environment is pleasant.
My educational experience was wonderful. I enjoyed nearly all of the classes I took. And I was able to take classes that were not required that were my favorites like choir, Eagle Singers, and Graphic Design.
Overall pretty good. I feel that I gained the experience necessary to be successful in post-secondary education.
Classes in the high school fit to my educational needs, but did not challenge me.
I don't know, I'm a product of public school. I'm sure I will do well in the future, but I would have liked to have more graphic design and visual effects courses. Nothing you offer here is really fit for my major.
I felt Bermudian did what it needed to do to prepare it's students for their future through a fun and safe environment.
Overall, my educational experience went well. I feel that I have grown as both a person and a student.
The lower years were slow when there were no CHS options but my senior and junior year picked up when I took CHS.
I was challenged by my honors and CHS classes.
I feel I had a decent educational experience here, except during my XXXX class this year, I felt the teacher was not prepared to teach the class in a way students could learn the material, and most of us struggled because of that.
I received a thorough educational experience, but I often felt like I could not receive the individualized focus I needed to learn best from my teachers.
I would say that my educational experience was good, not great but good. The classes I took challenged me for the most part but when it came down to the technology/engineering courses that I wanted to take there was nothing. There is drafting, but that is it. There are no programming courses or anything. Luckily, I joined Robotics club which allowed me to teach myself the basics of programming and engineering. There also needs to be more emphasis on STEM courses in general. I maxed out on math and science credits because I did not have any programming or engineering courses that I could really take. There just needs to be more focus on STEM especially with a world competing robotics team.
I felt, although different from many of my peers, the education I received at this was adequate. Sure, there were times where the curriculum was of questionable importance and the teaching was slightly sub-par, but the environment of the school never got to me. Honestly, the worse complaint I have about this school is the architectural decisions.
My educational experience was fine. I am lucky to have gotten the chance to work with Mr. XXXX and Dr. XXXX. While there were some teachers and classes that I felt I didn't mesh with (be it with their teaching style or them personally), I found that the majority of teachers cared about what they were teaching. I do, however, wish the music program was regarded more highly by administration. As a music student, I have worked diligently to represent this school well, and Mr. XXXX has worked incredibly

## SENIOR EXIT INTERVIEW RESPONSES

hard to be sure that the music program has a good representation at Bermudian Springs, so I feel as if it should be taken more seriously.
I learned quite a bit and had a great educational experience over these years. Shout out to every single one of my teachers, because I loved them ALL- no joke. I think that the Honors English class could definitely be more challenging and I regret not taking CHS this year. Being a member of the Science Olympiad team, I felt very excluded for my accomplishments. In fact, I recall a STEAM night that my art friends were invited to, and the Science Olympiad team had no idea about this. We are the STEM in STEAM and I am pretty sure it was just Art and Robotics that went which I think is unfair. Mr XXXX is very committed to helping us and is super involved. He does not get the recognition he deserves.
My educational experience was good. Some classes were definitely better than others, but overall they provided a valuable education.
I believe Bermudian Springs could be more challenging for the students who want challenged. I can say that I don't feel that I have gotten challenged enough in High School. It all seemed almost too easy. Implementing harder CHS courses or AP courses (please). When meeting students from other schools, they are so shocked to hear that we only offer one AP class. AP is a vigorous level class and would provide students with the challenge they want.
It is obvious that the teachers here at Bermudian care for their students and want to help them succeed as much as possible. Many of my elementary school teachers greatly impacted my education through pushing me to excel and teaching other skills (such as sign language in Mrs. XXXX class). Throughout the years, I had a variety of subjects and teaching styles. I found myself often piled with work, especially through junior and senior year, where I was looking at and applying to colleges and scholarships. However, I found my best moments were in the arts (music) classes and in French class.
Overall, I'm grateful for what I've learned in my classes, and the fact that I had the opportunity to take them. However, I wish that more AP or IB classes were offered (I know that it is a budgeting issue) - I definitely would have taken them if I could have.
My educational experience was mostly fulfilling, having learned a lot that I didn't know four years prior. I had some ups and downs, but I ultimately learned a lot that will help me in any future goals.
I feel I had a decent educational experience at Bermudian Springs. I learned a great amount in most of my classes- with the exception of my college prep statistics class. I did not feel that my teacher was adequately prepared to teach this class. Further more, for future years however, the school NEEDS better security, as in more cameras in the parking lot. I unfortunately had the experience of having my car vandalized on school property. Otherwise, I've had almost all good experiences.
Overall, I'm satisfied with my educational experience. Sometimes I needed more of a challenge, other times the expectations were very high. While more enriching courses could be added (more electives, AP courses) I understand the limitations of a small school.
I had a good set of years here. I had my ups and downs, I had teachers I did not agree with, and I had teachers that I truly enjoyed learning from. In the end I learned a lot from all my teachers and feel like they have helped me grow.
I had a lot of fun in high school. The education was pretty good in my opinion, and the classes motivated me to learn both in and out of school. I am glad that Bermudian Springs has taught me to enjoy learning, and I attribute that to my kind, yet motivating teachers.

### LIST YOUR FAVORITE SUBJECT IN HIGH SCHOOL 121 responses

# Responses	Subject	# Responses	Subject	# Responses	Subject
1	Advanced Woodworking	1	Foreign language	5	Science
2	Ag Business	1	French		Shop Classes
1	Algebra	2	Geometry	1	(Woodworking, Mech. and Tech., Etc.
1	All music courses	1	Government	1	Social studies
1	Allied Health @ Tech Prep	2	Government Econ	1	Social Studies/History
2	Anatomy	2	Graphic Design	5	Sociology
1	Any Math Course	2	Greenhouse	1	Sociology and Psychology
1	Architecture	1	Gym	1	Steel Band
10	Art	1	Health		Technology Education
3	Biology	14	History		(Material Design & Processing, CADD,
1	Art, Choir, or any Math courses.	1	History/Government	1	Construction Tech,
1	CADD	14	Math		Advanced Woodworking,
2	Chemistry	1	Medical Terminology		Product Innovation & Design)
3	Child Care	2	Music	5	U.S. History
1	Choir	1	Pa Civics/ History	1	All the classes I took were great
1	Culinary	3	Physics	1	Web Development
1	Earth and Space	1	Product Design or Physics		
5	English	8	Psychology		
		1	Psychology / sociology		

# SENIOR EXIT INTERVIEW RESPONSES

## WHY WAS THE SUBJECT YOU LISTED YOUR FAVORITE?

I had a really good time and enjoyed building projects to see what I could accomplish.
There were many hands on activities in Ag Business that I was able to participate in.
I love math and figuring out solutions.
Music was a chance to get away from all of the problems I faced on a daily basis and it was something I loved to do.
Because all of the classes I always had fun
These courses were interesting and actually geared towards what I will be doing with my future. A lot of the course is hands on, which is way better than sitting at a desk all day. I also liked this subject a lot more because I learned material I will not forget, and I did not have to memorize it just for the point of studying for a test.
I learned a lot of new information and it came easily to me. We also got to do hands on activities.
It was where I felt the most challenged and the most comfortable, and all of my math teachers were amazing.
It is the subject that I will carry the most info out of and into college.
Art is my favorite subject because it is what I'm going to college for and the teacher really influenced me.
I liked it because I had creativity
I am able to be the most creative in this class, and it is what I am studying in college.
I like art because I am good at it and I enjoy doing it.
I could have fun in the class, interact with my classmates, and the teacher let us work on all our homework (except sketches) in class.
Art was my favorite class because I was able to better myself all four years in a class I was passionate about. Mrs. XXXX constantly supported me and gave me advice with college, jobs, and my art itself. I changed a lot throughout my four years and most of that was because of my art classes where I was able to develop myself as a person as well as my art skills. Because of this class I was able to enter Scholastic Art Competitions and end up winning a Silver Key, a Gold Key, and a National Silver Medal for my art.
Mrs. XXXX is the best and most dedicated teacher at this school.
Art was my favorite subject because I feel passionate about it and apply personal experiences to it. I also enjoy the welcoming, creative atmosphere of the art classroom.
Although I only took art two of my four years here, it was my favorite class. It taught me to pay more attention to details, learn about and appreciate many forms of art, and allowed my a creative outlet to relieve my frustration and stress.
It is my favorite because of Mrs. XXXX
I was so fascinated by all the different concepts in biology.
I feel like I really understood science throughout my educational experience and I found that class in particular interesting and always found myself excited to learn new things.
Biology was my favorite subject because overall biology is the most interesting to me and I took it even more serious because of the Keystones. I also learned a lot in biology and it is something I need for my college major.
It allowed me to find my interest and helped me select my major.
The information taught by Mr. XXXX was truly new when I first learned it. His teaching style I felt is one of, if not the only class that properly prepared me for college, which is a bit sad because it is not one of the many college in the high school classes. The information was challenging, but the class was not. We were given ample opportunity to make up for low test scores, allowing weaker students to not be utterly destroyed by the grading curve
Advanced Chemistry was the most challenging course I took in high school. It presented me with more vigorous content unlike any other class provided me. My advanced chem textbook was an AP textbook, and was taught like an AP class.
It was my favorite because it helped me make a decision on my future career.
I got to work with kids and gain experience for my future career as an elementary school teacher
Childcare was my favorite subject because I got to teach my little brother in pre-school.
I had choir every year and Eagle Singers for two years and they were my favorites because it was a more relaxed environment away from stress.
It had to do with my career
It has always been an interest of mine and I am taking classes to become a teacher of that subject in college.
I favored these subjects because art allowed me to interpret my creativity visually, choir helped improved my singing ability (which I never knew I had before the beginning of the school year), and I've always enjoyed doing the mathematics courses since it was the subject I perfected in.
This class was very repetitive and caused a lot of stress.
I liked reading the books in class, and then watching the movies to see what was similar of the two. I also enjoyed writing CR's.
I love language and Bermudian's English department is made of all dedicated, positive, kind ladies. They helped me in realizing what I want to do with my life (journalism/editing) and I am thankful for that. They also have all helped me through many a rough patch in my time at Bermudian.
I've always liked the English teachers.

## SENIOR EXIT INTERVIEW RESPONSES

This year I took CHS English and it allowed me to write what I was interested about. Mrs. XXXX approach is focused on improvement and failure. Sometimes you have to make mistakes in order to learn. This class has shaped my writing and now I love it!
My English teacher was a great help to me. She was a really great help to me. She made me enjoy class everyday. She would help me out with her English work and other work problems I had with. My other favorite subject is Psychology. I'm not going to lie, at first I kind of didn't want to be in class cause I would see all the "smartest" kids in that class and I felt like I didn't belong there, but as days passed by I got to grow more comfortable in that class.
I love learning new languages and how their culture has their own identity
Bermudian's French program is one of my favorite high school memories. Having participated in all four years of French class, I can attest to the statement that the teacher is one of the most hardworking and dedicated members of our faculty here - she teaches all four subjects (by comparison, the Spanish department is split by two teachers) with the utmost care. I intend on continuing my French education in college (likely as a minor), and I would not have my love for language if I had not taken this class.
It was easy and I understood it very well.
It was easy to understand and Mrs. XXXX really knew how to teach it well.
I like learning things about history and what's new in life.
The teacher I had was the reason it was my favorite subject. The subject matter is boring but Mr. XXXX made the class fun.
Best teacher.
It is a career I am interested in.
Because it had some good things to learn in it.
I liked the teacher.
We learned things that no other standard class could teach us, and we were given many hands-on opportunities. He also cared for EVERY student, not just the favorites.
Physical activity and I didn't have to take it everyday.
Health is my favorite subject because, I enjoy learning about the human body and how one can prevent chronic diseases and other illnesses. I also like to learn how we can help other people with certain things and help them lead a better lifestyle.
History interest me the most
Mr. XXXX is a very helpful person and he teaches his subject very well and with energy. He has been my favorite teacher throughout high school.
It is what I'm good at.
Because it detailed the history of our country and the problems and wars that we fought.
I was always fascinated by the past and what the world has become today.
The teachers i have had were by far the most nice and helpful.
I enjoyed each history teacher's enthusiasm in teaching these courses.
I love learning about history.
I love History class
History prepares us for the future as we know not to repeat the same mistakes.
I had the most interest in this subject and I had good teachers throughout Bermudian in this field.
It was the most interesting
I like to learn about the past and the people from the past.
Something I always loved and learning how our country and the world got to where it is at today.
It was something that I can use everyday.
It's easy
Easy for me to understand
I am really good with numbers, data, and like challenges.
I have always found an interest in figuring out how to solve problems and seeing if I could figure them out.
Math was always my strongest point in school. I was always advanced and I even tutor my 9 year old sister in math.
I understood the subject better due to visuals.
Math has always interested me and is what will help me in my future.
Because it was one of the easiest for me to follow and understand
Math comes easy to me and it was interesting to learn about geometry, statistics, and calculus.
I am including Physics with math since it is essentially math. Math was my favorite because it was logical and made sense. The teachers also made math enjoyable.
I had a great teacher, and I felt challenged. Also, I enjoy the content- it makes me think.
It is logical, each rule I learn builds on the last, and numbers define the way we live our lives.

## SENIOR EXIT INTERVIEW RESPONSES

It was a fun and interactive learning experience
The subject I listed is my favorite because the teachers were very understanding and were very nice. Also I want to pursue math in college.
This subject was my favorite because I was able to learn about something that I know is truly going to help me in college and in my career. I wasn't sitting in a classroom listening to someone drone on about something that I was never going to use again the second I left high school.
I didn't know anything about music until I took the Steel Band elective. Now I know more than I did before I entered High School
Music helps me to express my emotions creatively, while also incorporating my brain. Music and art education is extremely important, and I think more accommodations need to be in place for students to be able to take more arts classes. It was hard for me to fit them into my schedule many years, and although I was able to work through it, a lot of students may be deterred by this. This saddens me because music provides me with creative expression and therapy from a stressful school day, and it is something I am very passionate about.
This was my favorite because it was with one of my favorite teachers and I had the most fun in that class with my friends and also challenged me to learn more about the history of Pa and the way we were founded.
Mr. XXXX did a great job teaching and made the learning environment fun.
I listed Physics as my favorite subject because the class challenged me, but I succeeded in it. The teacher was very thorough with his teaching, which allowed me to succeed. Physics was always a class I looked forward to going to everyday my senior year.
I really enjoyed the way in which it was taught. Additionally, I really enjoyed the subject's content. It was a lot of fun to be in the class and learn while doing it.
I really enjoyed product design, because I not only got to express my artistic abilities, but I felt that the application applied to real life, and it challenged me to think more creatively and openly about certain topics. Physics was easily one of my favorite regular courses because I feel that I have taken a lot of tangible knowledge away from that course. Recess was pretty good too :)
I loved learning about how to take better mental care of myself and I learned some beneficial information that will help me next year in college.
I was passionate about many of the topics we discussed, and can use these things in the future for my life and career.
I can apply many of the skills I learned to my future.
I am majoring in Psychology in college and I had a blast learning everything I could in this class.
I was very interested in the subject and found the classes both entertaining and educational.
I listed this subject my favorite because it was a class I am interested in and MR. XXX was one of the few teachers that knew how to teach.
I really liked the teacher and the way that he taught the subject. It was a very interesting subject and it made me learn about myself. Through this class, I found ways to improve myself, both mentally and emotionally.
You learn about why the brain functions how it does
Math
I have always been interested in science since I was young
The science courses were my favorite because they were very interesting.
I have always loved science.
Because there's always something new to learn.
Most interesting to me, most fun
I have learned a lot of info that I personally will actually use after my schooling career.
I feel like I learn better about history than basically anything else.
I have always had a personal interest in history, as well as understanding domestic politics as well as geopolitics. Along with this I have developed an appreciation for the unique nature of the cultures of the world.
The teacher and the class was always fun and learning the material was easy.
Good teacher, minimal written work, interesting topics
I learnt the most.
I learned about real life- Mr. XXXX talked about subjects that most teachers tend to avoid. He included us in on discussions and answered questions thoroughly. He's an avid storyteller and I appreciate that there was never a day where the class felt boring- sometimes notes dragged- but there were always interactive parts in each class. On a side note, CHS History would be my second favorite because Mr. XXXX also addressed topics that I feel are important to real-life experiences.
The teachers make it so enjoyable and those are the subjects I plan on majoring in, in college.
The band room is a safe environment and a wonderful place to relieve stress and XXXX genuinely cares for his students.
My Tech Ed courses were a nice break from rigid curriculum. I loved the openness of the classes, and it really allowed me to figuratively spread my wings.
The teacher and the material were great (11th and 12th grade)
The material was something I was interested in, the teacher kept it interesting and the class had a great atmosphere.

## SENIOR EXIT INTERVIEW RESPONSES

The subject I listed was my favorite because I like history and also working in the shop and building things plus doing metal work.

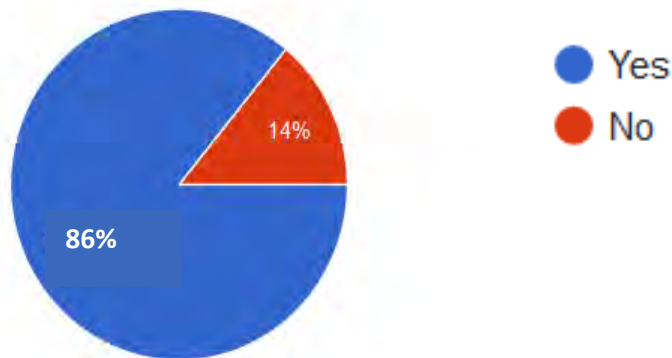
I was Interested in learning about the industrial revolution, The Great Depression, and ww1 and ww2.

it show you the history in the past years

I enjoy coding and adding more to what I already know about HTML.

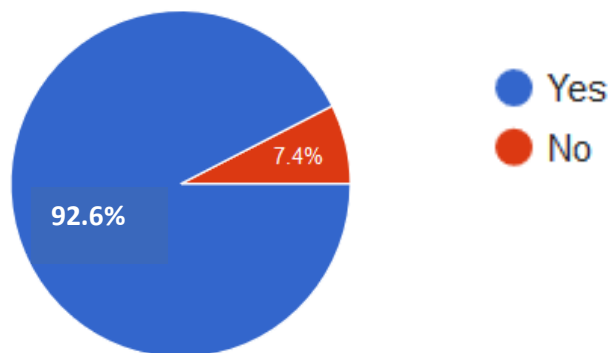
### DID YOU PARTICIPATE IN EXTRACURRICULAR ACTIVITIES DURING HIGH SCHOOL?

121 responses



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

121 responses



### Briefly Comment on participation in extracurricular activities (optional)

There are many opportunities for students to participate in extracurricular activities and I was able to participate in what I liked.

Yes, there were many options available to me.

I mean, I participated in pretty much everything I could, and certainly everything musical.

Our school does have a lot of options when it comes to extracurricular activities, and our school does allow us to have the option of participating.

Athletics, clubs, and musicals were open to anyone who wanted to join.



## SENIOR EXIT INTERVIEW RESPONSES

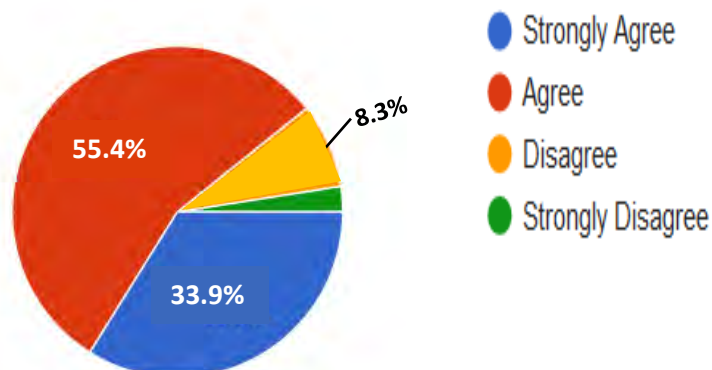
Extracurriculars are what made me feel like a part of this school.
The coaches for the sports think that their sport is the only thing that exists in the entire universe, and so when I am, say for instance, captain of the quiz bowl team, coaches do not allow me to practice with that team or share my time. Also, clubs were a waste of time.
It was always provided and optional for everyone.
I had opportunities to participate, but I do not like to do those kinds of things.
The soccer coach was a good and fun coach to have during school.
I participated in musicals, sports, and many other extracurriculars throughout my high school experience and I wish that the musical could have more funding to go along with it, because as a student participant I feel like we had to sell ads a lot in order to be able to do some of the stuff we wanted to in musical such as sets, lighting, sound, and paying for orchestra.
There could be more offered, but I know the lack of participation is the reason we lack this. I think we should be allowed to have a Gay Straight Alliance in our school.
Yes, I feel as if there are many opportunities to participate in extracurricular activities. I participated in many over the years. It would be nice for future students to have a wider variety of clubs to participate in.
There are so many opportunities offered in this department.
During my four years of high school I played, field hockey, cheerleading, and softball. I think in all those sports it encouraged responsibly to get my schoolwork done while doing those sports and it gave me the chance to bond with new people.
Throughout High School, I participated in many clubs and activities. There is one in particular though that I would like to mention. Science Olympiad is a truly unique club that really brings people interested in the sciences together. That being said, being in Science Olympiad did not feel like a club. We were constantly forgotten by the school, forced to buy our own supplies, and forgotten in the yearbook multiple times. Although I thoroughly enjoyed this club, I felt forgotten by the school, and I would like to see this changed
I participated in cross-country and was a trainer for the boys tennis team. I have also participated in the musical since sophomore year. I was able to manage my time and participate in many different activities.
The athletics and musical programs got me through my four years and made me want to actually go to school.
I participated in the Morning Announcements, School News Paper, the Musical, and Interact club.
For the most part I felt wanted in all sports, except football.
I enjoy being a part of the steel band, and club.
While I did have an adequate opportunity to participate in extracurricular activities, not all extracurricular activities are taken as seriously or respected as they should be. Musical needs more funding, and I am not afraid to speak my mind on this. The rights alone for musicals are over \$1,000. With the set and stage crew also needing money, We're already over our heads in debt with the insufficient amount of funding we are allowed by the administration and the school board. Our school musicals have been outstanding. We deserve more funding for this program. Again with funding, Science Olympiad and Quiz Bowl don't get enough funding either. Bermudian needs to rethink its priorities. What teams are succeeding? What teams could be succeeding if given the help of extra funding? Is there a way that we could encourage more participation in things other than sports? Sports are important, yes, but give other programs the chance to succeed as well.
Through my four years at Bermudian, I have constantly been involved with National Art Honor Society, National Honor Society, Interact Club, and more. This school has really given me a place to call home within my community.
I participated in a variety of musical and art related extracurriculars, as well as cross-country. I feel that my experiences in the arts shape who I am today, and am grateful that I had the opportunity to participate in them. However, I believe that for what they are worth, the arts are very much undervalued in comparison to athletics at Bermudian. I also enjoyed my time in athletics, but having participated in both, I can say wholeheartedly that the arts need more financial allocation and overall support by our faculty, administration, and school community.
We had plenty of opportunities to participate in activities.
Many were catered to the popular ones or the "Harvard hopefuls".
I love sports.
I had the opportunity to join FCCLA and I kept choosing it for four years because, I really like this club.
Everyone is always helping each other and looking out for one another.
I have participated in choir and yes I believe that I have had the same opportunity to participate in Extracurricular activities.
Yes, I just didn't enjoy them because it is a favoritism game and it was not fair to a lot of students.
Wrestling was definitely one of the best opportunists I've had schooling wise.
I made a lot of new friends in sports
I participated in football, Student Council, NHS, was class treasurer, and was a part of stage crew for the musical.
I liked to be involved with something about sports
I played football, track, and wrestling
Most people in school do extracurricular activities.
Our school sports are extremely competitive, and give a wide variety.
Our school excels in sports which provided me with more opportunities.
Everything was available to do, I just decided not to do anything

## SENIOR EXIT INTERVIEW RESPONSES

Everyone can participate in something that they would like to do
Participation in clubs and activities throughout our school district was encouraged.
I participated in robotics, musical, Science Olympiad, tennis, and soccer.
I think that clubs are strangely organized and a waste of time.
My time in sports has been mixed. I have had some coaches that I would like to thank for what they have done for me, Cross Country and Track, and I have had some that I would like to forget, Basketball. I feel that our sports need to be more accepting of new ideas, and I feel that we need to focus more on building the strength of individuals in a team, not just the team concept.
If you wanted to participate it was easy to do so
I believe our school clubs were a waste of time because it rushed our classes for a club that did not do much for the students.
I really enjoy the community of activities that we have here at Bermudian. I truly believe that everyone has an opportunity to be a part of something that they love. If there are people that are not involved in school then that is purely by their choice and not because nothing is provided for their interests.
Giving everyone the opportunity to choose their clubs or aid in other extracurricular activities is certainly a plus!
I had a lot of opportunities, and I loved being involved in many different areas including tennis, musicals, and volunteering clubs. There were many choices, but the musicals really allowed me to become more confident and make many lifelong friends.
I had a great time helping the soccer team make history when we won the league and I was also captain Junior and Senior year.
I felt as if I had a equal opportunity to participate in any activities in school.
There may be some athletic teams I would have liked to have, but would be difficult in our area with our infrastructure.
There were a lot of opportunities for after school. It would be really awesome if athletics could replace gym classes for the marking periods that students participate in a sport, because it would open up more room in our schedules for electives, or a study hall to finish work as this can sometimes be difficult during sports.
I participated in, and enjoyed, many extracurricular activities.
There were always plenty of opportunities to join different clubs and activities and teachers were always welcoming and accepting.
I had adequate opportunity to join man activities
I don't play sports for the school but I do participate in a soccer academy team and I do MMA fighting.
I was kicked out for most of the robotics season because of a rule I didn't even know existed.
It was fun.
I don't understand why they took away the late buses for athletics, when so many students needed them.
I will say Bermudian has a lot of extracurricular activities, like sports, athletic training, clubs, musicals, etc.
I had an opportunity to try a lot of things, however I never felt as if I was encouraged to do so. I made all of my extracurricular decisions by myself.
There were ample opportunities for sports and clubs. I personally loved the robotics program, and I though soccer, tennis, and musical were great too.
A lot of leadership activities were popularity contests that required being voted into. Also there was no theater opportunity offered for kids who did not want to/could not sing.
I participated in the FFA for four years and felt that the FFA had a lot of things that I could grow towards to better my self
History Club

### MY SCHOOL PROVIDES A WELL-ROUNDED PROGRAM OF EXTRACURRICULAR ACTIVITES.

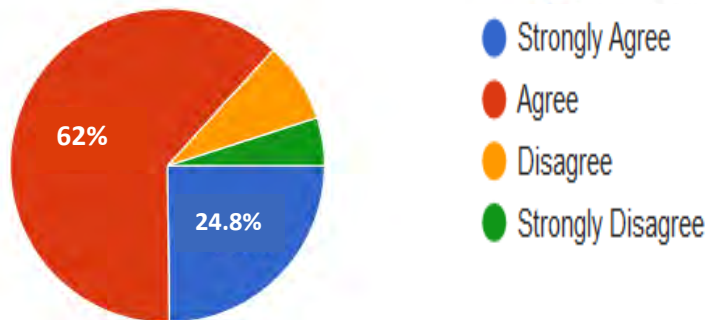
121 responses



## SENIOR EXIT INTERVIEW RESPONSES

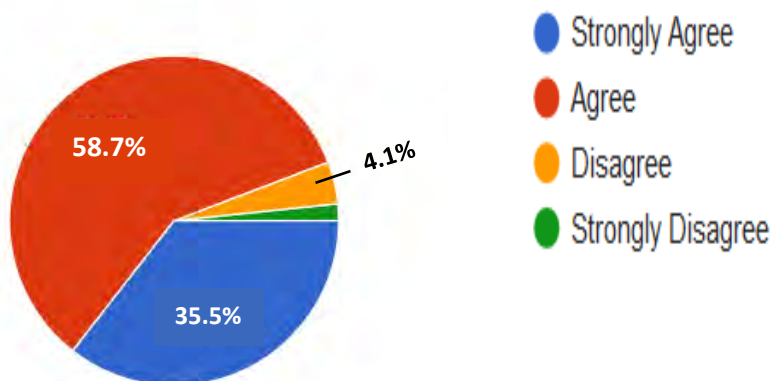
I LIKE MY SCHOOL.

121 responses



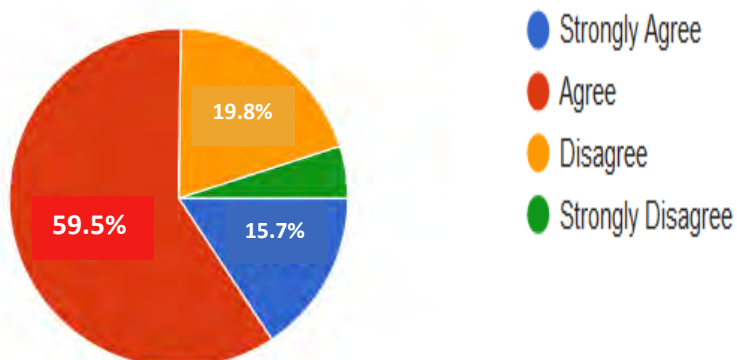
MY SCHOOL PLACES ENOUGH EMPHASIS ON SUCH TRADITIONAL ACADEMIC SUBJECTS AS ENGLISH, HISTORY, MATH, AND SCIENCE.

121 responses



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

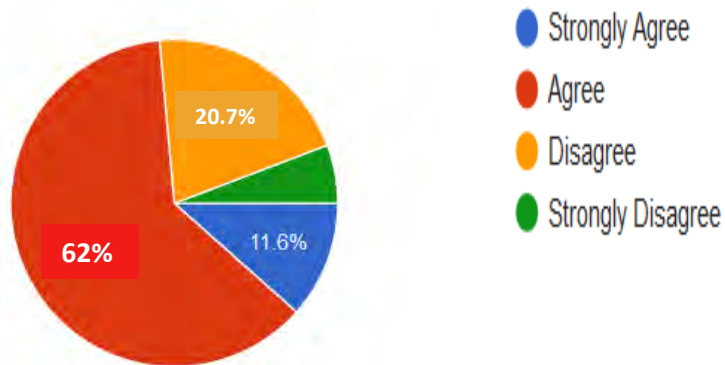
121 responses



## SENIOR EXIT INTERVIEW RESPONSES

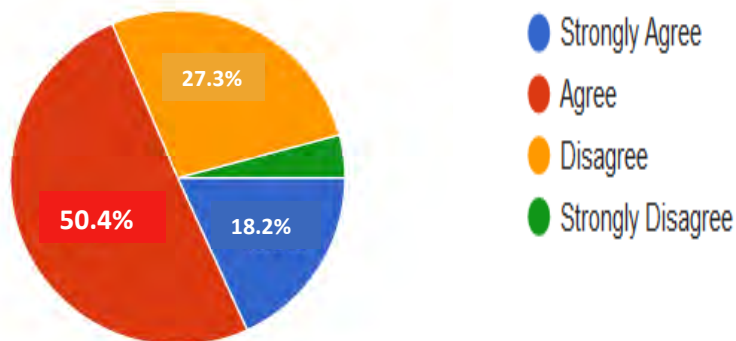
TEACHERS IN MY SCHOOL ASSIGN HOMEWORK AT AN APPROPRIATE LEVEL.

121 responses



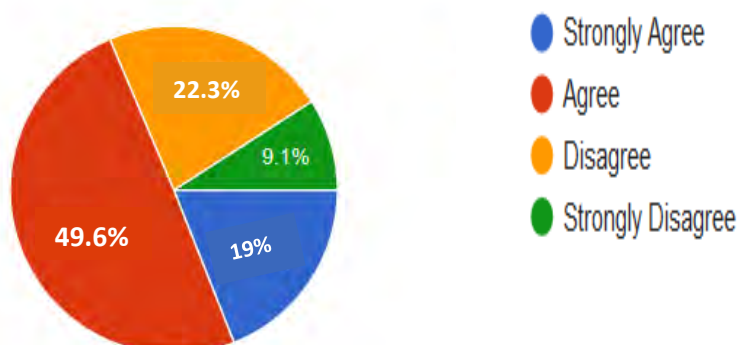
STUDENTS IN MY SCHOOL ARE REQUIRED TO WORK HARD IN THEIR CLASSES.

121 responses



MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH PROBLEMS.

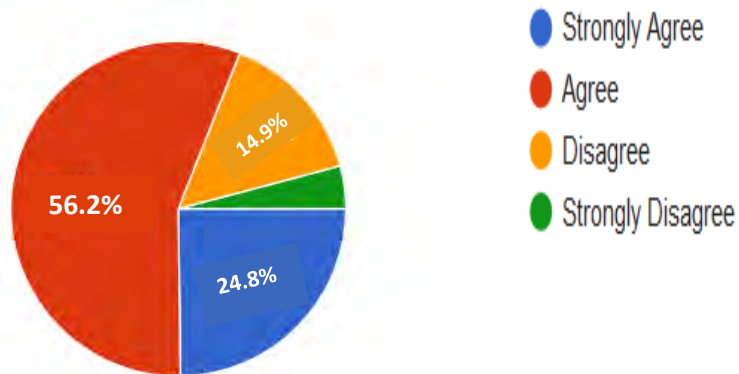
121 responses



## SENIOR EXIT INTERVIEW RESPONSES

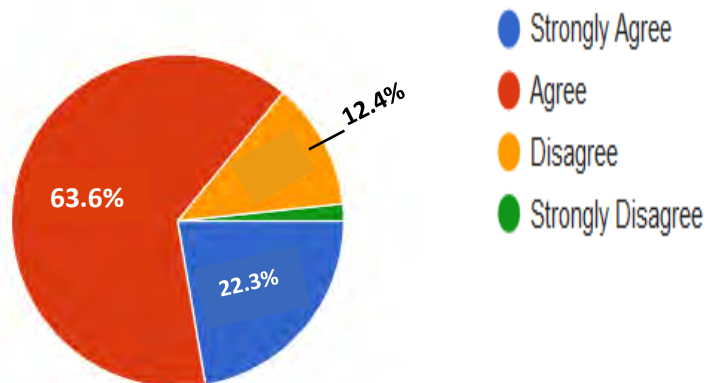
### MY PARENTS BELIEVE MY SCHOOL IS DOING A GOOD JOB.

121 responses



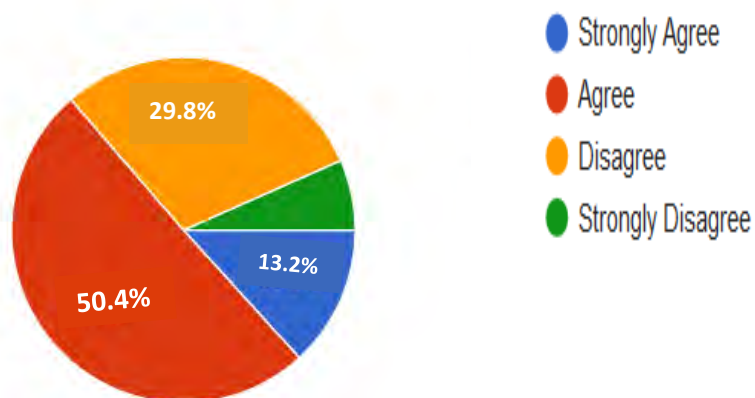
### MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH ACADEMIC PROBLEMS.

121 responses



### TEACHERS PROVIDE ADEQUATE MOTIVATION FOR ALL STUDENTS.

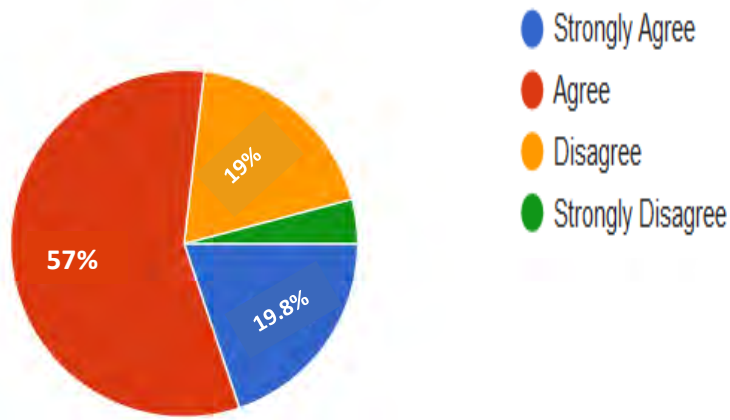
121 responses



## SENIOR EXIT INTERVIEW RESPONSES

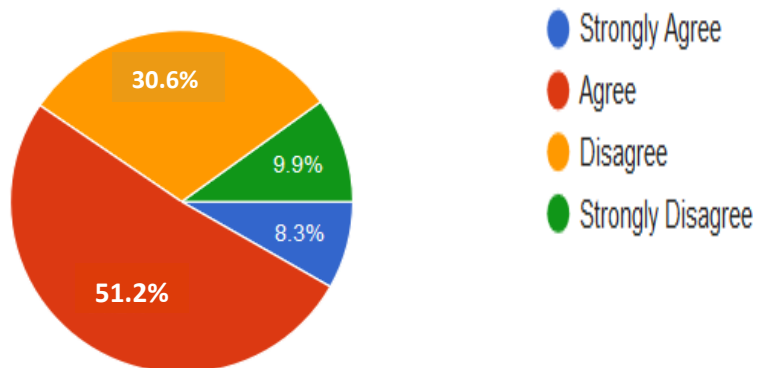
### MY SCHOOL HAS GOOD SCHOOL SPIRIT.

121 responses



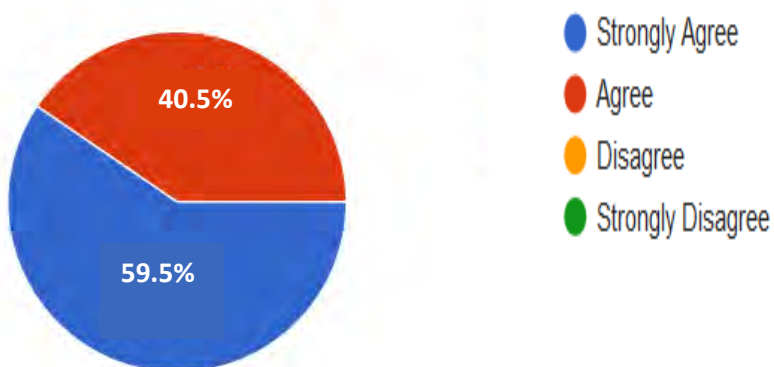
### STUDENTS IN MY SCHOOL ARE WELL-BEHAVED AND RESPECTFUL OF TEACHERS AND ADMINISTRATORS.

121 responses



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

121 responses

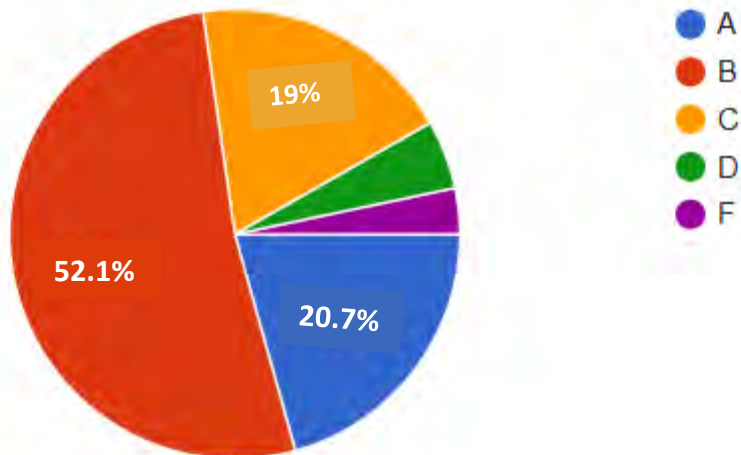




## SENIOR EXIT INTERVIEW RESPONSES

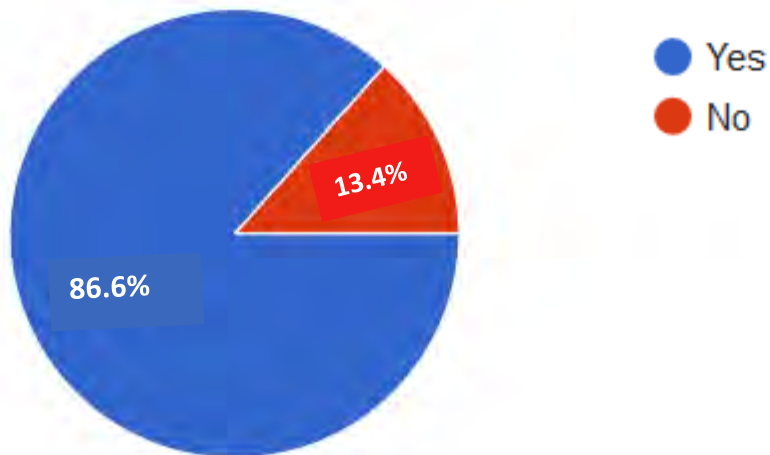
### WHAT GRADE WOULD YOU ASSIGN TO YOUR SCHOOL.

121 responses



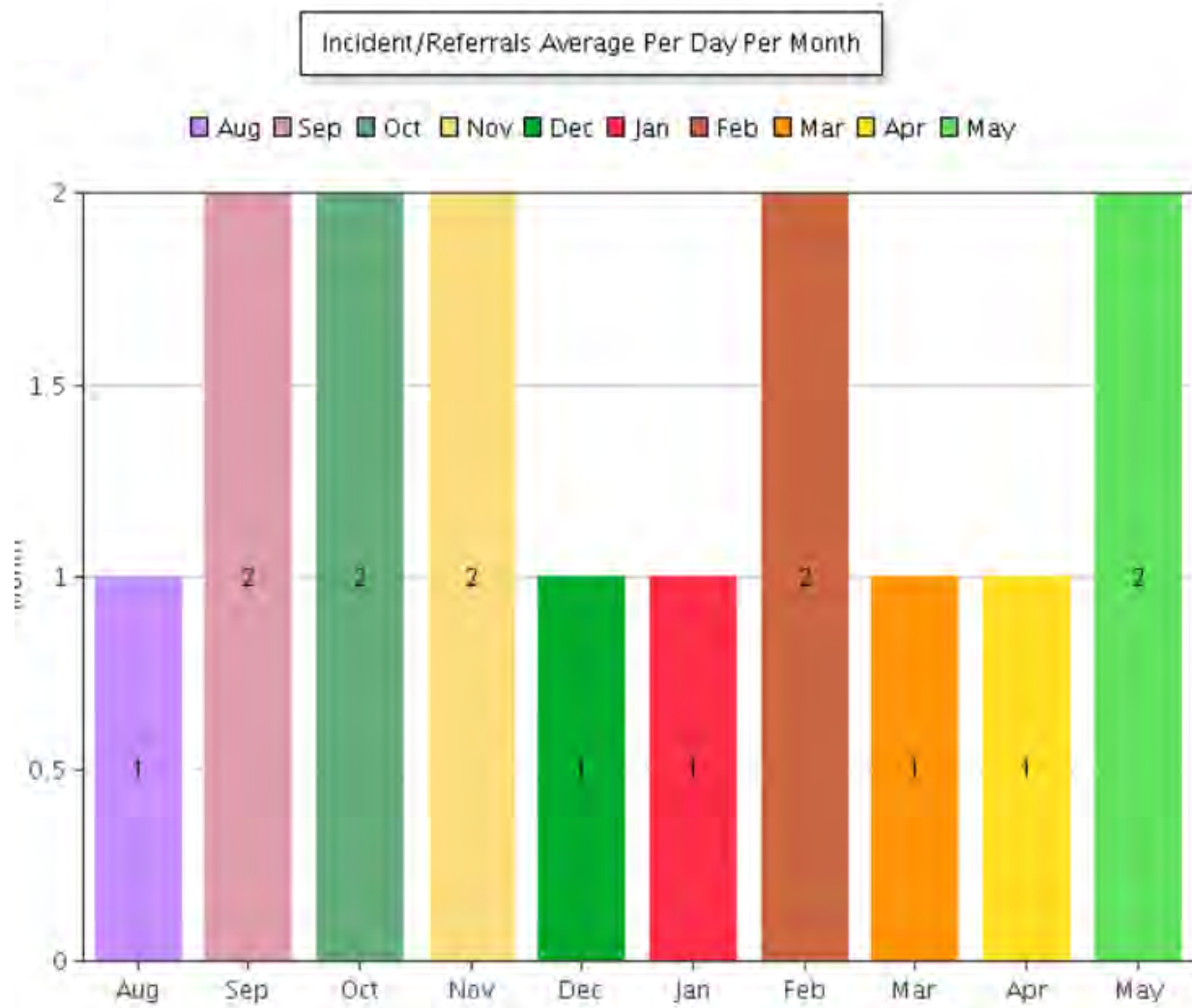
### CAN WE ADD YOU TO THE ALUMNI LIST?

112 responses



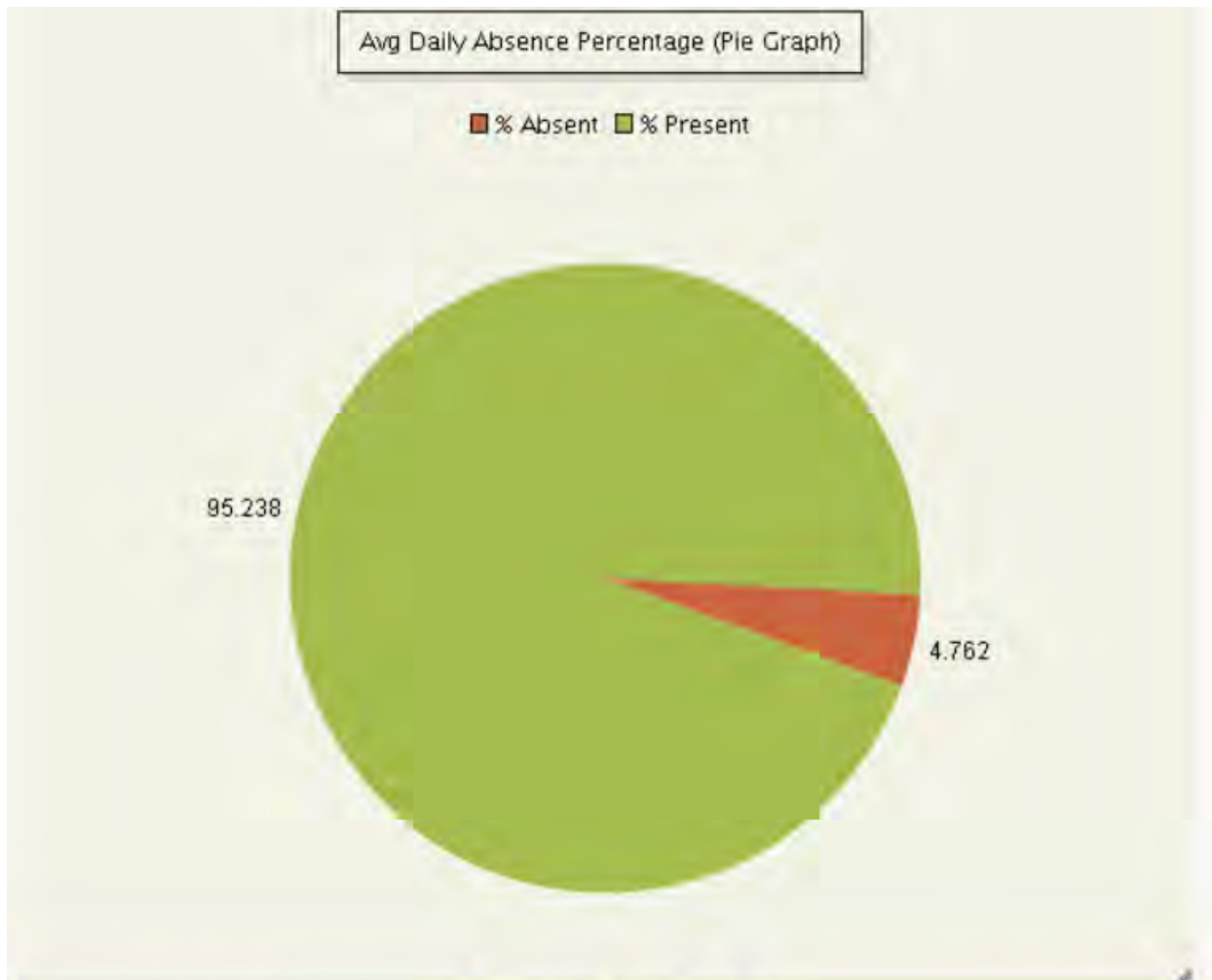
## BSMS Student Data Report 2017 / 2018

Student Infraction data by month - 50% decrease from the previous school year

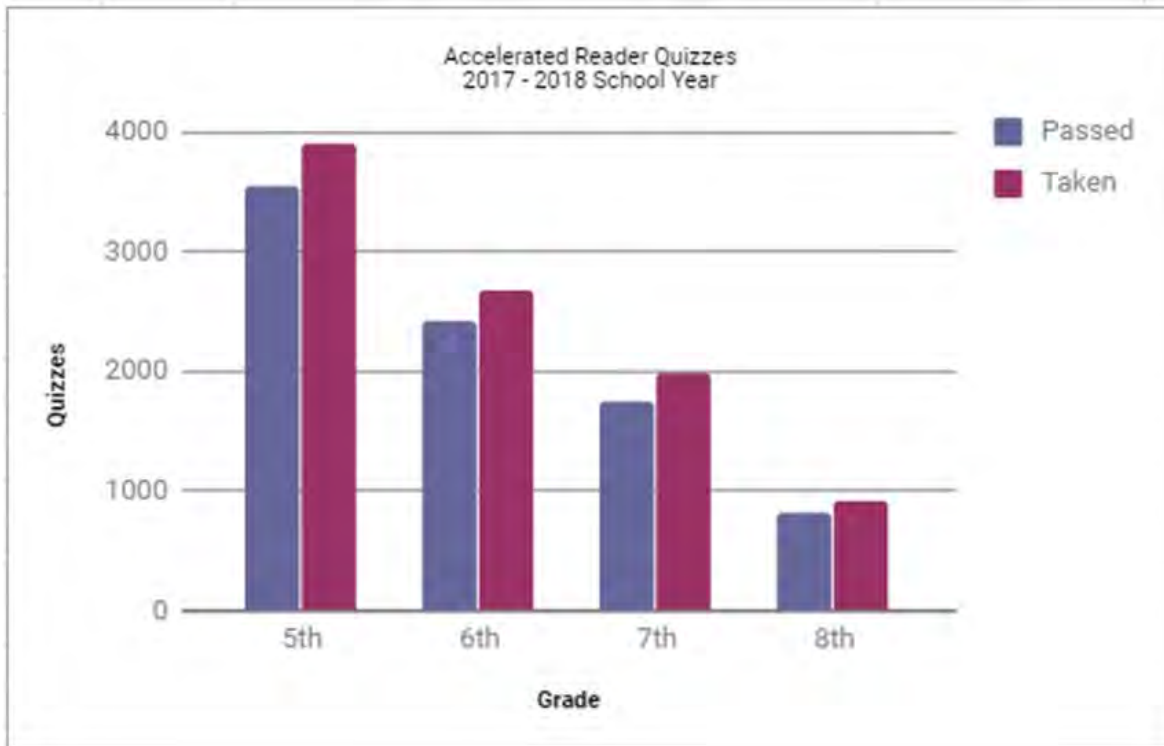




## BSMS Average Daily Attendance



+/- Click to show/hide data.				
Attendance Counts	Avg. %	Avg. Excused Cnt	Avg. Unexcused Cnt	Avg. Unlawful Cnt
% Absent	4.76%	27	3	0
% Present	95.23%	27	3	0



Accelerated Reader (AR) Data* 2017-2018			
Grade	# books passed	# books read	Total Words
5	4,430	4,928	106,144,706
6	2,155	2,420	77,871,762
7	1,841	2,023	68,601,413
8	913	1,027	63,647,092
Totals	9,351	10,411	316,539,519

\*Based on the Word Count Report in the Accelerated Reader Program.

STAR Data*				
Grade	Advanced	Proficient	Basic	Below Basic
5	23 16%	62 43%	38 26%	22 15%
6	45 28%	67 41%	45 28%	6 4%
7	20 15%	61 46%	46 34%	7 5%
8	40 25%	57 36%	52 33%	10 6%

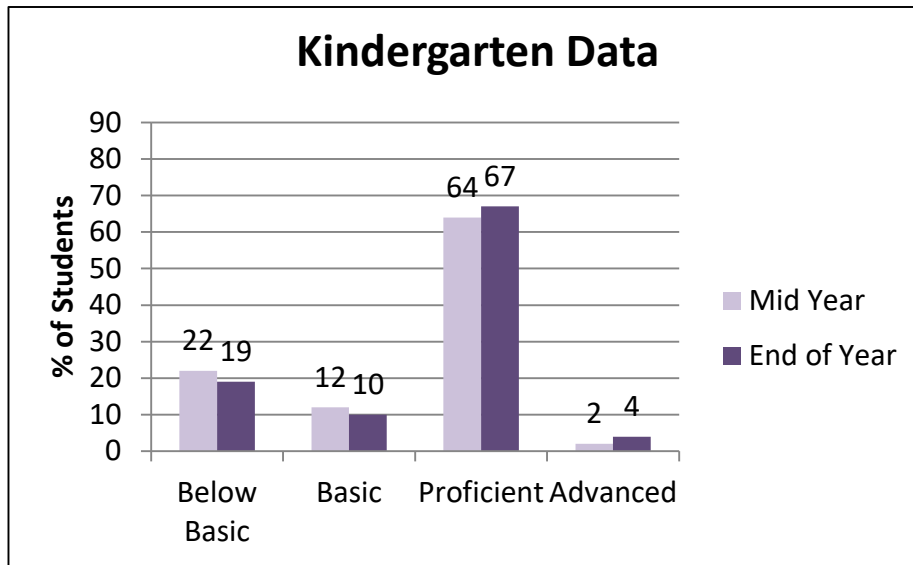
\*Based on the third STAR Assessment Screening Report

Read Naturally Fluency Data from Pilot* (Feb-April 2018)				
Grade	# of students	Expected growth	Mean Growth	Range of Growth
5	17	4 words	+32 words	10-64
6	15	4 words	+24 words	14-57
7	21	4 words	+17 words	1 (poor attendance ) -43
8	This program could not be used with integrity with 8th grade due to scheduling.			

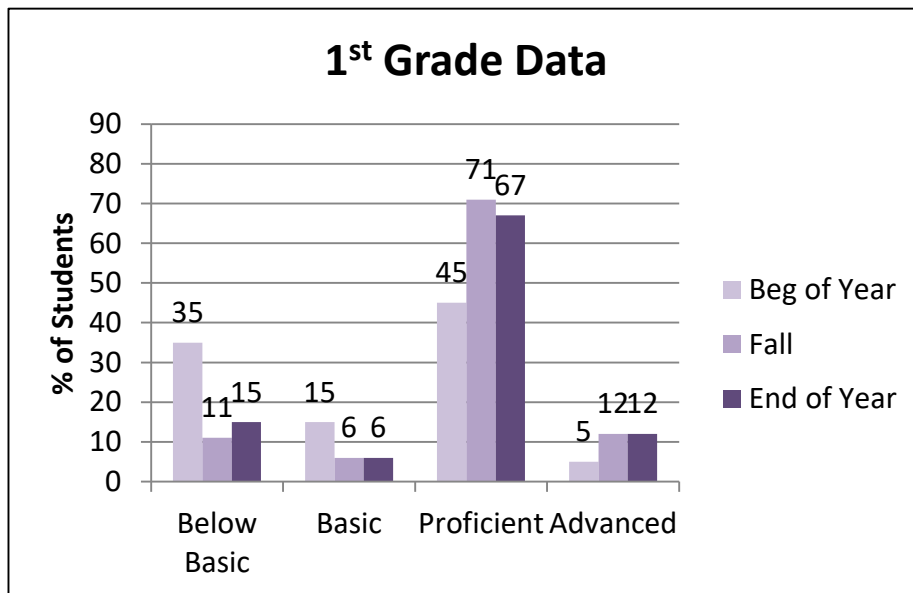
\*Based on the Ekwall/Shanker Reading Inventory administered by a reading specialist at the beginning and end of the year.

# Grade Level Fountas & Pinnell Data

## 2017-2018



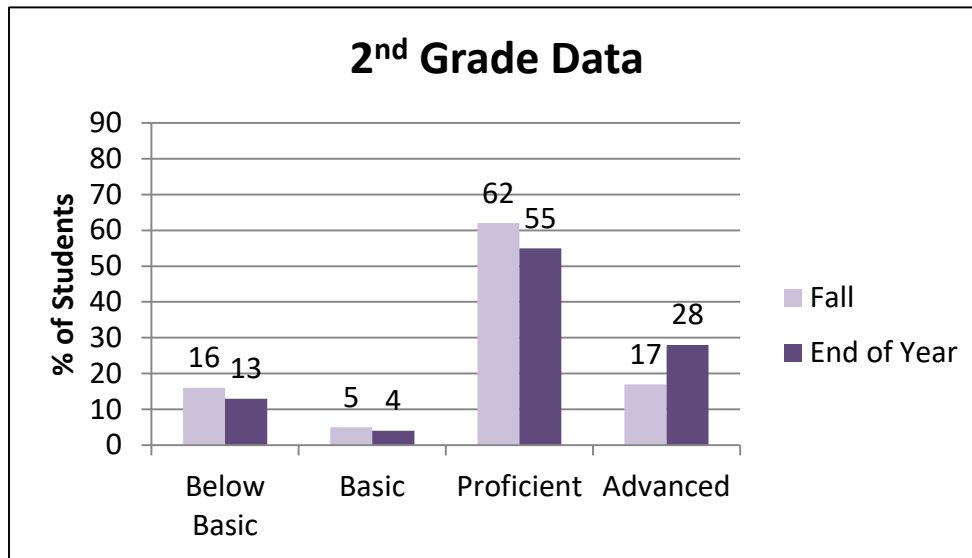
K	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Mid Year	22%	12%	34%	47	64%	2%	66%	93
End of Year	19%	10%	29%	41	67%	4%	71%	100



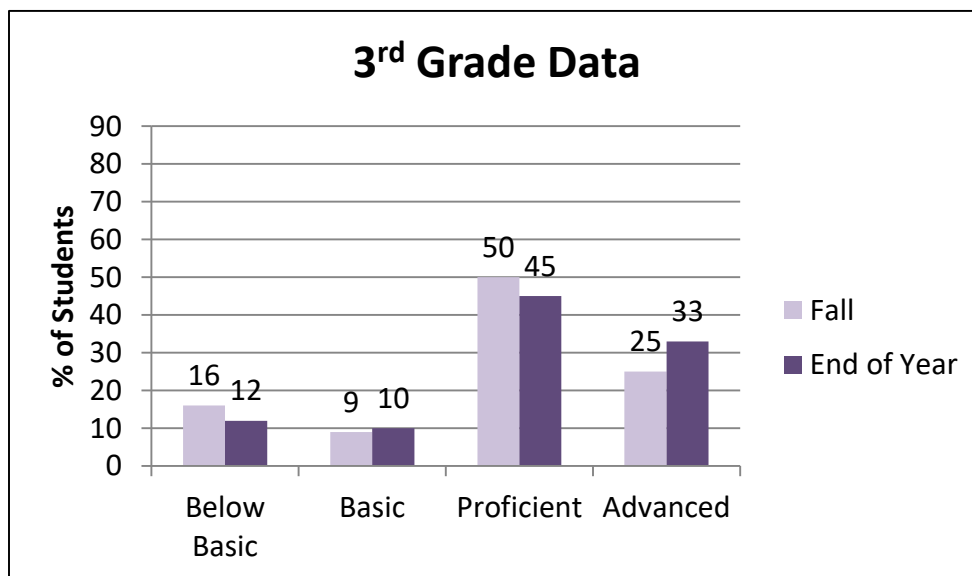
1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Beg of Year*	35%	15%	50%	65	45%	5%	50%	70
Fall	11%	6%	17%	23	71%	12%	83%	116
End of Year	15%	6%	21%	30	67%	12%	79%	112

\*All of first grade assessed in both the beginning of the year (August) and the fall (October).

# Grade Level Fountas & Pinnell Data 2017-2018

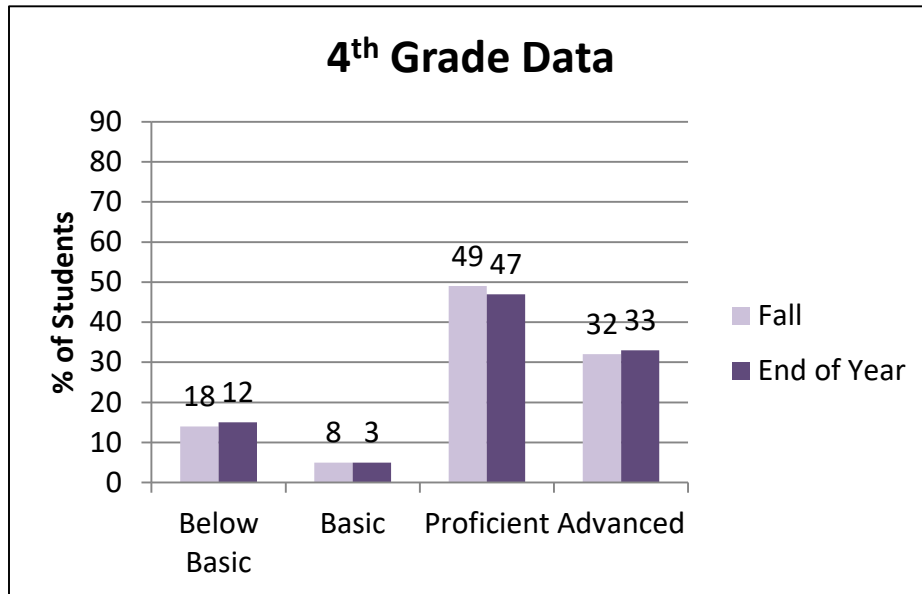


2 <sup>nd</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	16%	5%	21%	29	62%	17%	79%	113
End of Year	13%	4%	17%	24	55%	28%	83%	117

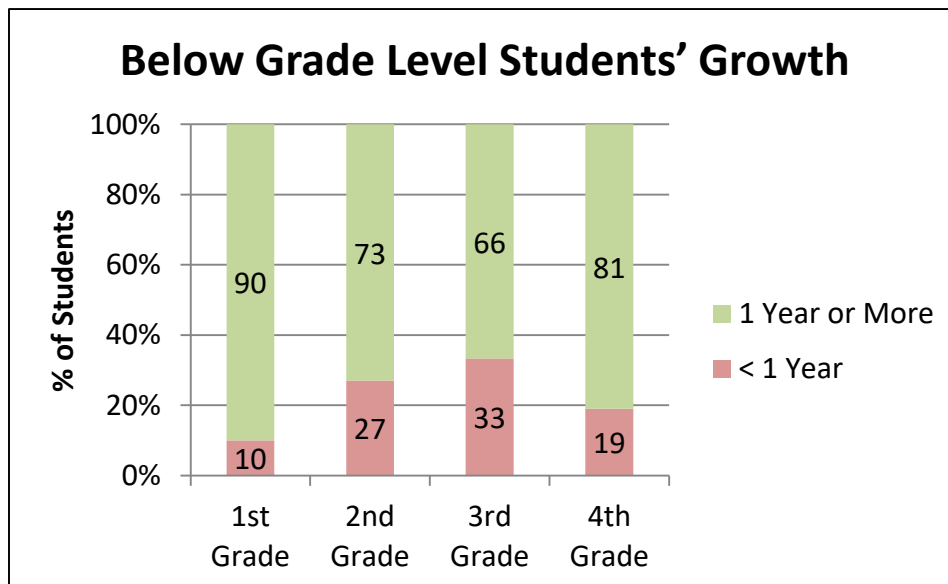


3 <sup>rd</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	17%	9%	26%	33	49%	25%	75%	95
End of Year	12%	10%	22%	28	45%	33%	78%	96

# Grade Level Fountas & Pinnell Data 2017-2018

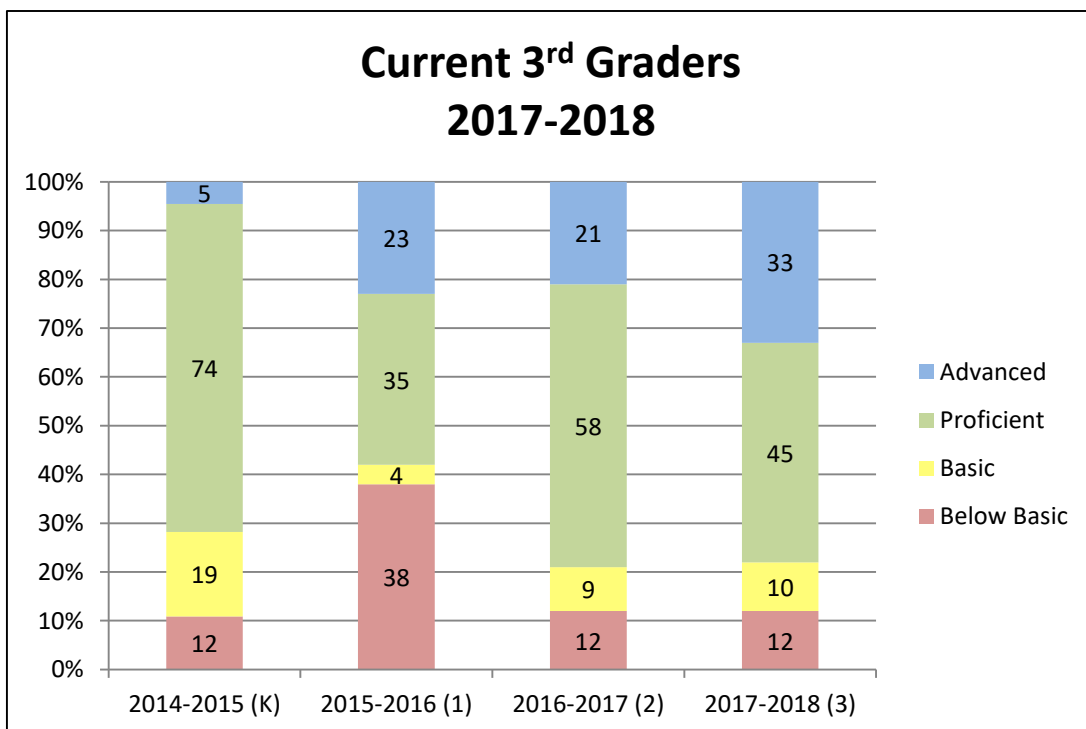
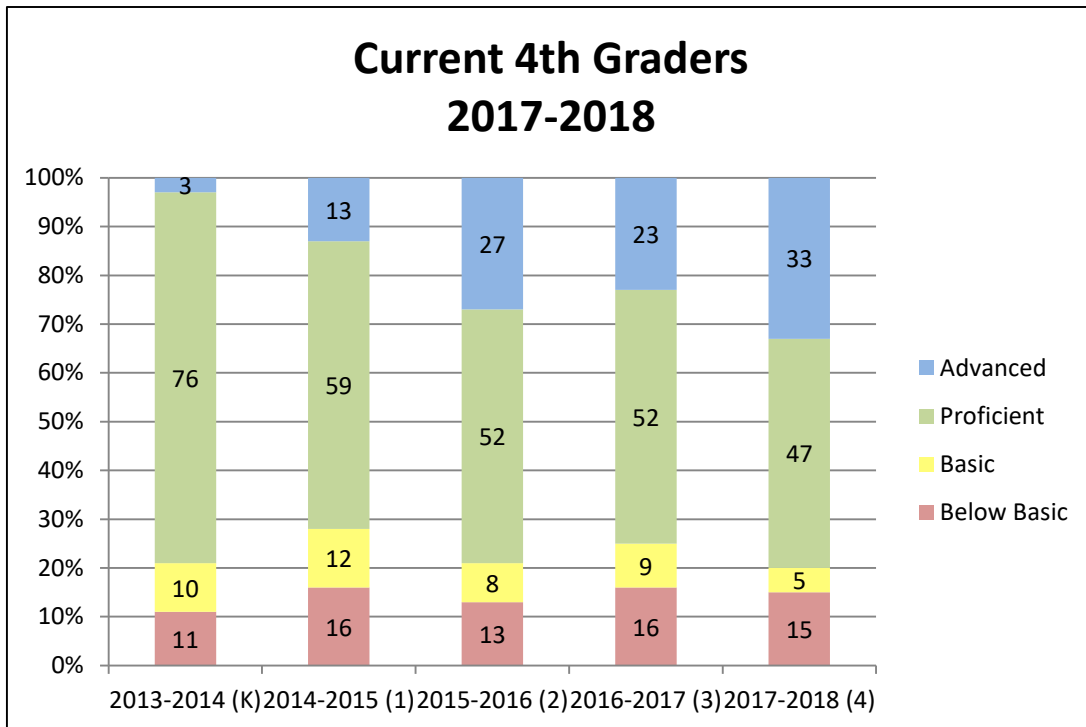


4 <sup>th</sup>	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	14%	5%	19%	28	49%	32%	81%	119
End of Year	15%	5%	20%	30	47%	33%	80%	120

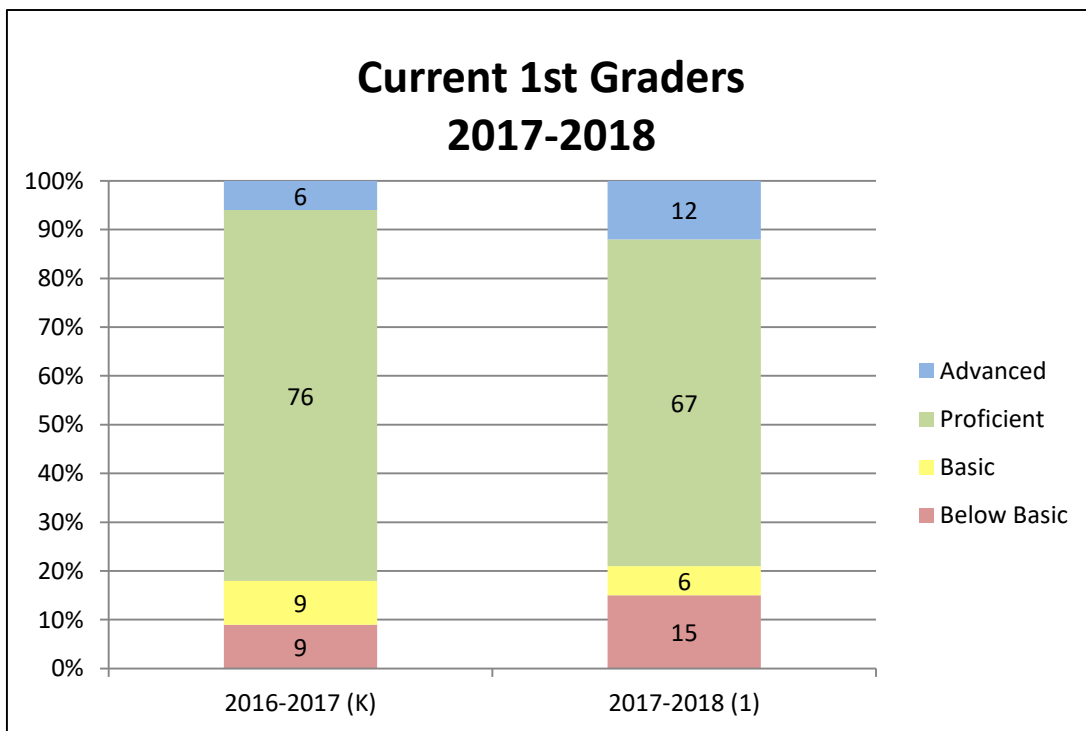
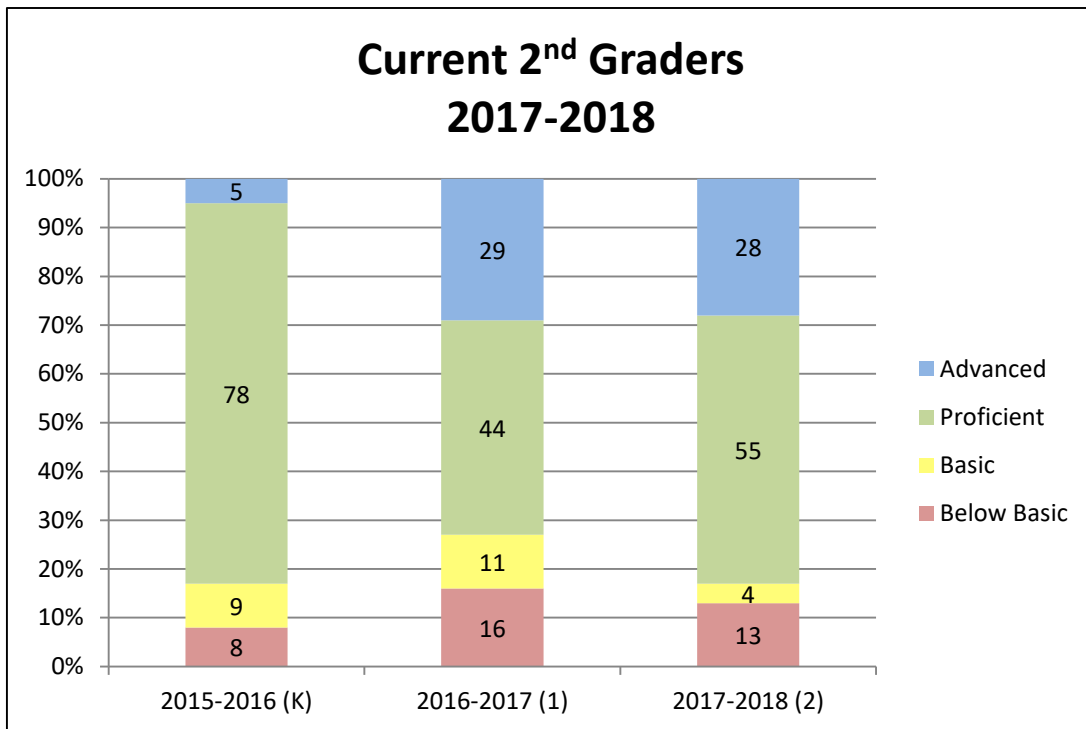


	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
# of Students	30	22	27	27

# Student Groups Over Time

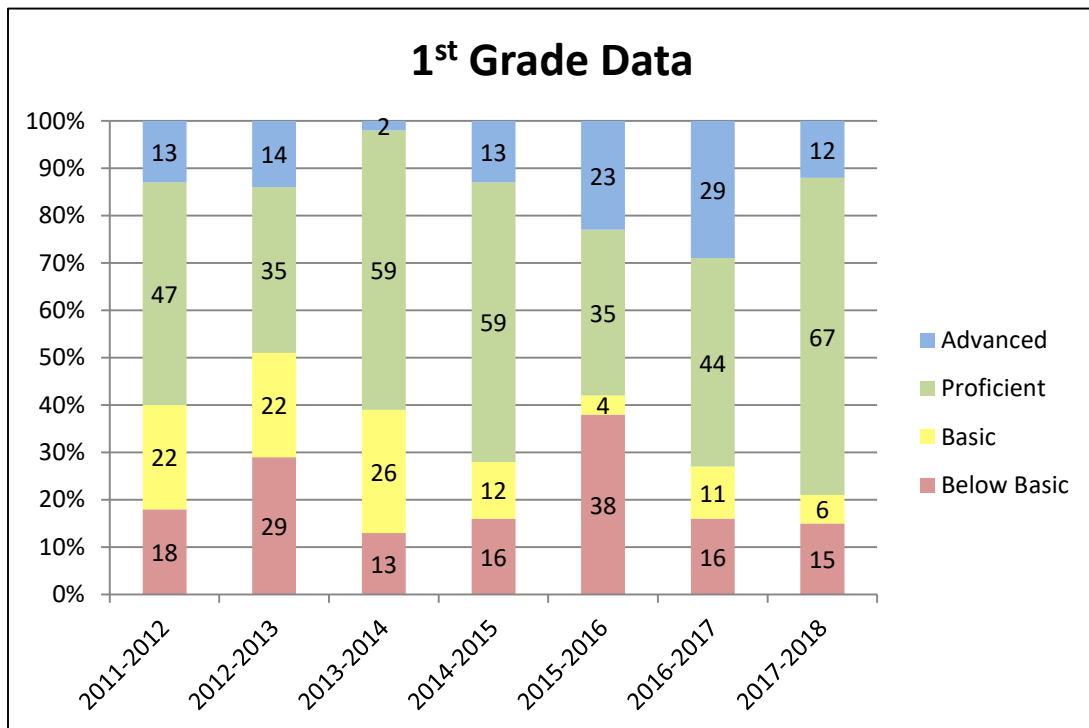
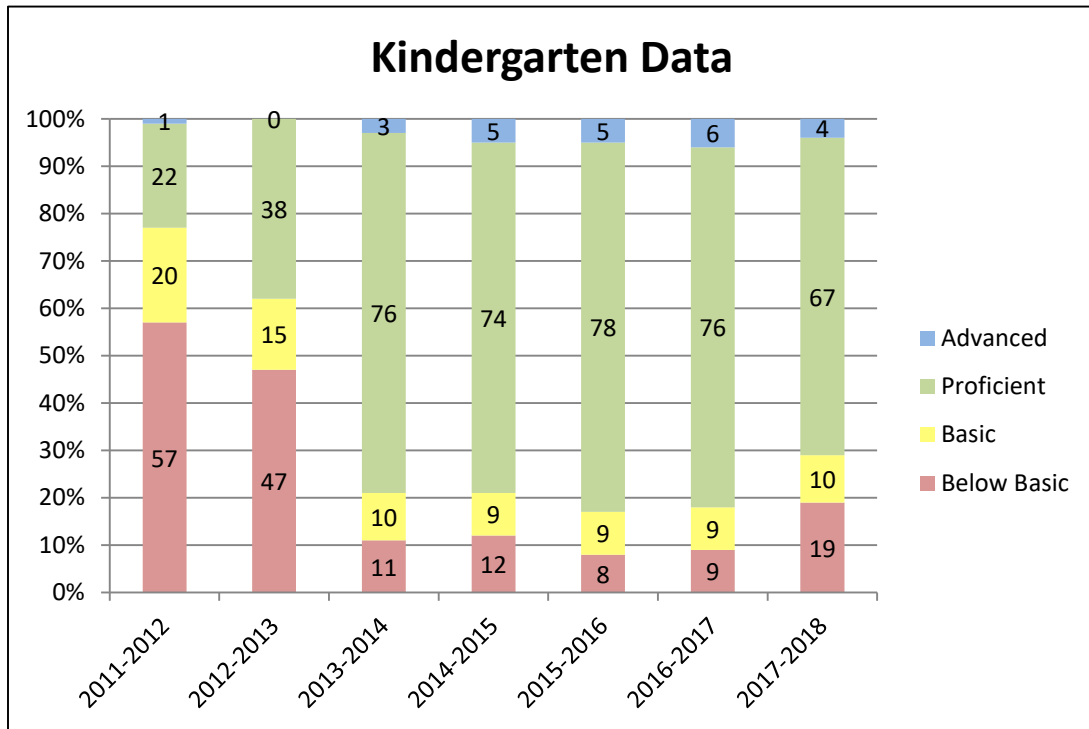


# Student Groups Over Time

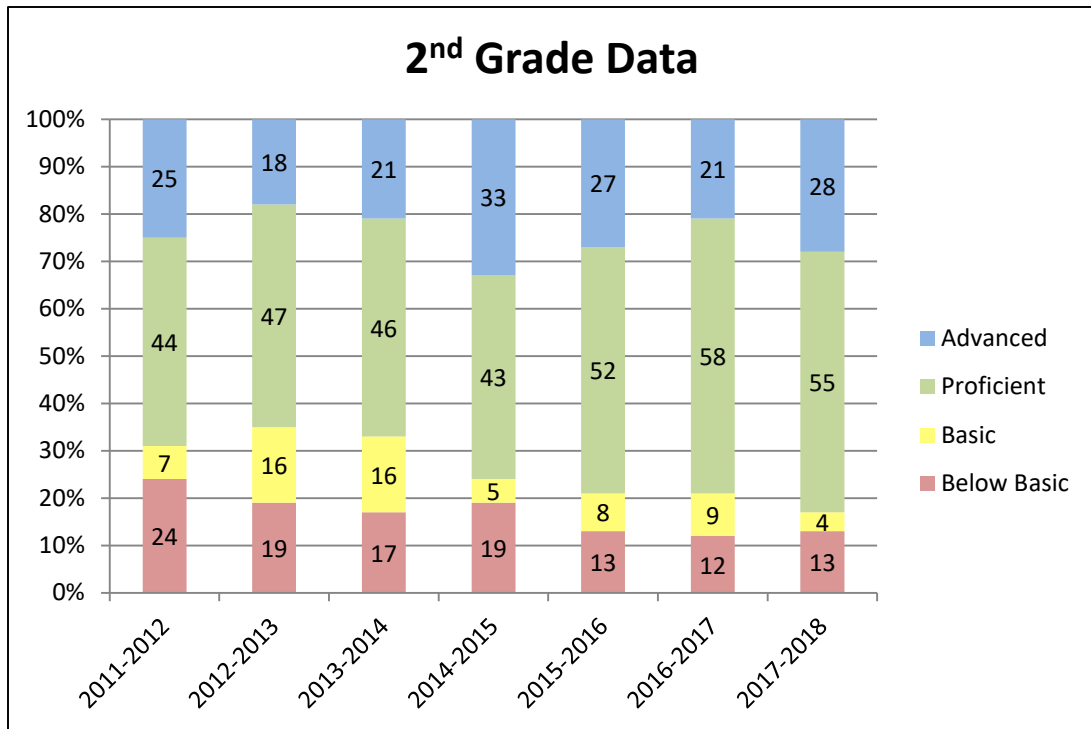




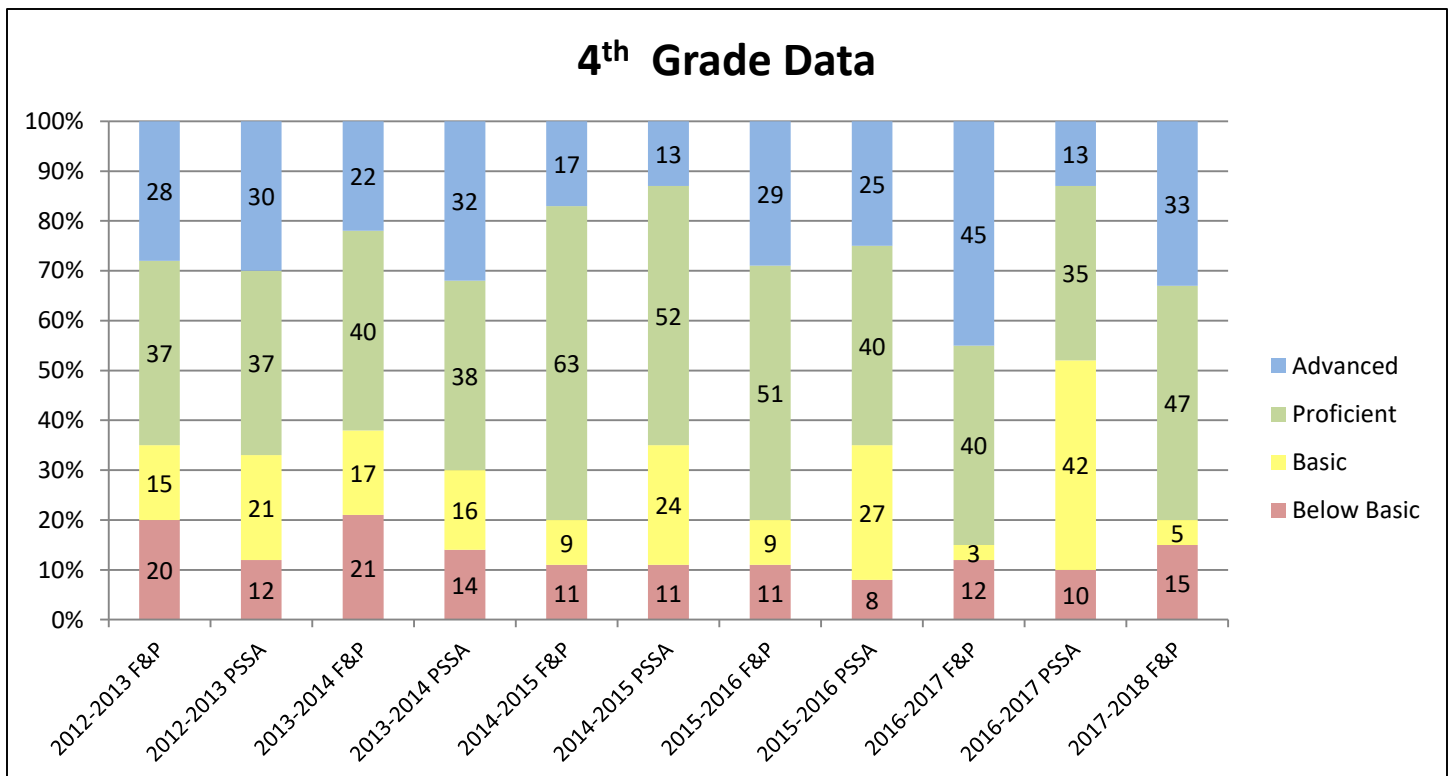
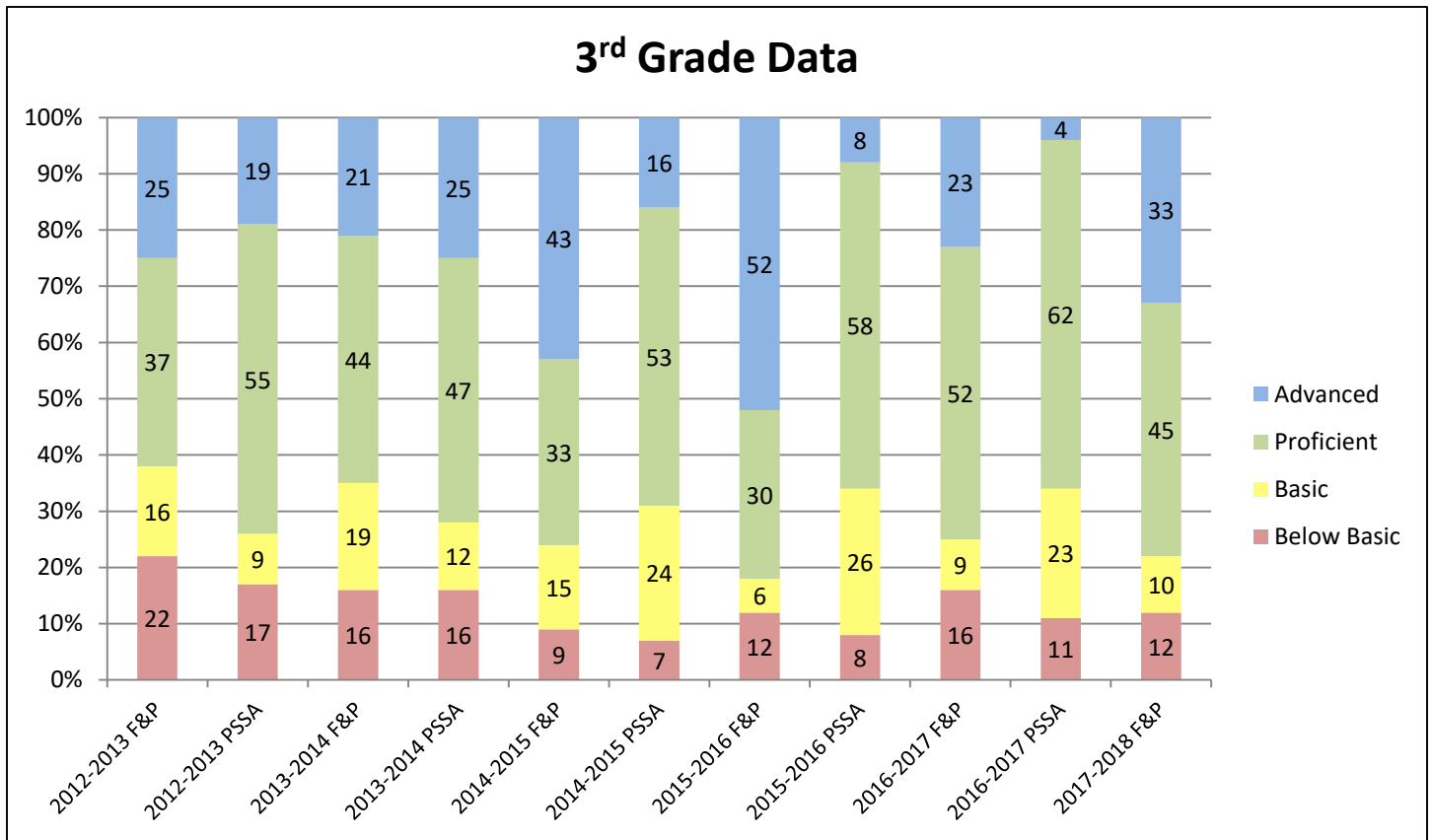
# Grade Level Data Over Time



# Grade Level Data Over Time



# F&P and PSSA Data 2012-2018



**PSSA STATE/DISTRICT**

**DIFFERENCE OF ADVANCED/PROFICIENT  
DATA COMPARISON 2015-2016 to 2016-2017**

STATE PSSA Mathematics Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
3	54.5	54.4	0.1
4	46.6	46.6	0.0
5	43.8	44.4	-0.6
6	40.3	41.1	-0.8
7	37.8	37	0.8
8	32.5	31.2	-1.3

BSSD PSSA Mathematics Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
3	59.3	51.6	7.7
4	54.8	46.2	8.6
5	51.5	52.8	-1.3
6	34.2	48	-13.8
7	34.8	34.7	-0.1
8	34.9	27.2	7.7

STATE PSSA English Language Arts Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
3	64.6	60.9	3.7
4	60.9	58.7	2.2
5	59.6	61.5	-1.9
6	63.6	61.7	1.9
7	59.5	61.5	-2.0
8	58.9	58.4	0.5

BSSD PSSA English Language Arts Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
3	66.0	70.2	-4.2
4	49.0	65.9	-16.9
5	62.4	64.6	-2.2
6	64.6	66.4	-2.2
7	55.2	60.6	5.4
8	62.3	68.5	-6.2

STATE PSSA Science Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
4	74.5	76.2	1.7
8	52.7	57.7	-5.0

BSSD PSSA Science Results			
Grade	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	Difference 2016 to 2017
4	76.6	87.2	-10.60
8	59.0	61.1	-2.10

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

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

1. Advanced-Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Standards.
2. Proficient-Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.
3. Basic-Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Pennsylvania's Academic Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
4. Below Basic-Inadequate academic performance that indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

**Note: BSSD scores highlighted in yellow are higher than State scores**

Bermudian Springs School District  
York Springs, Pennsylvania  
**District / State-wide PSSA Keystone Exams Review**

2017 PSSA DISTRICT & STATE-WIDE Mathematics Results										
Grade	STATE % Advanced	BSSD % Advanced	STATE % Proficient	BSSD % Proficient	STATE % Basic	BSSD % Basic	STATE % Below Basic	BSSD % Below Basic	STATE % Advanced / Proficient	BSSD % Advanced / Proficient
3	26	18.6	28.4	40.7	19.7	24.1	25.9	16.6	54.5	59.3
4	18.1	10.3	28.5	44.5	27.3	27.4	26.1	17.8	46.6	54.8
5	16.2	17.0	27.5	34.5	31.4	34.5	24.8	13.9	43.8	51.5
6	14.1	7.8	26.1	26.4	30.6	39.5	29.1	26.4	40.3	34.2
7	15.7	11.6	22.1	23.2	25.2	32.9	37.0	32.3	37.8	34.8
8	10.6	4.7	21.9	30.2	27.8	32.2	39.7	32.9	32.5	34.9

2017 PSSA DISTRICT & STATE-WIDE English Language Arts Results										
Grade	STATE % Advanced	BSSD % Advanced	STATE % Proficient	BSSD % Proficient	STATE % Basic	BSSD % Basic	STATE % Below Basic	Below Basic	Advanced / Proficient	Advanced / Proficient
3	17.1	4.2	47.6	61.8	23.3	22.2	12.1	11.8	64.6	66.0
4	25.7	13.1	35.3	35.9	28.2	42.8	10.9	8.3	60.9	49.0
5	16.4	9.7	43.2	52.7	28.9	32.1	11.5	5.5	59.6	62.4
6	22.2	12.3	41.4	52.3	29.5	30.8	6.9	4.6	63.6	64.6
7	19.3	17.0	40.1	38.2	36.9	43.0	3.6	1.8	59.5	55.2
8	15.9	14.4	42.9	47.9	30.6	27.4	10.5	10.3	58.9	62.3

2017 PSSA DISTRICT & STATE-WIDE Science Results										
Grade	STATE % Advanced	BSSD % Advanced	STATE % Proficient	BSSD % Proficient	STATE % Basic	BSSD % Basic	STATE % Below Basic	BSSD % Below Basic	STATE % Advanced / Proficient	BSSD % Advanced / Proficient
4	33.0	29.0	41.6	47.6	20.2	21.4	5.3	2.1	74.5	76.6
8	21.2	20.1	31.5	38.9	22.4	23.5	25.0	17.4	52.7	59.0

2017 KEYSTONE EXAMS DISTRICT & STATE-WIDE Proficiency Results										
SUBJECT	STATE % Advanced	BSSD % Advanced	STATE % Proficient	BSSD % Proficient	STATE-WIDE % Basic	BSSD % Basic	STATE % Below Basic	Below Basic	Advanced / Proficient	Advanced / Proficient
Algebra I	22.2	27.0	43.4	45.3	24.5	22.6	9.9	5.1	65.6	72.3
Biology	27.6	29.7	35.9	37.0	20.5	24.6	16.0	8.7	63.5	66.7
Literature	8.8	13.8	63.9	71.0	19.6	13.0	7.7	2.2	72.7	84.8

1 yellow indicate Bermudian Springs Scores Higher than State-wide Scores

BERMUDIAN SPRINGS SCHOOL DISTRICT  
**KEYSTONE EXAM AVERAGE DIFFERENCE OF ADVANCED/PROFICIENT**  
**DATA COMPARISON 2015-2016 to 2016-2017**

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.

STATE RESULTS	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	AVG DIFFERENCE 2016 to 2017	BSSD RESULTS	2016-17 % Advanced / Proficient	2015-16 % Advanced / Proficient	AVG DIFFERENCE 2016 to 2017
Algebra I	65.6	68.2	-2.6	Algebra I	72.3	67.4	4.9
Biology	63.4	76.8	-13.4	Biology	66.7	80.3	-13.6
Literature	72.7	65.8	6.9	Literature	84.8	61.3	23.5

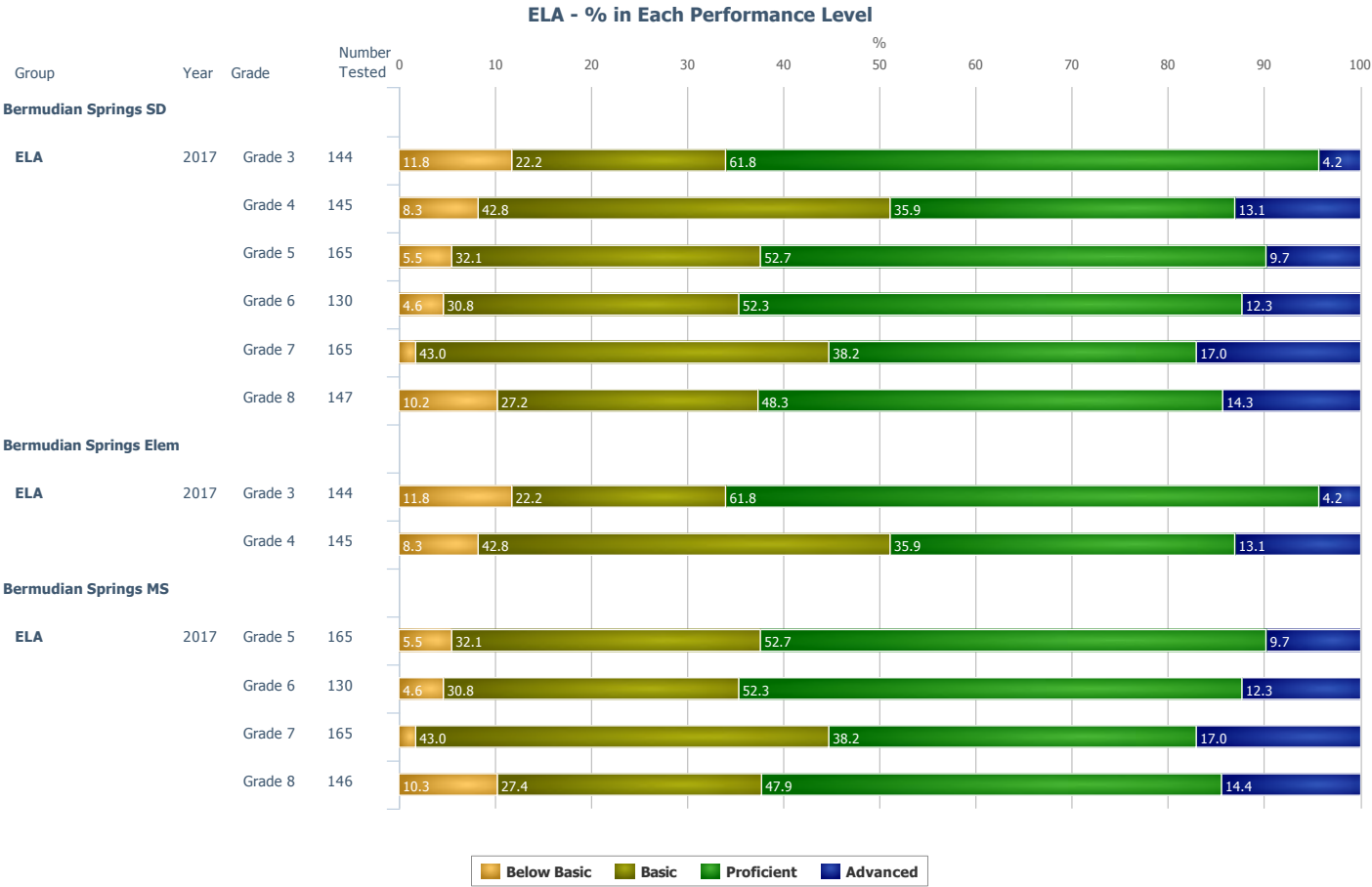
**Keystone Exam Scale Score Ranges**

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

BSSD Scores highlighted in Yellow are higher than State scores

Graphical Summary: Performance Levels

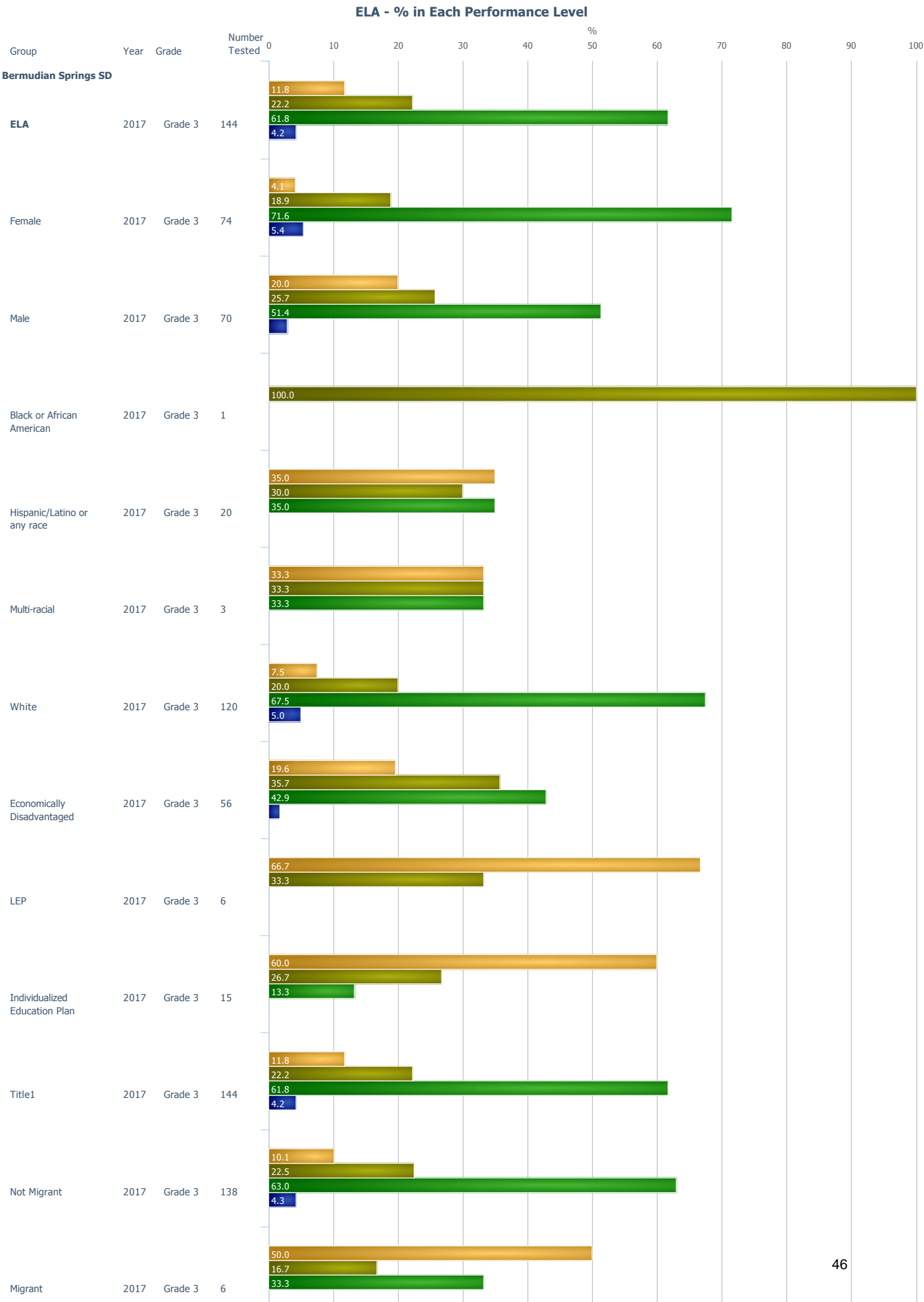
PSSA+PASA



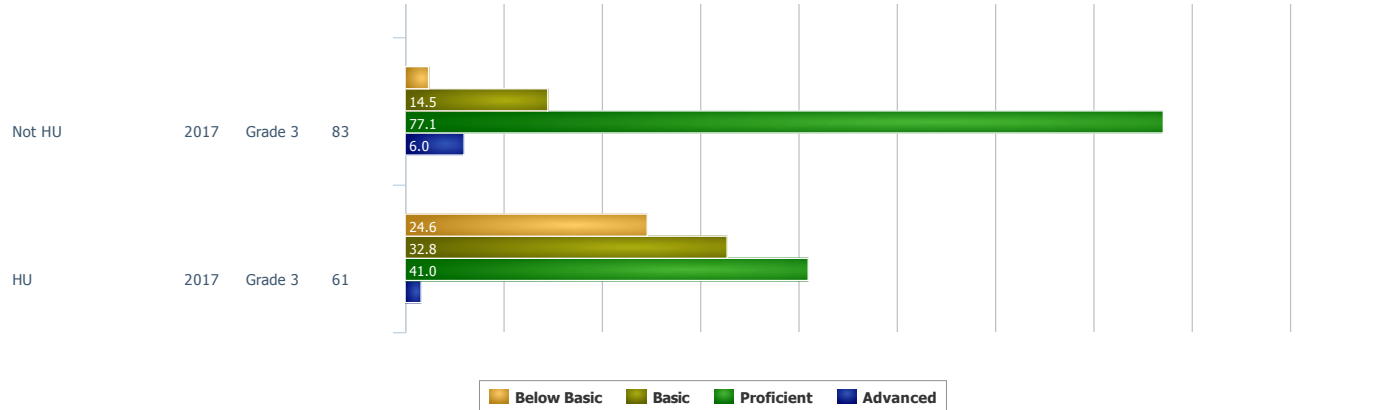
Graphical Summary: Performance Levels

PSSA+PASA

Showing students who are Female or Male, and who are American Indian or Alaska Native or Black or African American or Asian or Hispanic/Latino or any race or White or Native Hawaiian or other Pacific Islander or Multi-racial, and who are Economically Disadvantaged or Not Economically Disadvantaged, and who are LEP or Not LEP, and who are Individualized Education Plan or No Individualized Education Plan, and who are Title1 or Not Title1, and who are Migrant or Not Migrant, and who are Not HU or HU

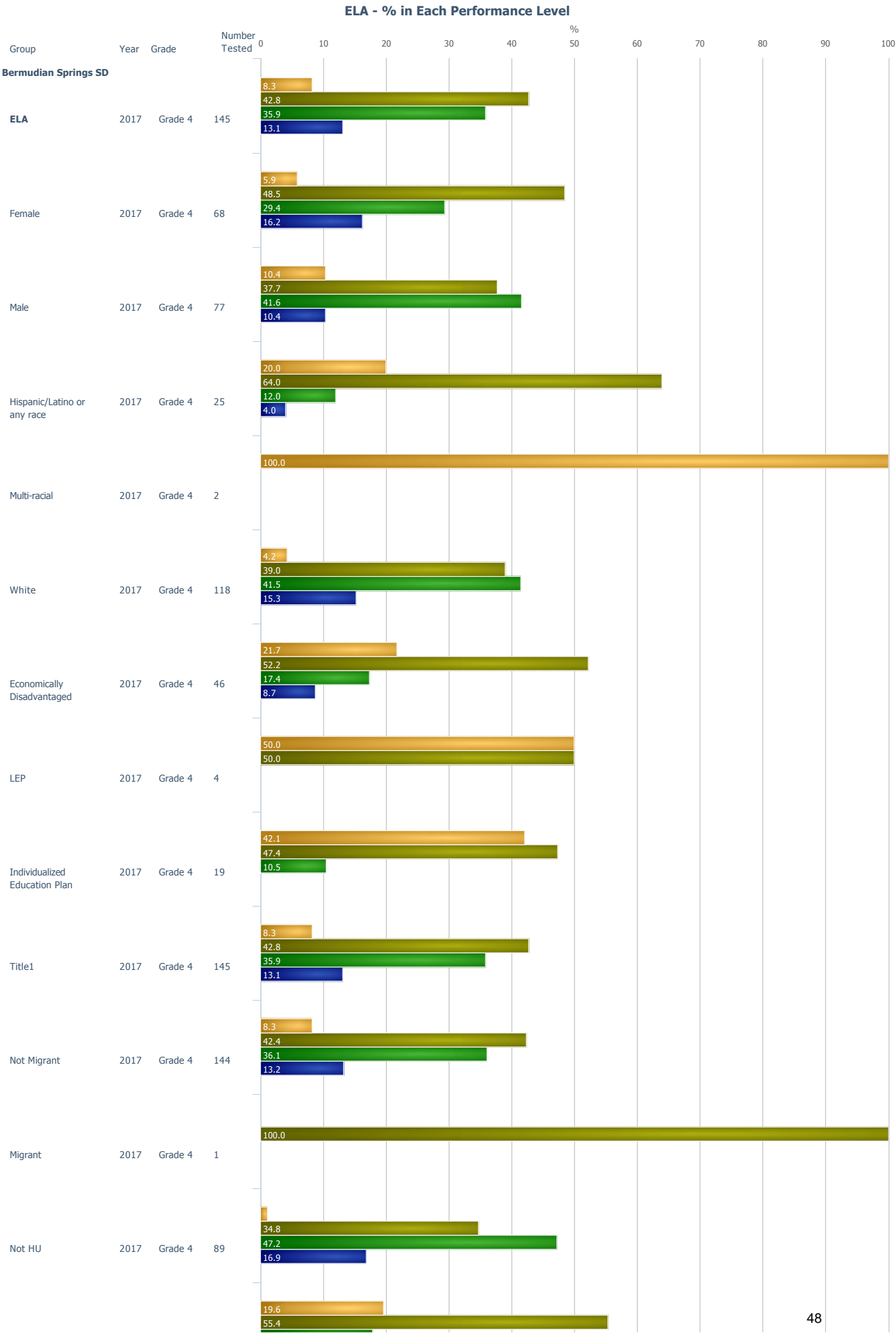


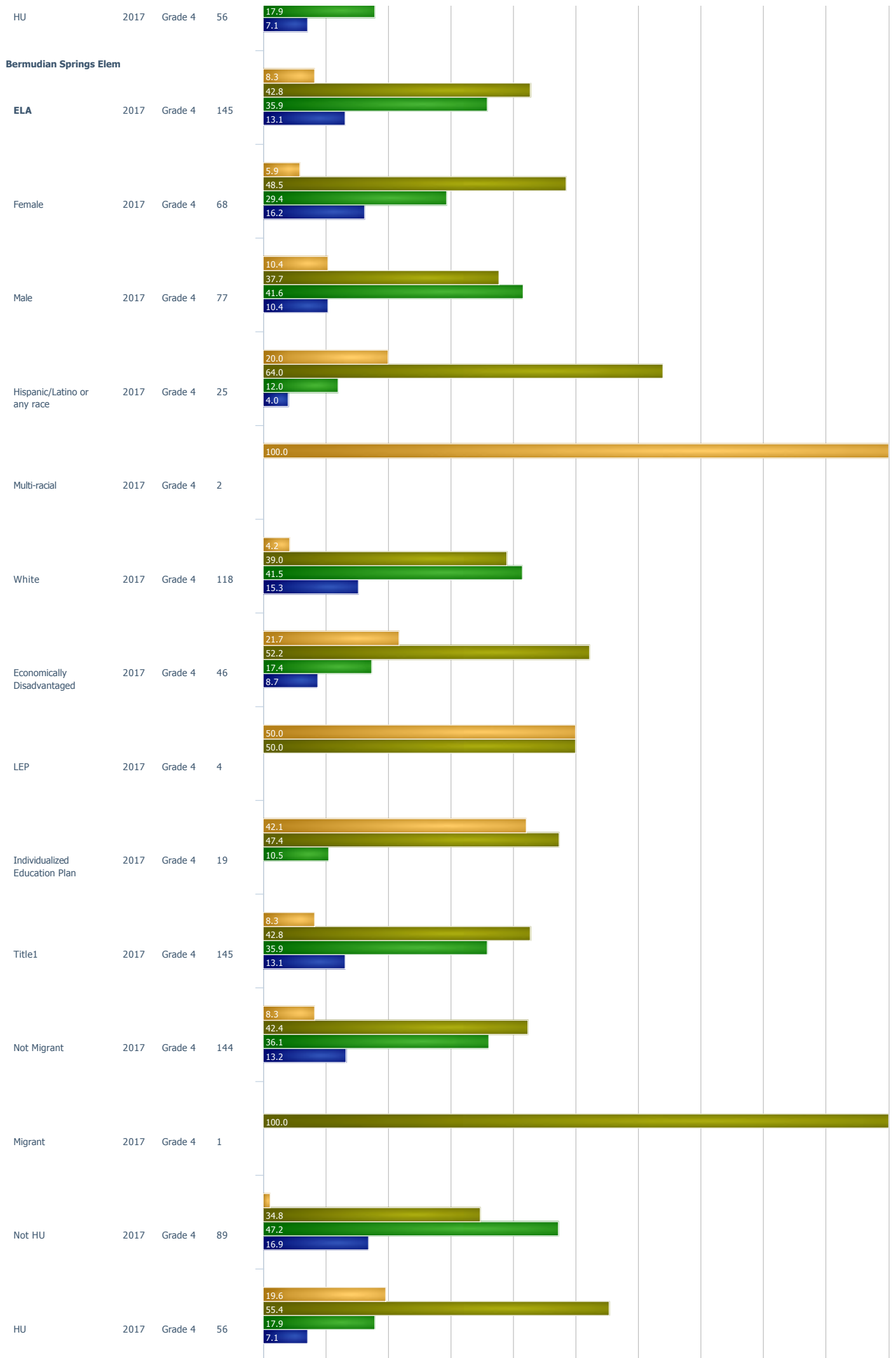




Graphical Summary: Performance Levels

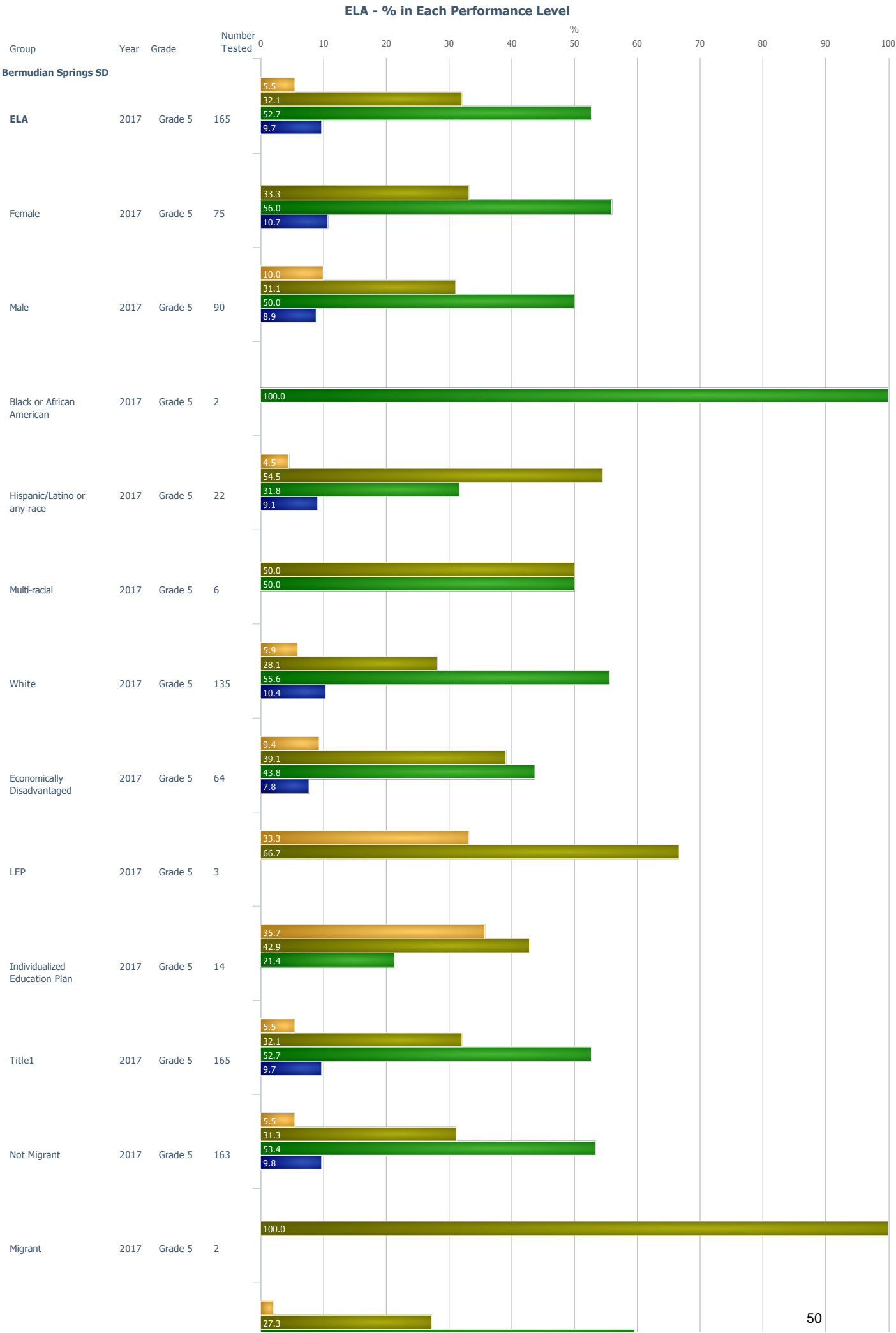
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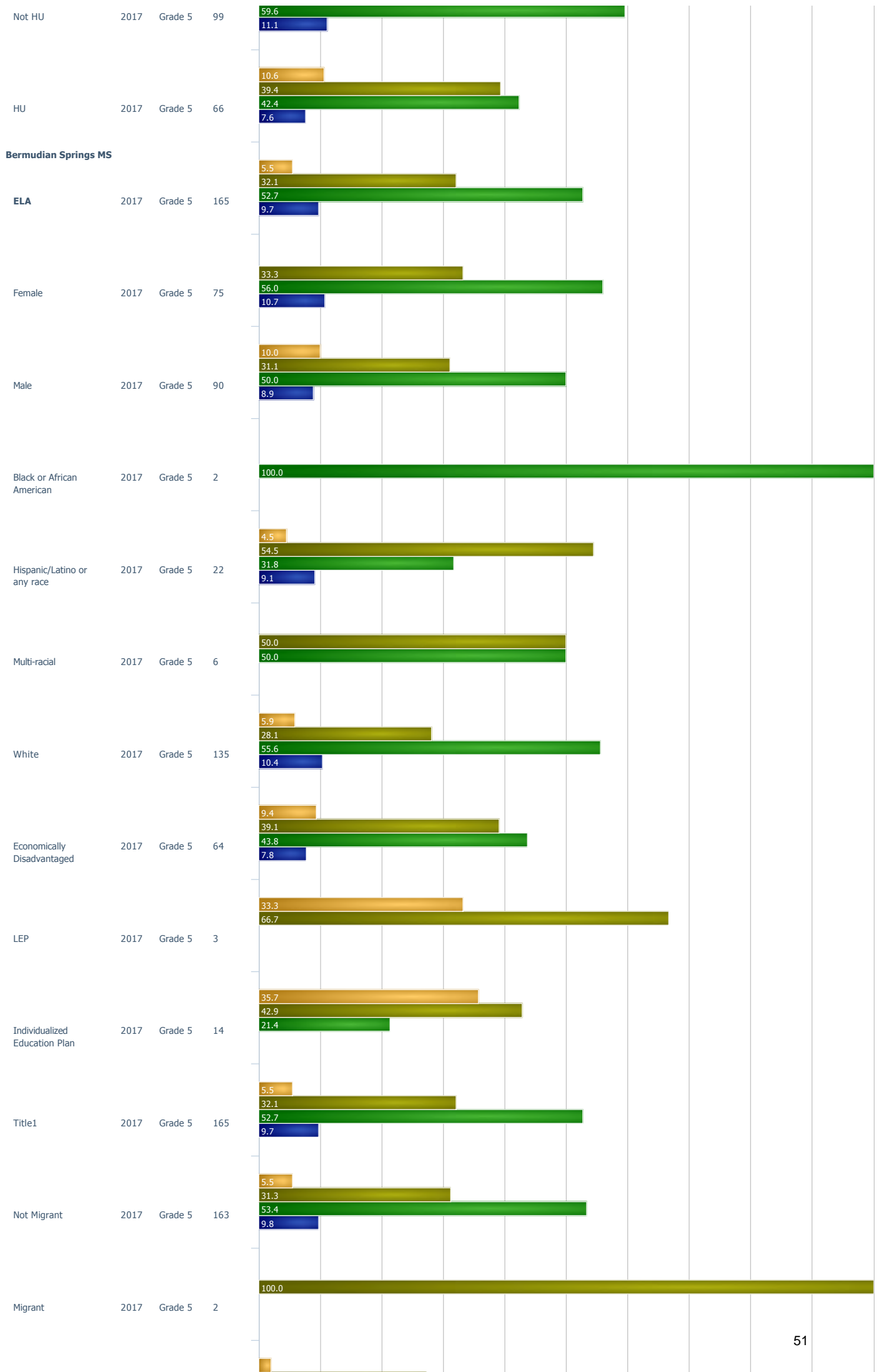


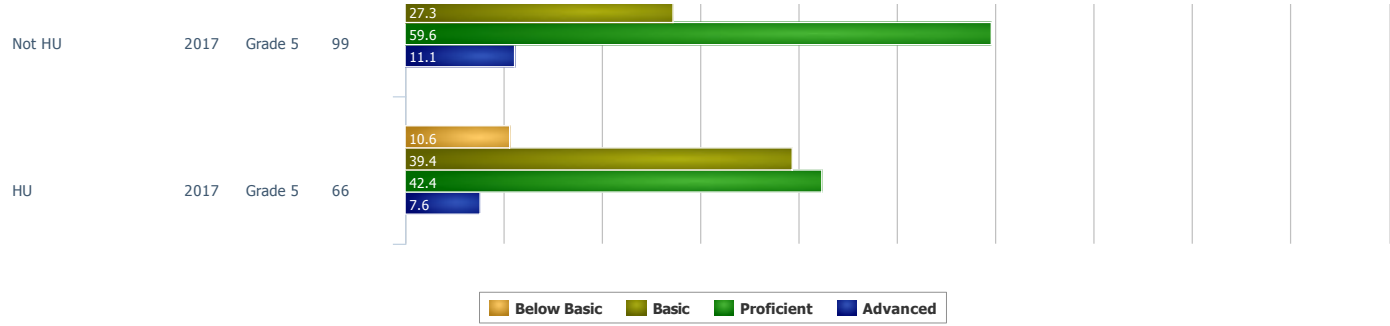


Graphical Summary: Performance Levels

PSSA+PASA

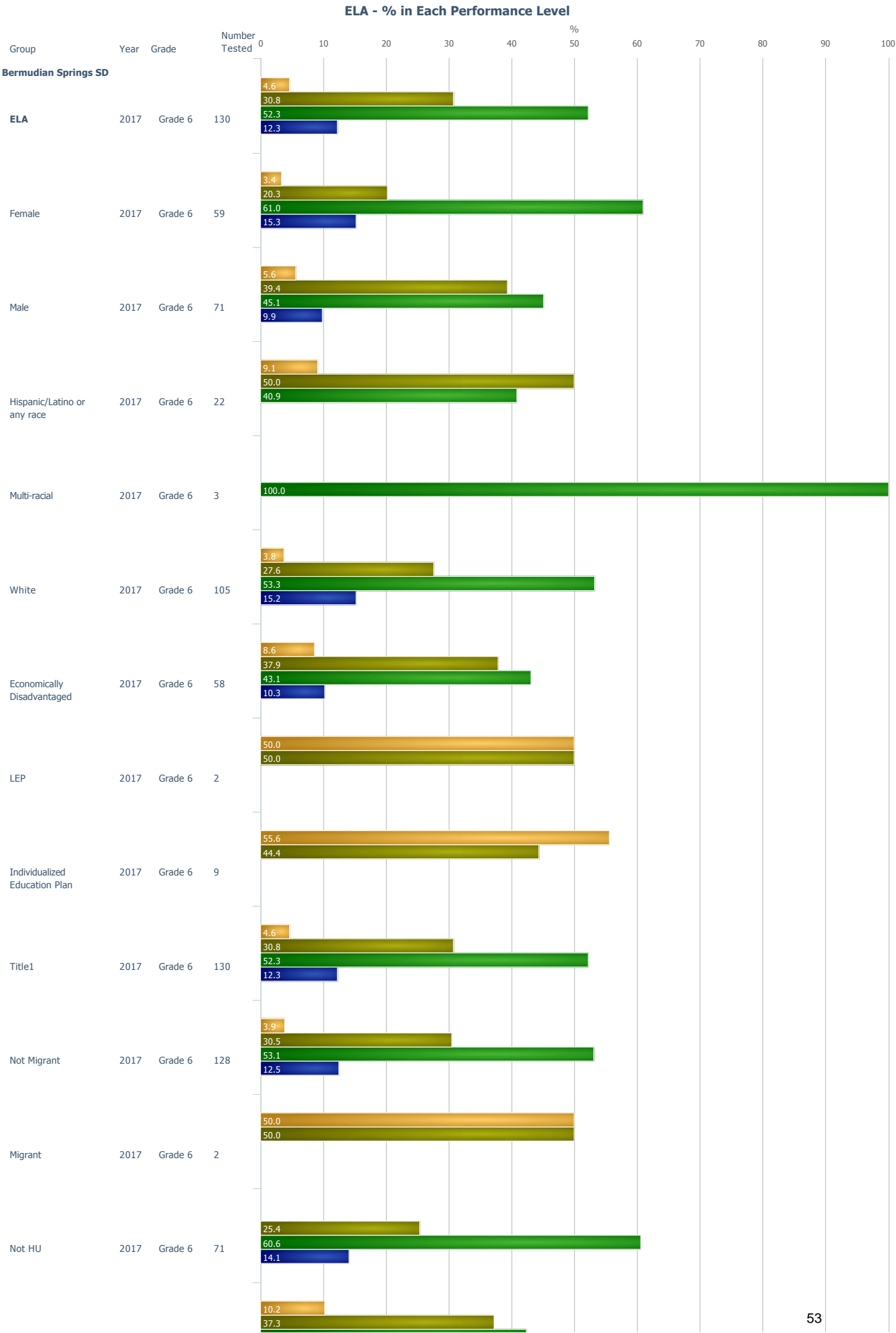


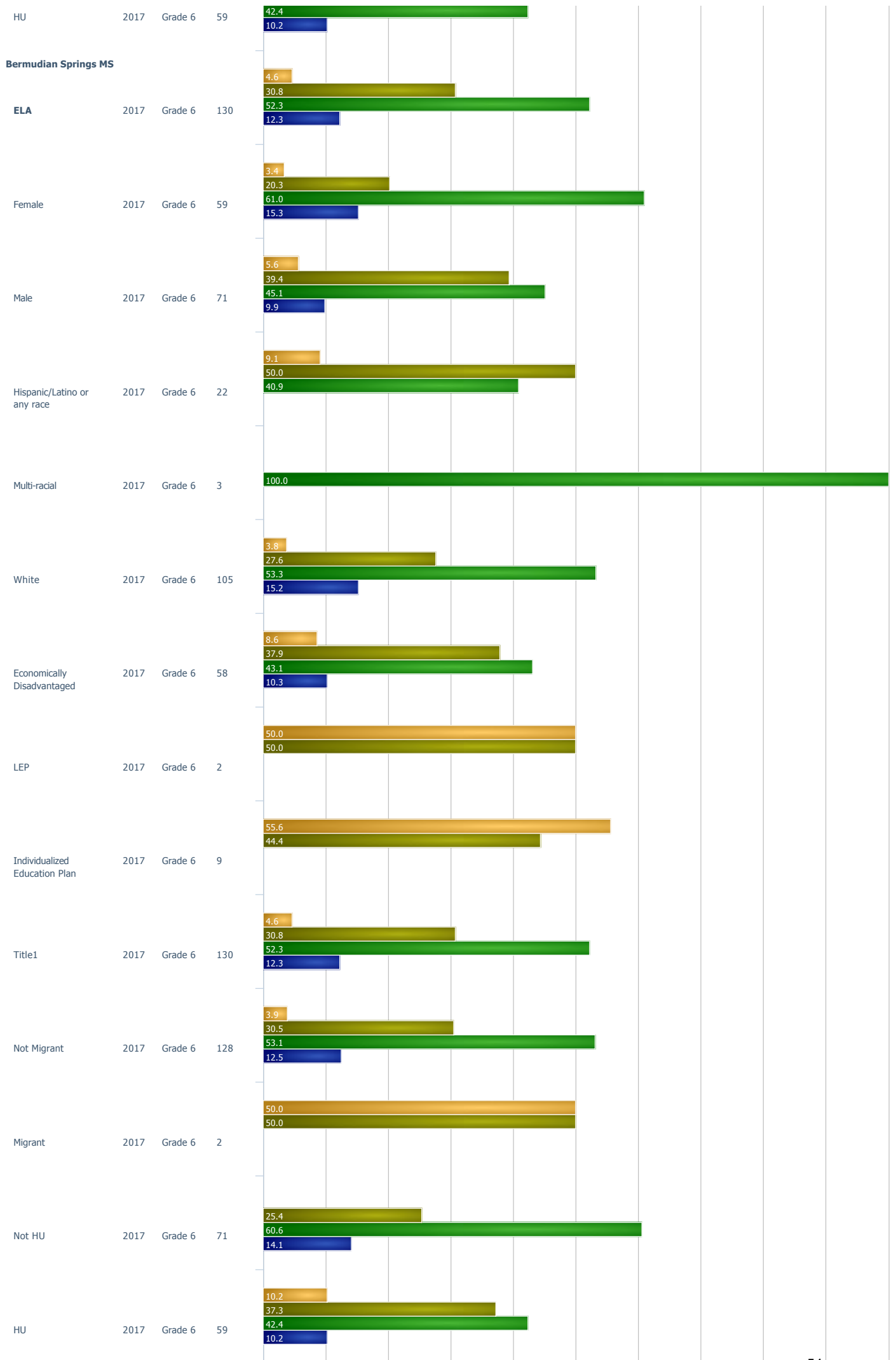




Graphical Summary: Performance Levels

PSSA+PASA

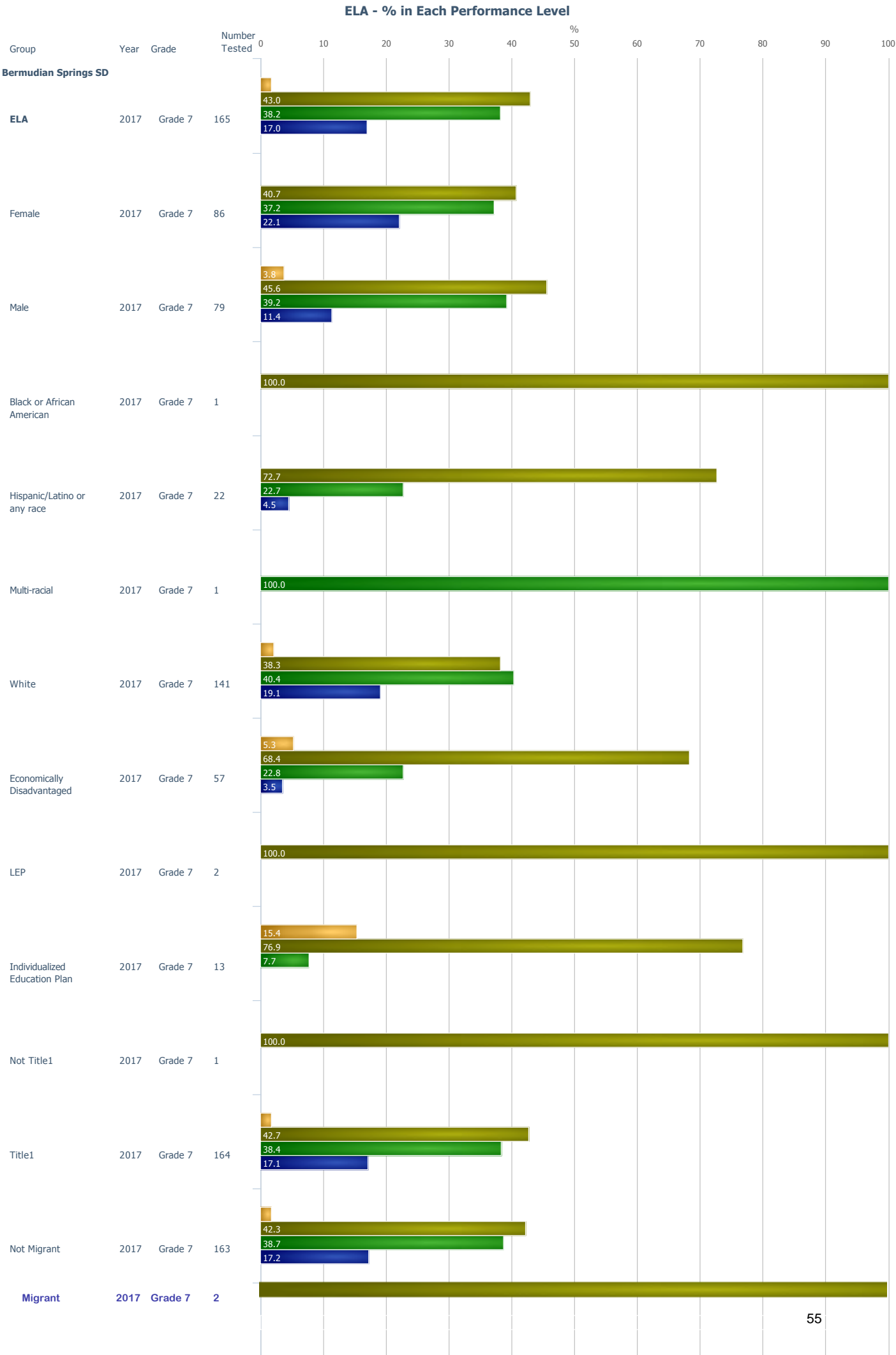


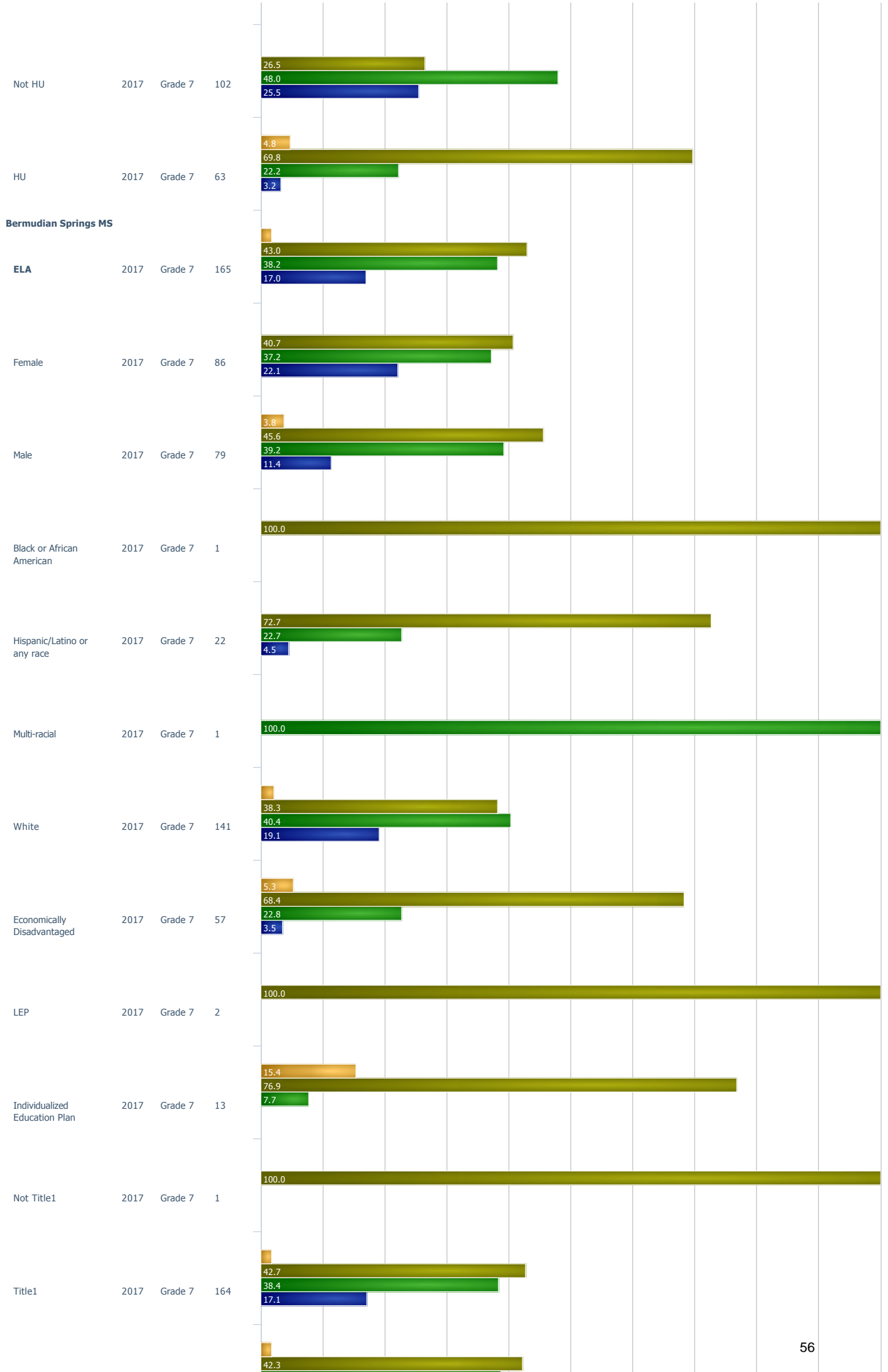


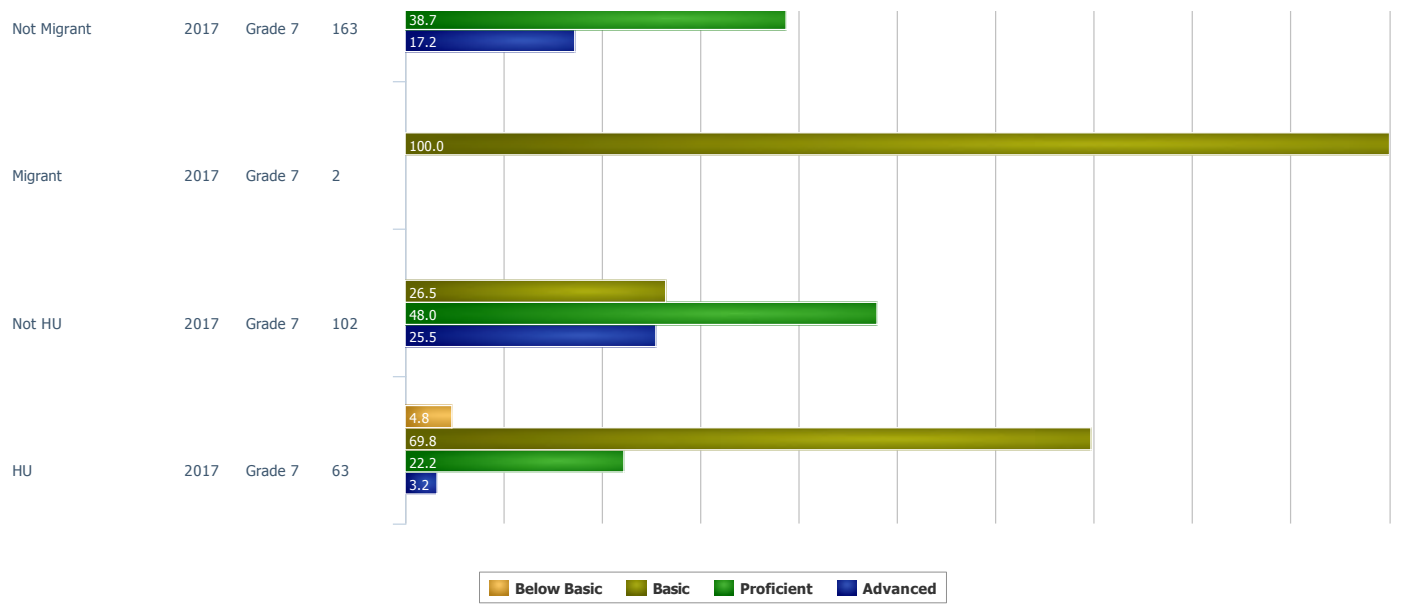


Graphical Summary: Performance Levels

PSSA+PASA

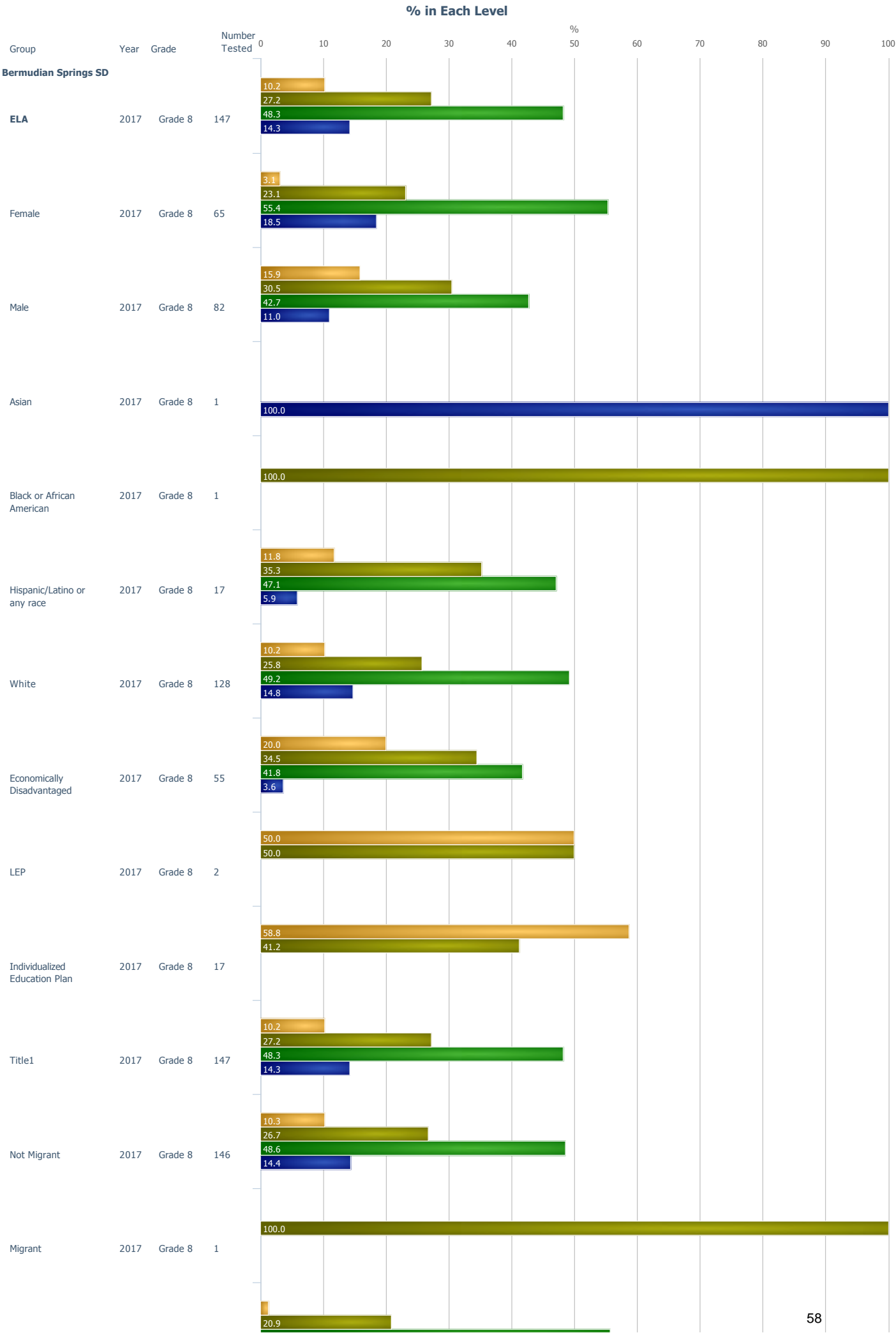


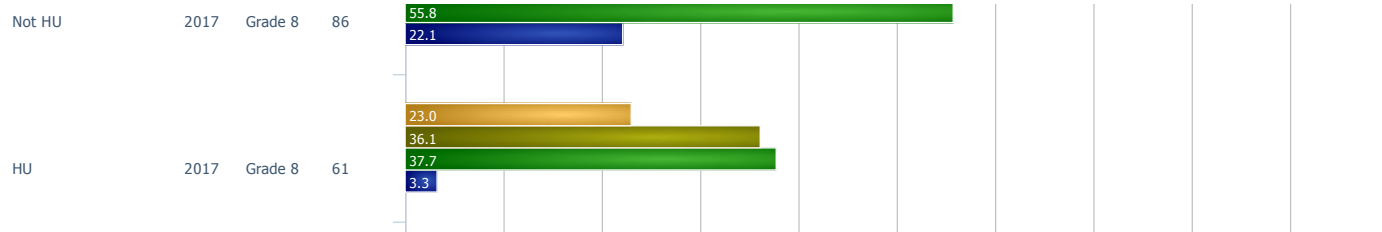




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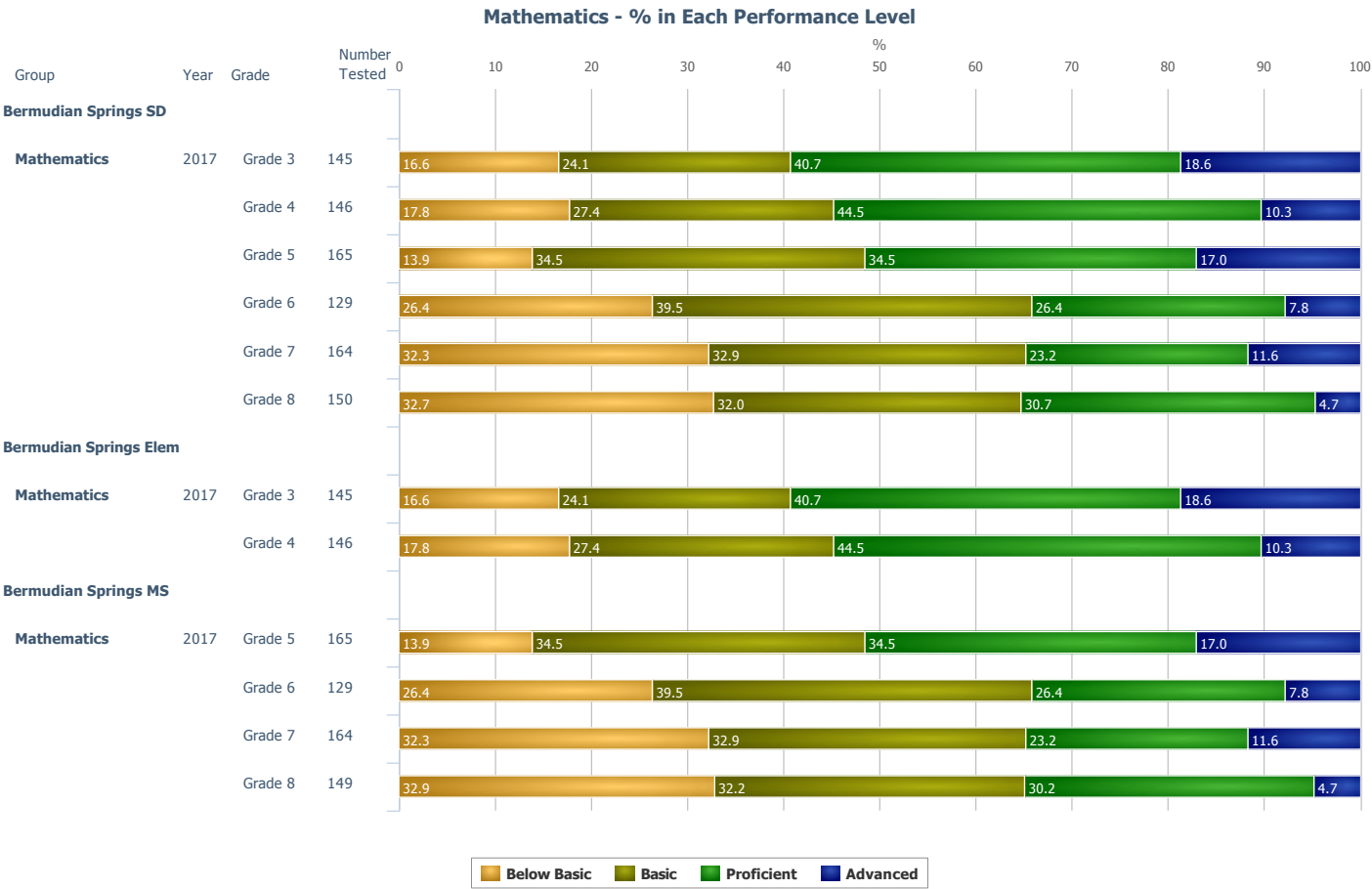
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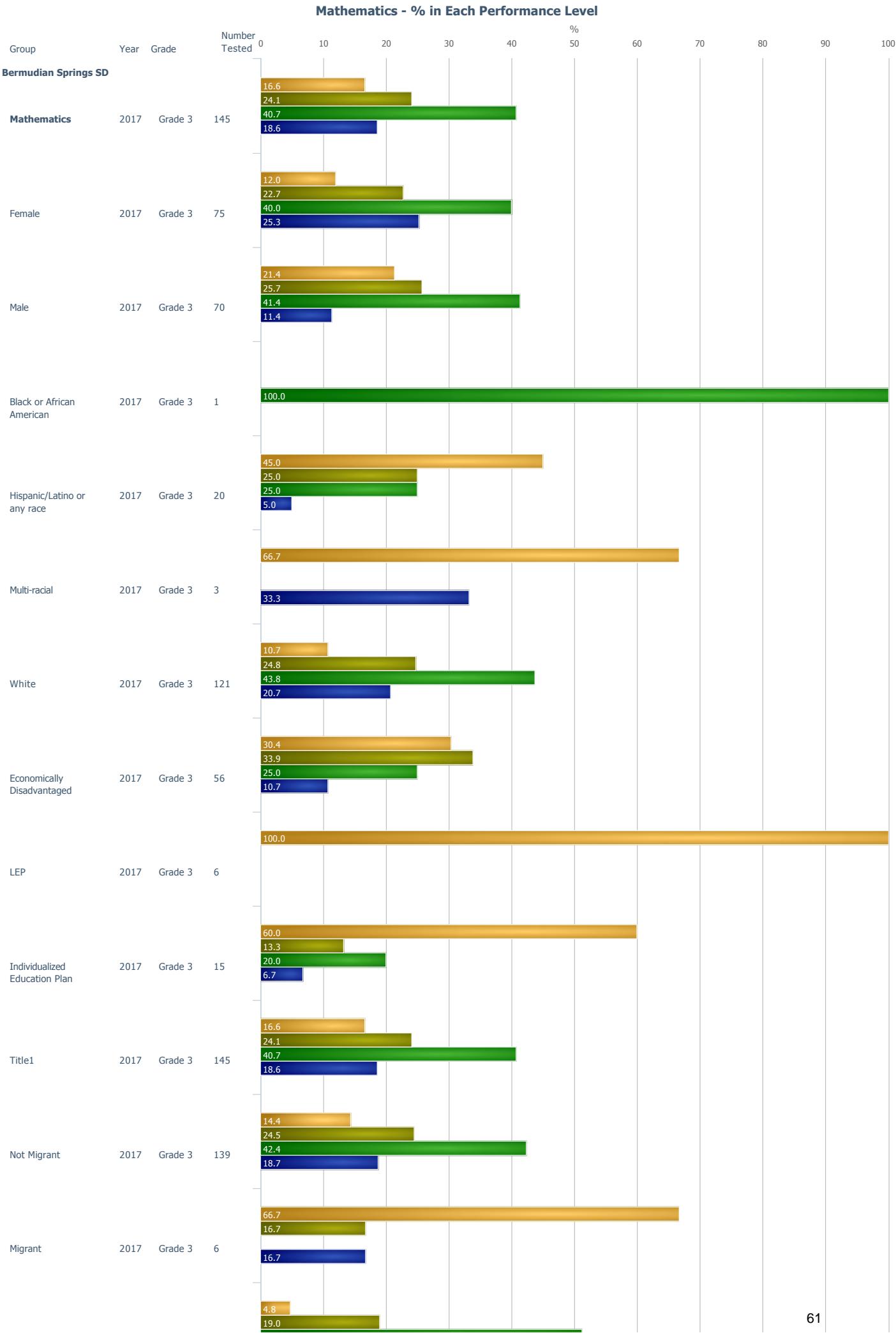
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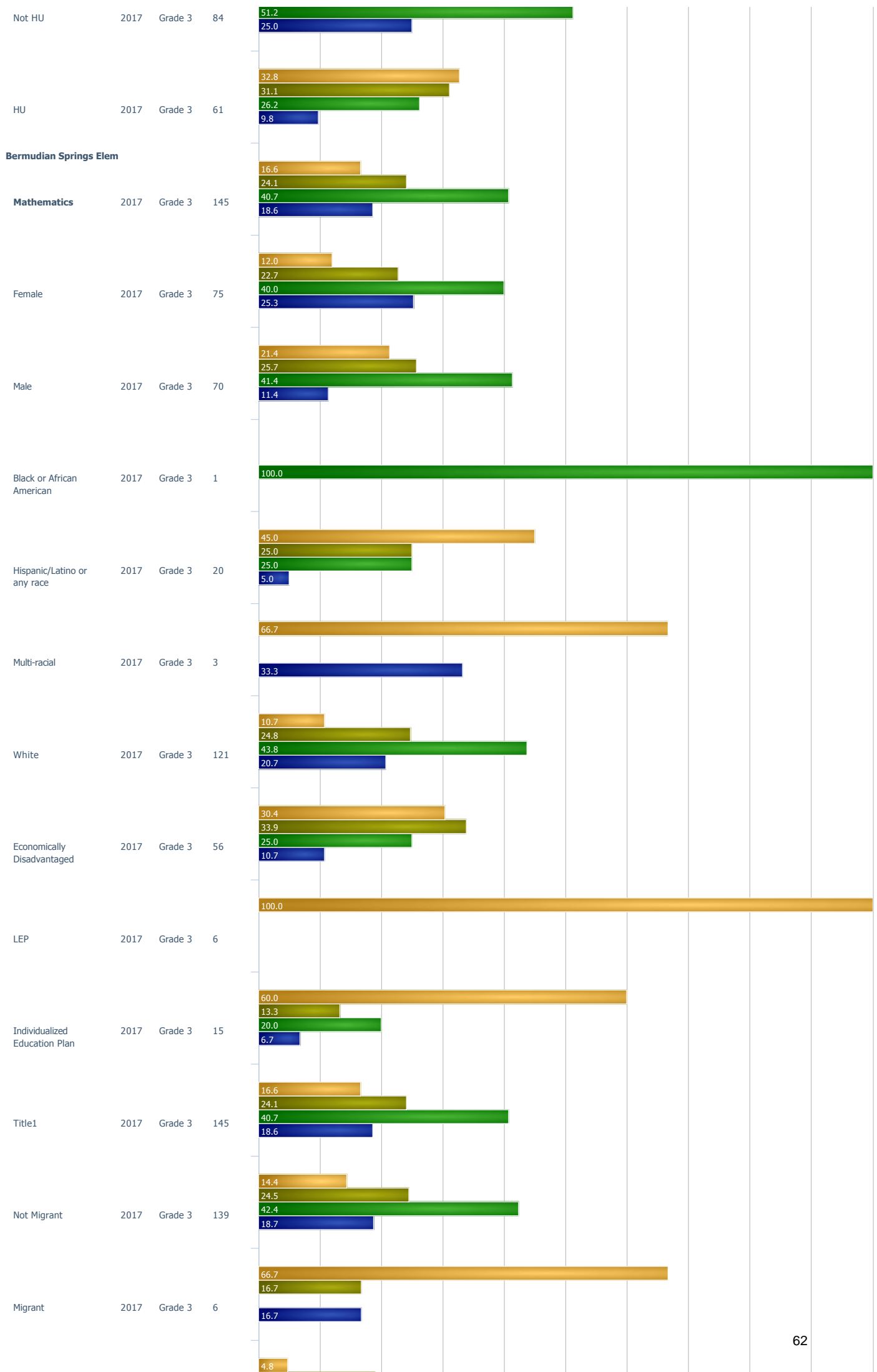
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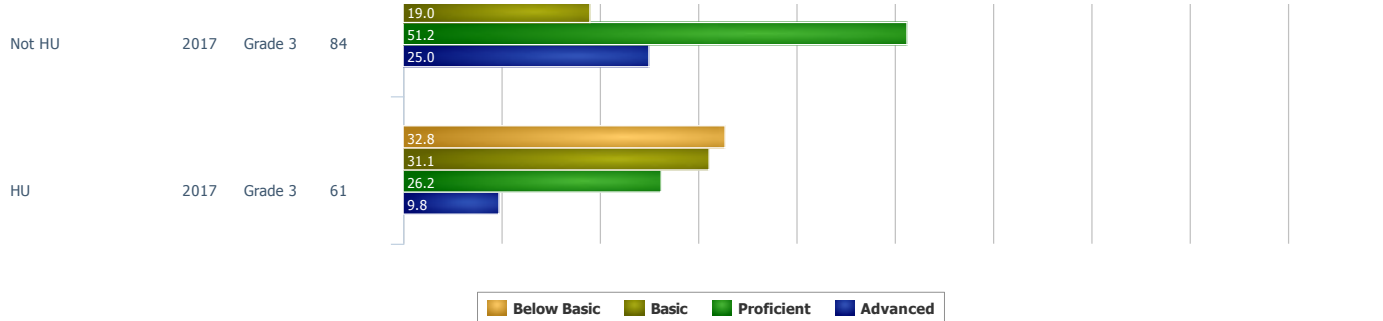
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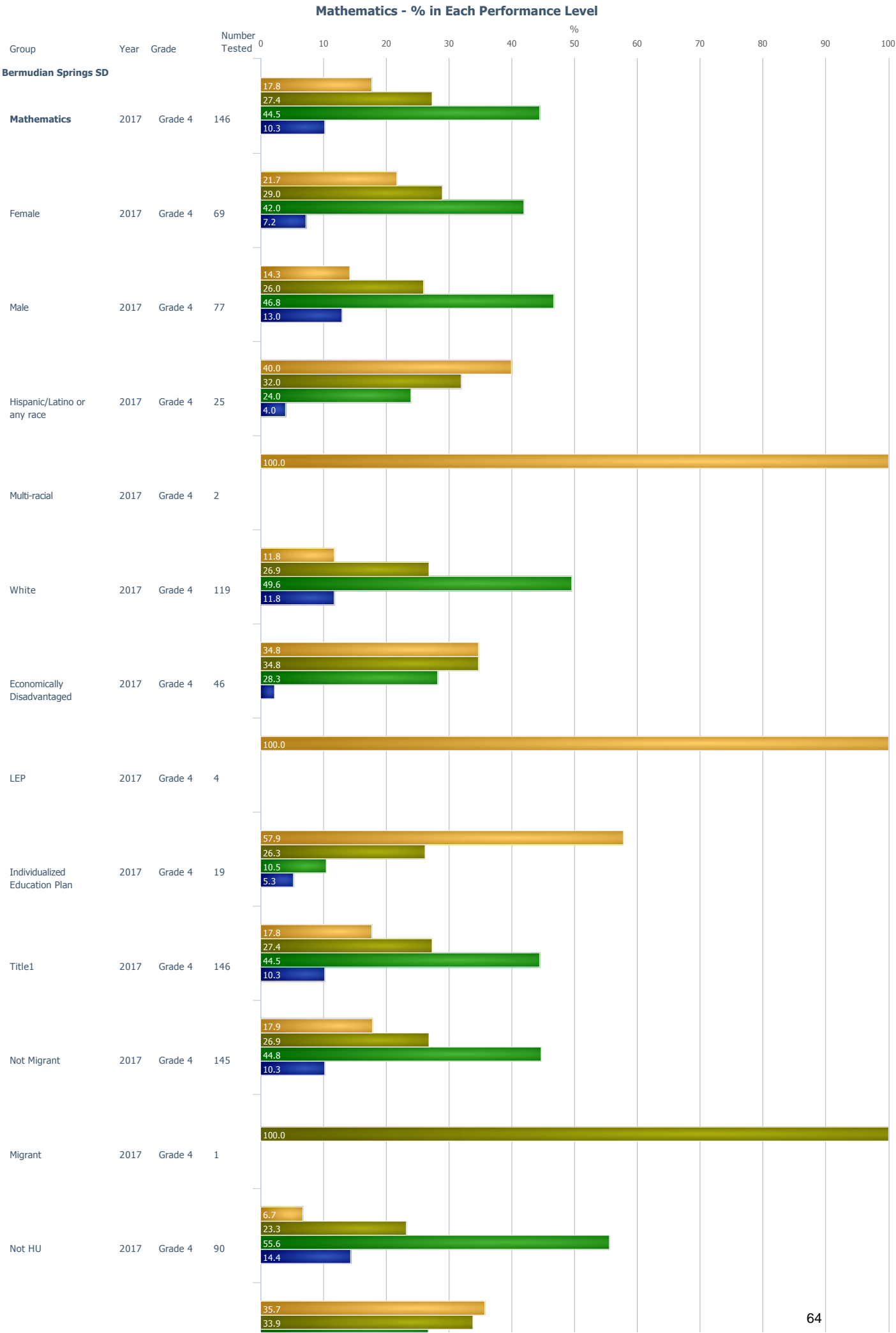
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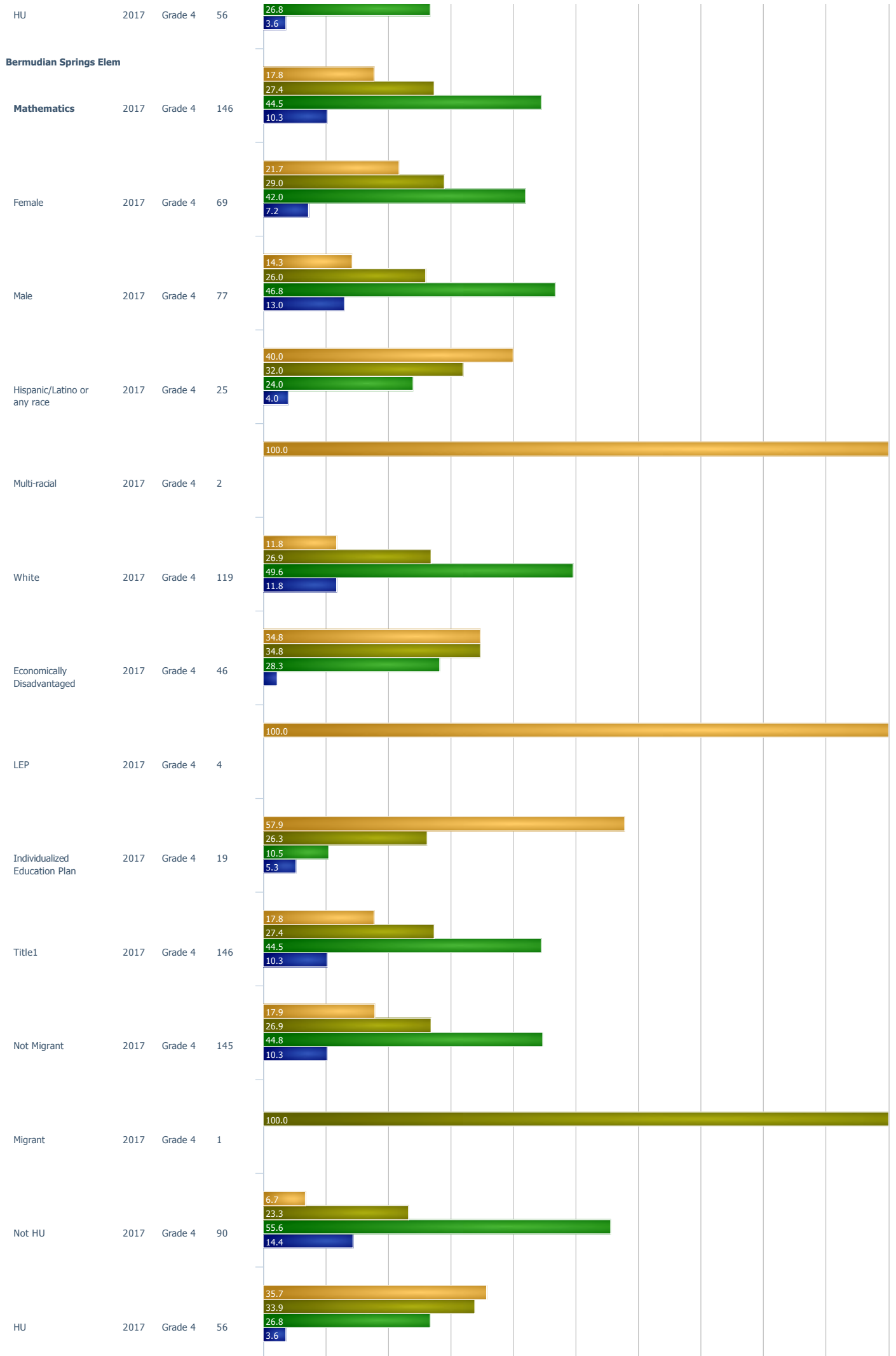






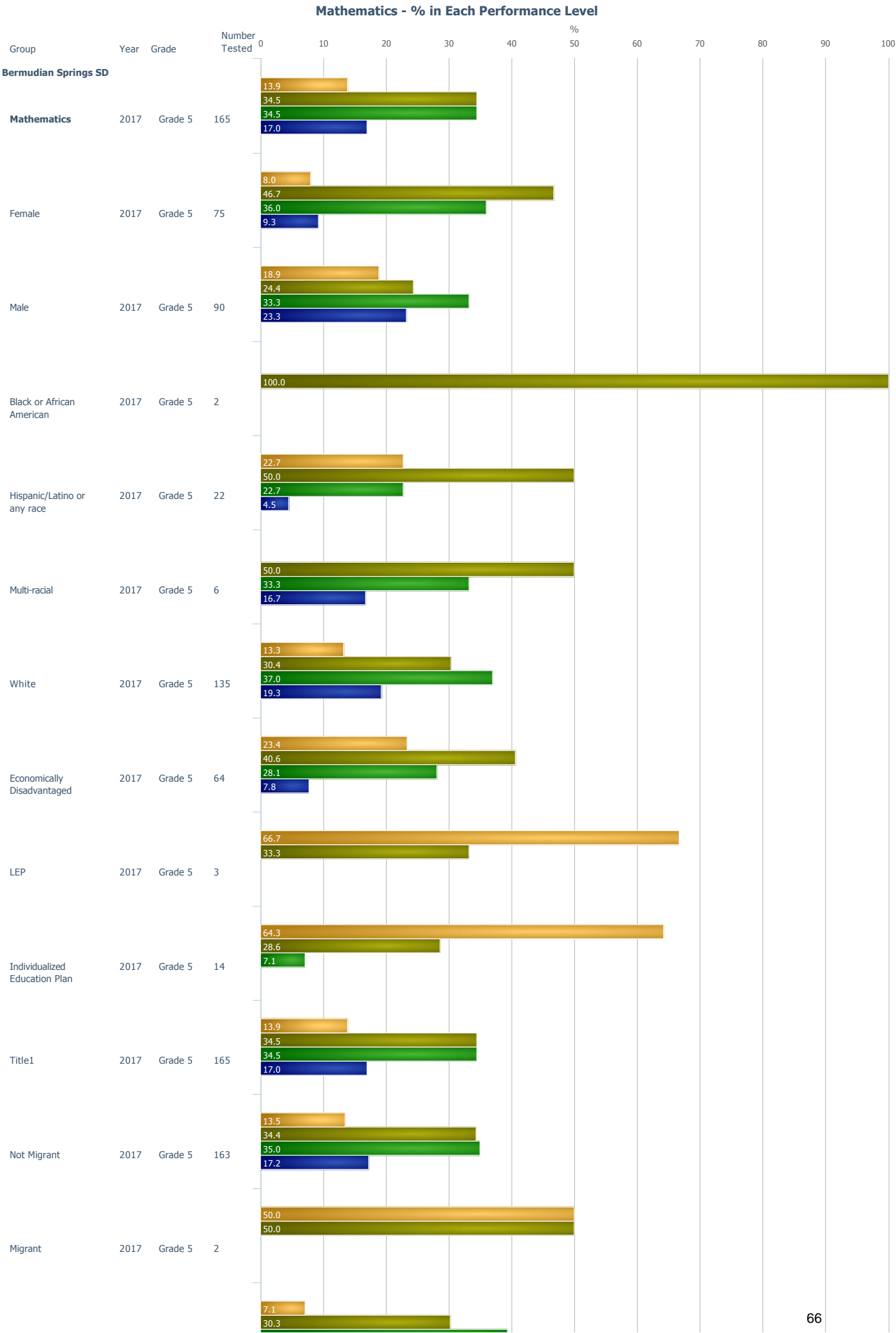


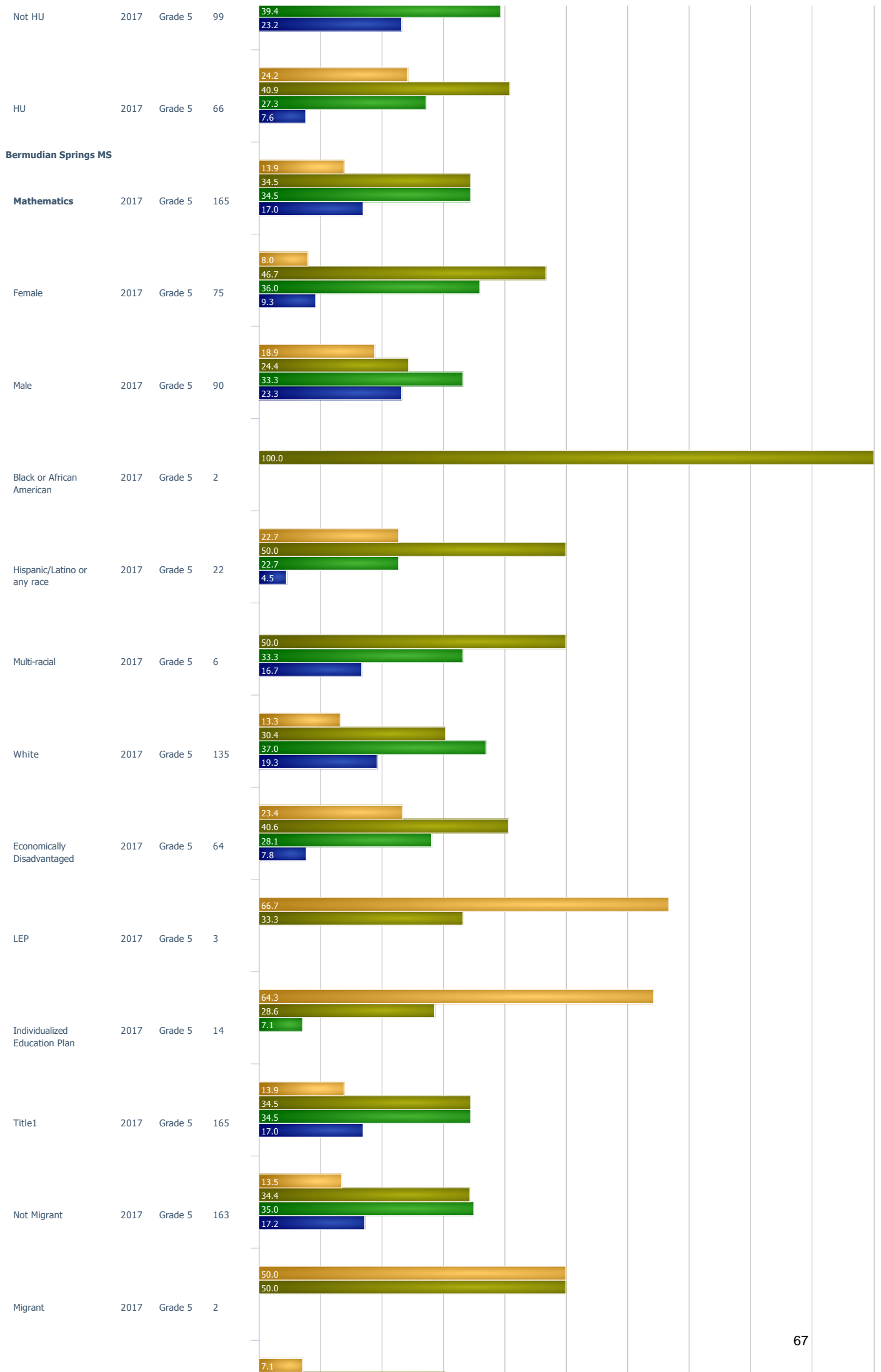


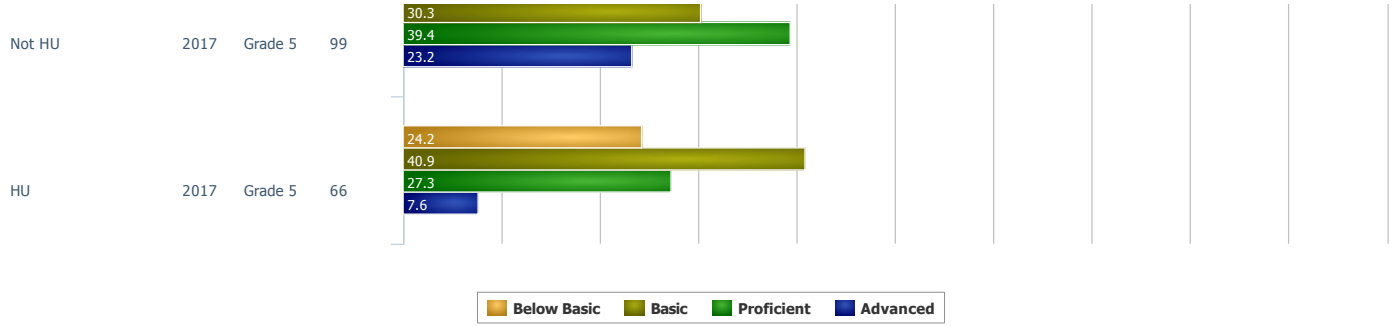


Graphical Summary: Performance Levels

PSSA+PASA

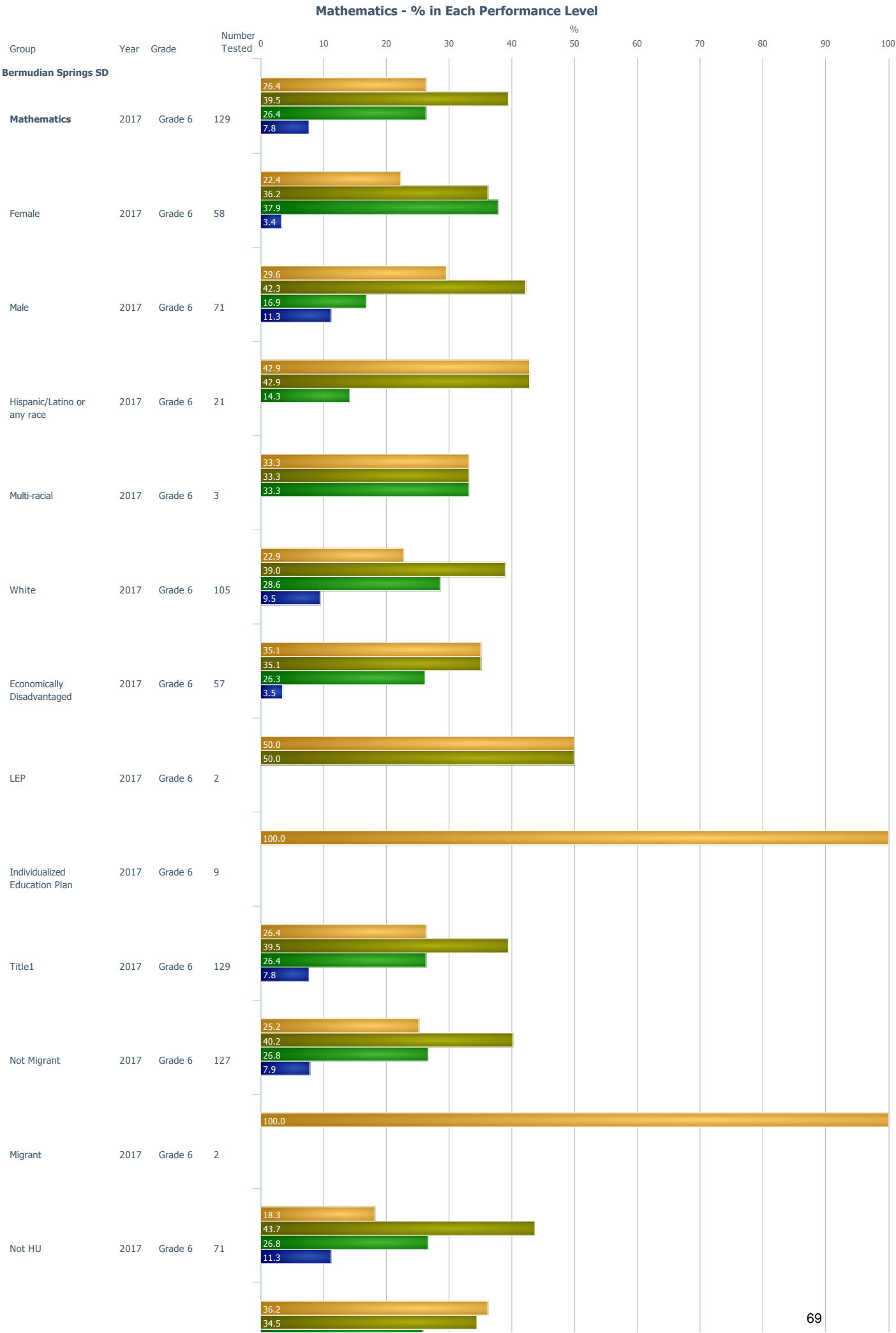






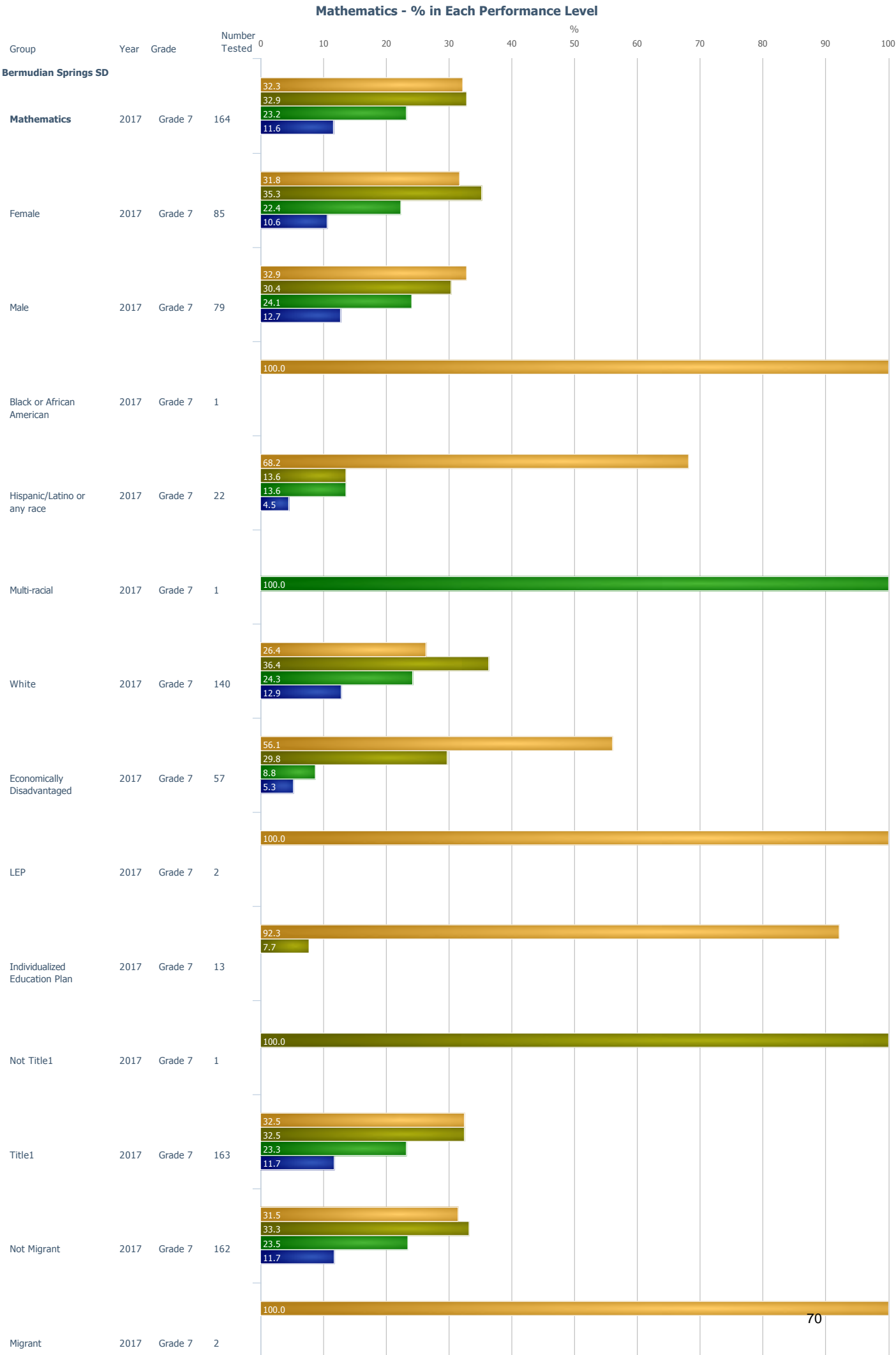
Graphical Summary: Performance Levels

PSSA+PASA

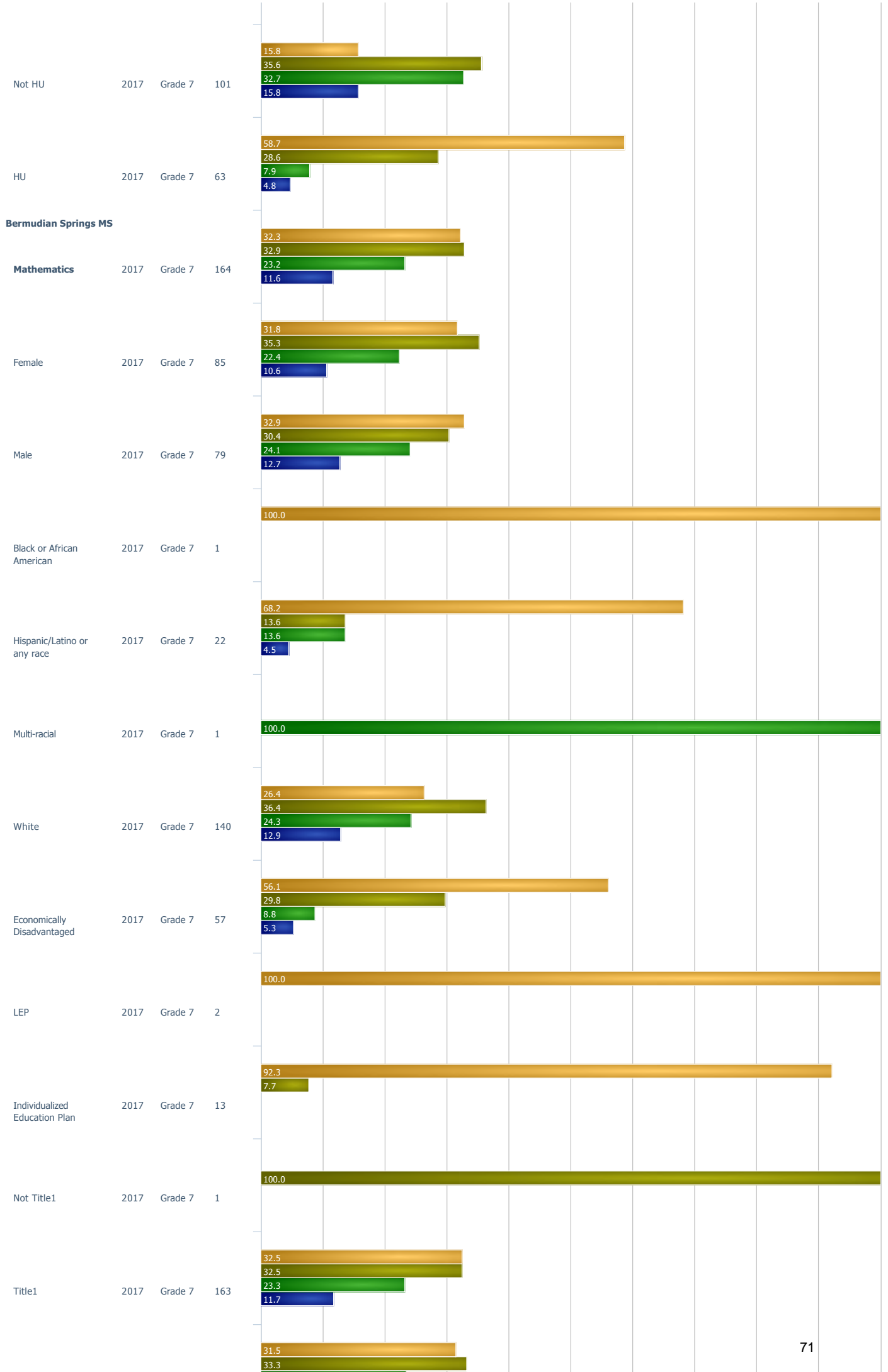


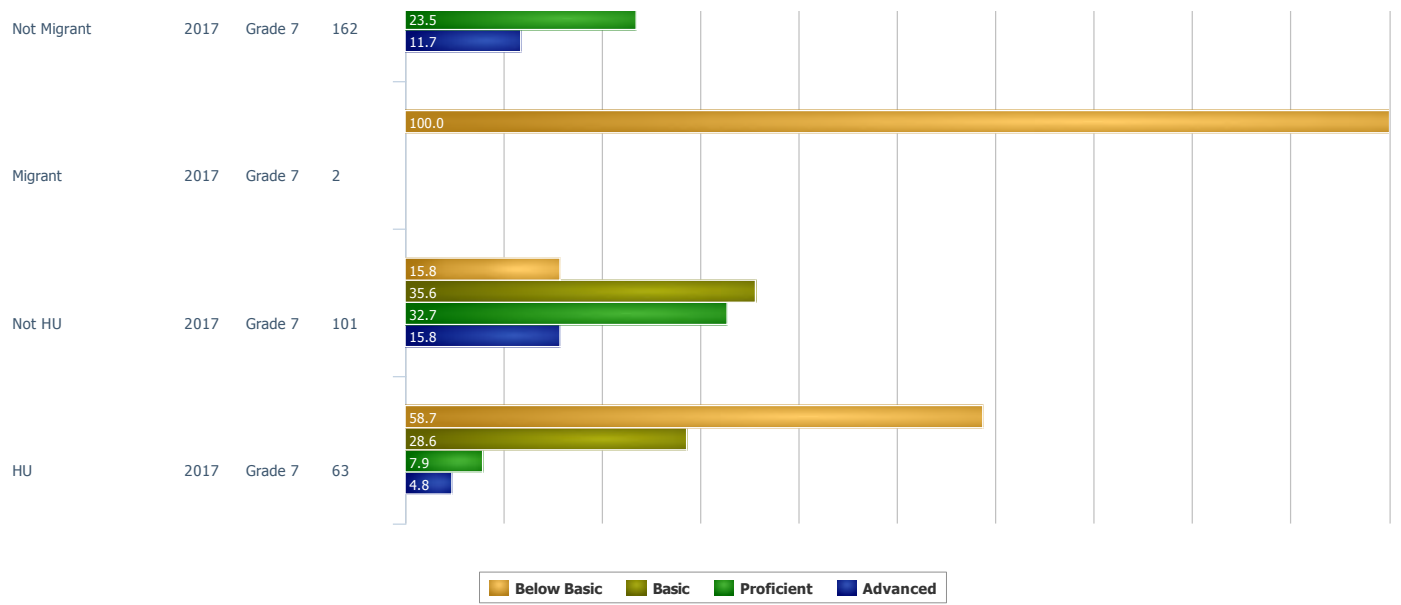
Graphical Summary: Performance Levels

PSSA+PASA



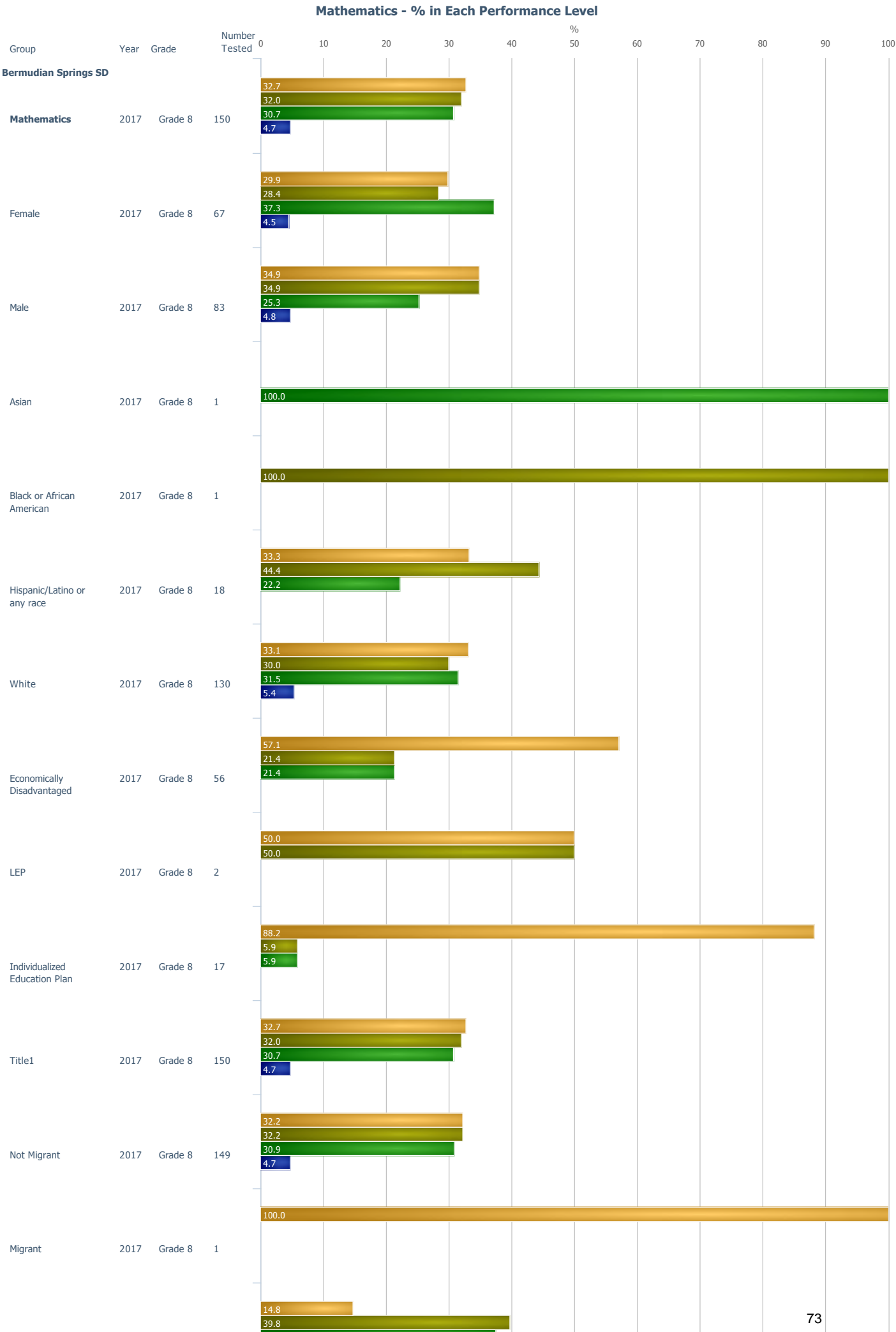


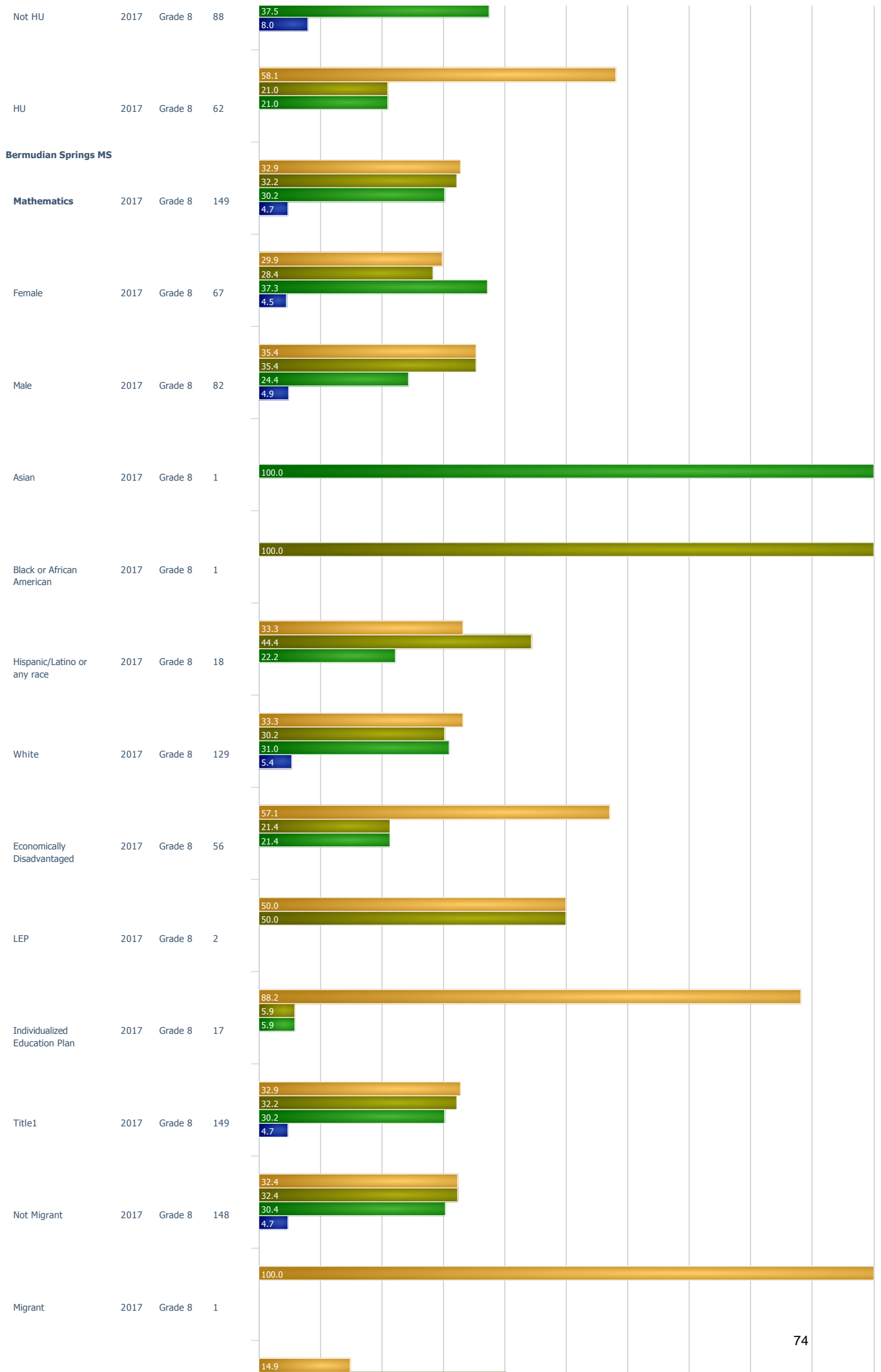


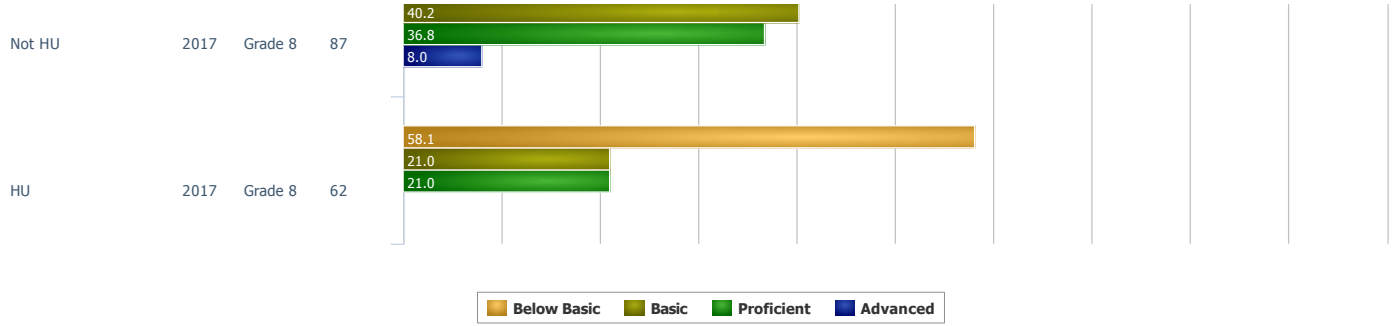


Graphical Summary: Performance Levels

PSSA+PASA

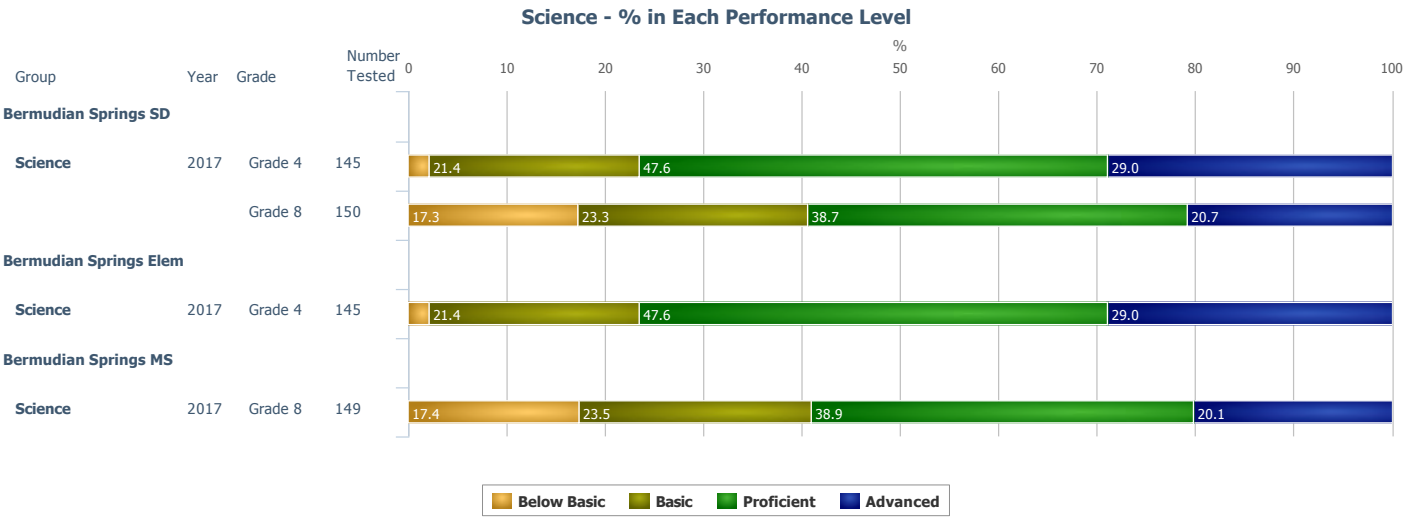






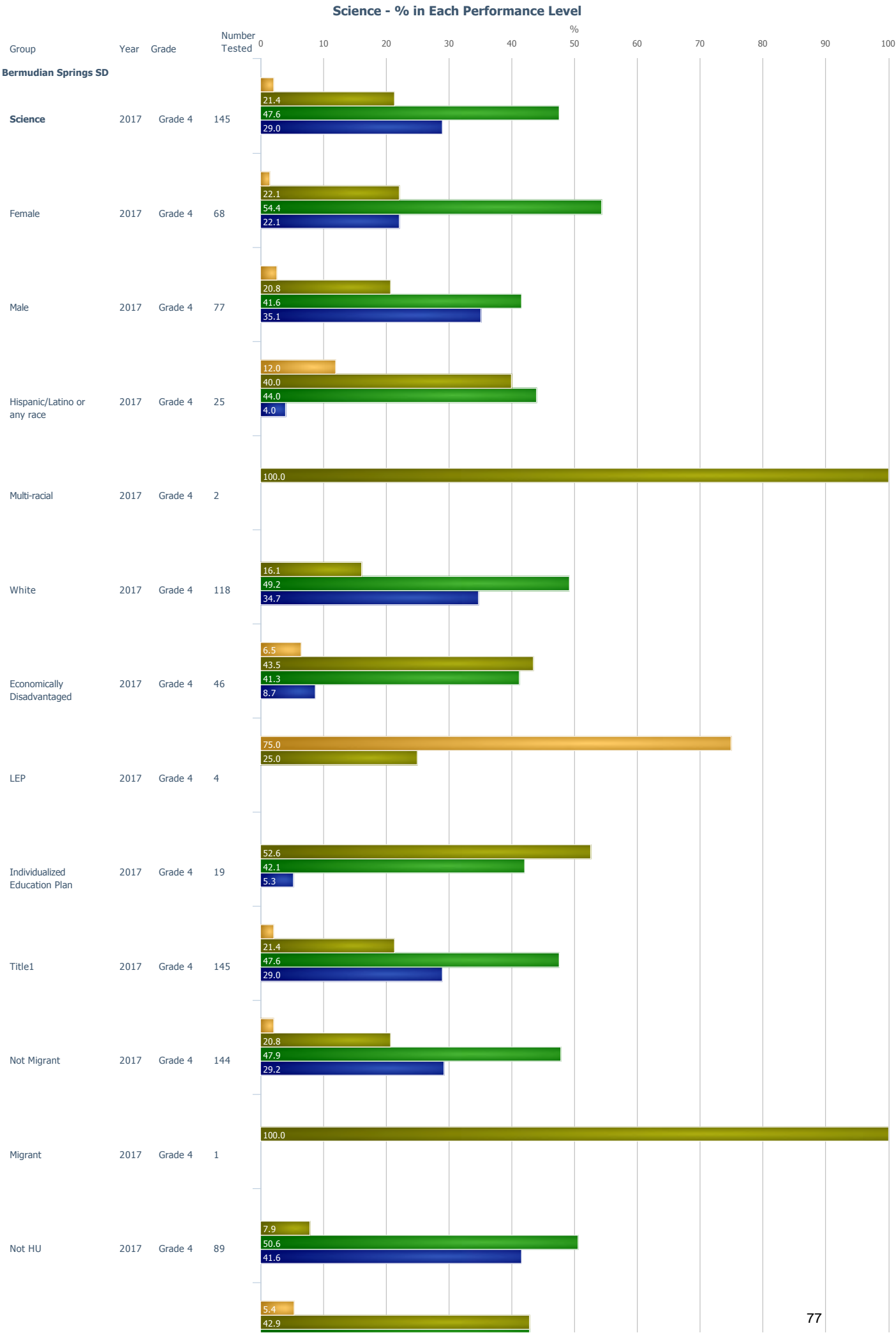
Graphical Summary: Performance Levels

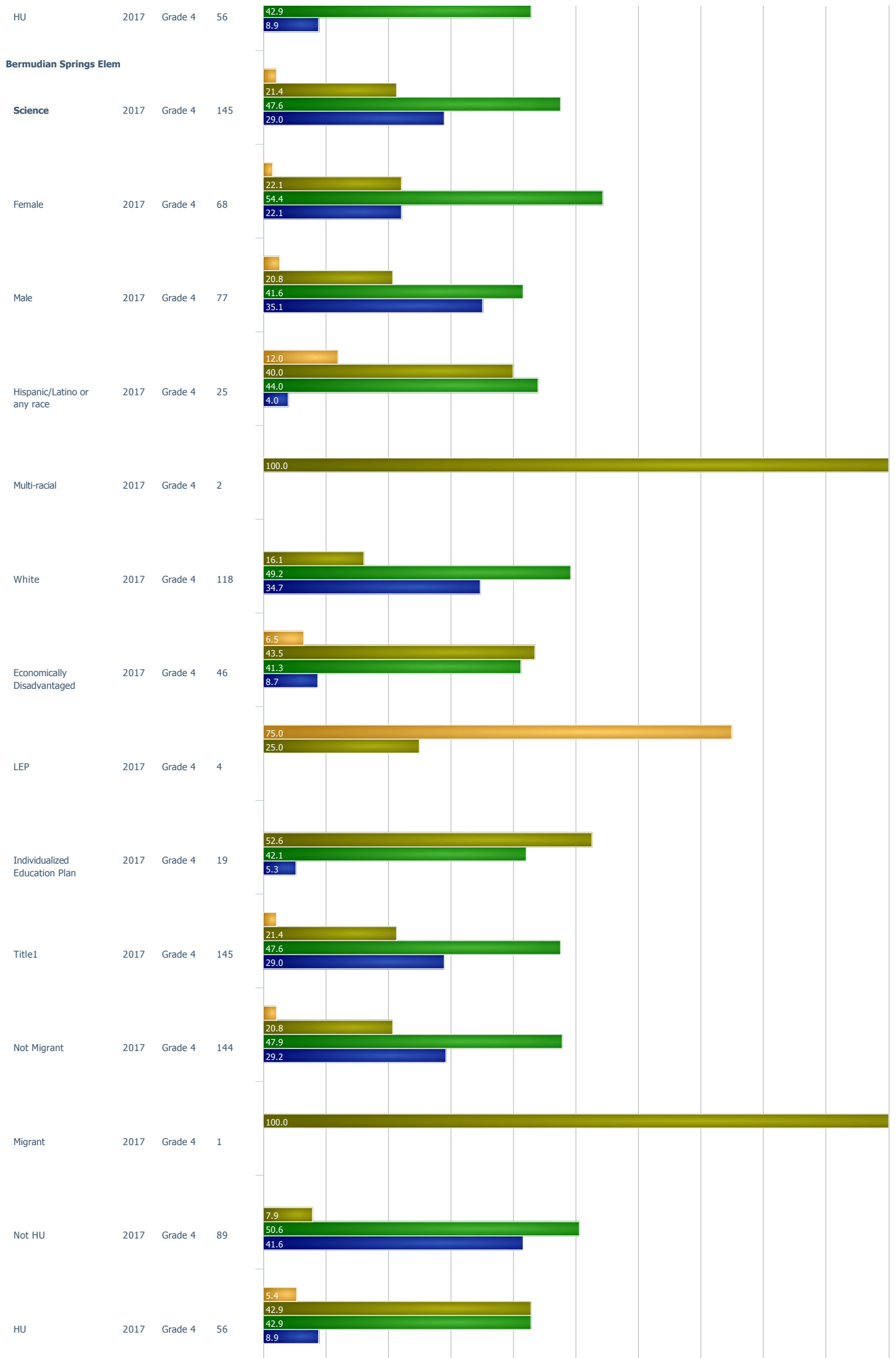
PSSA+PASA



Graphical Summary: Performance Levels

PSSA+PASA

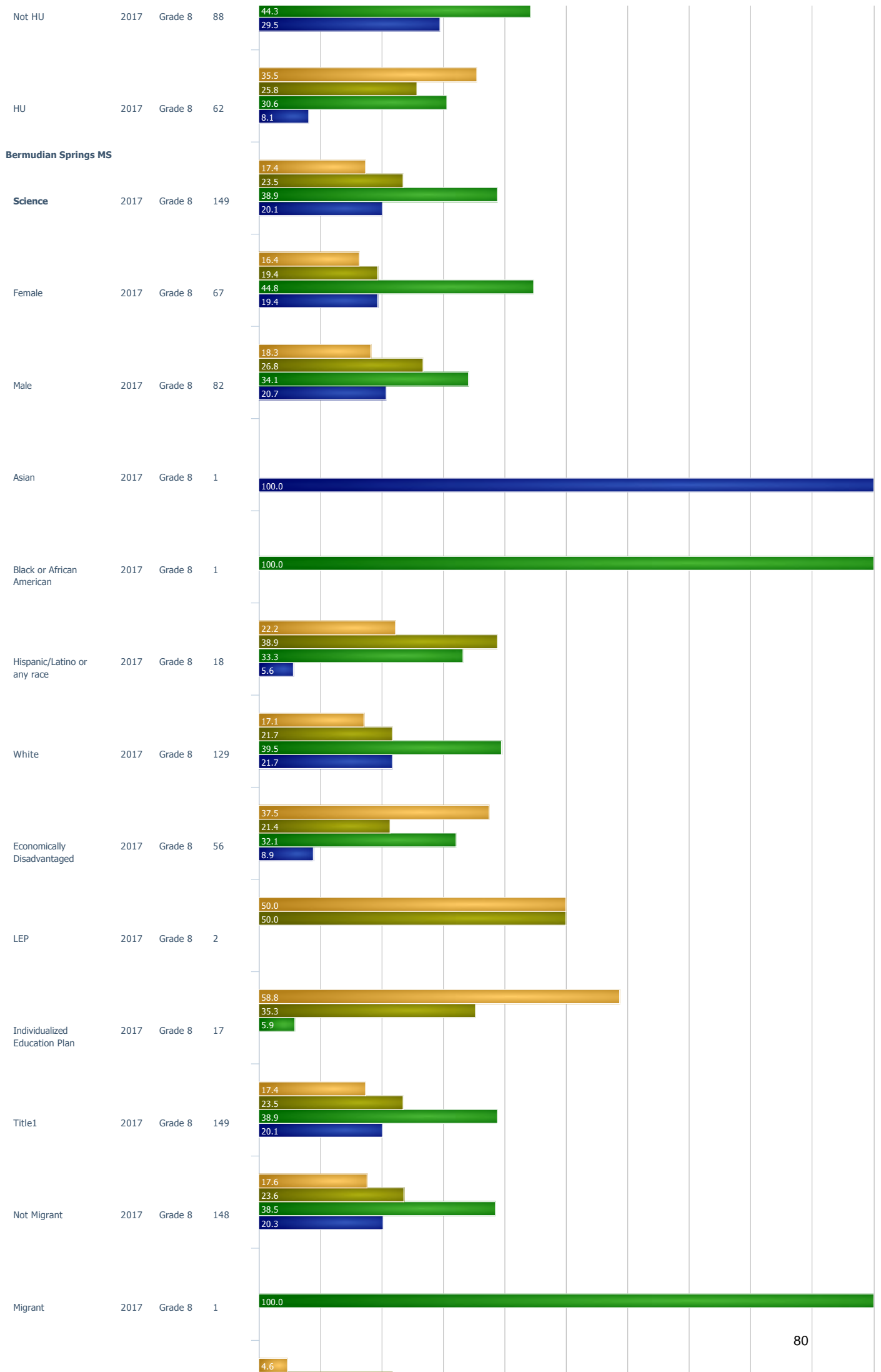


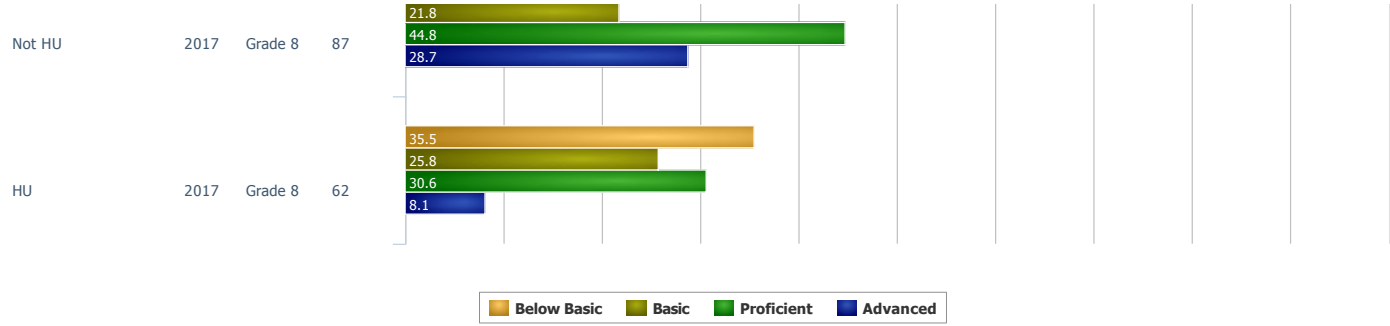




## PSSA+PASA

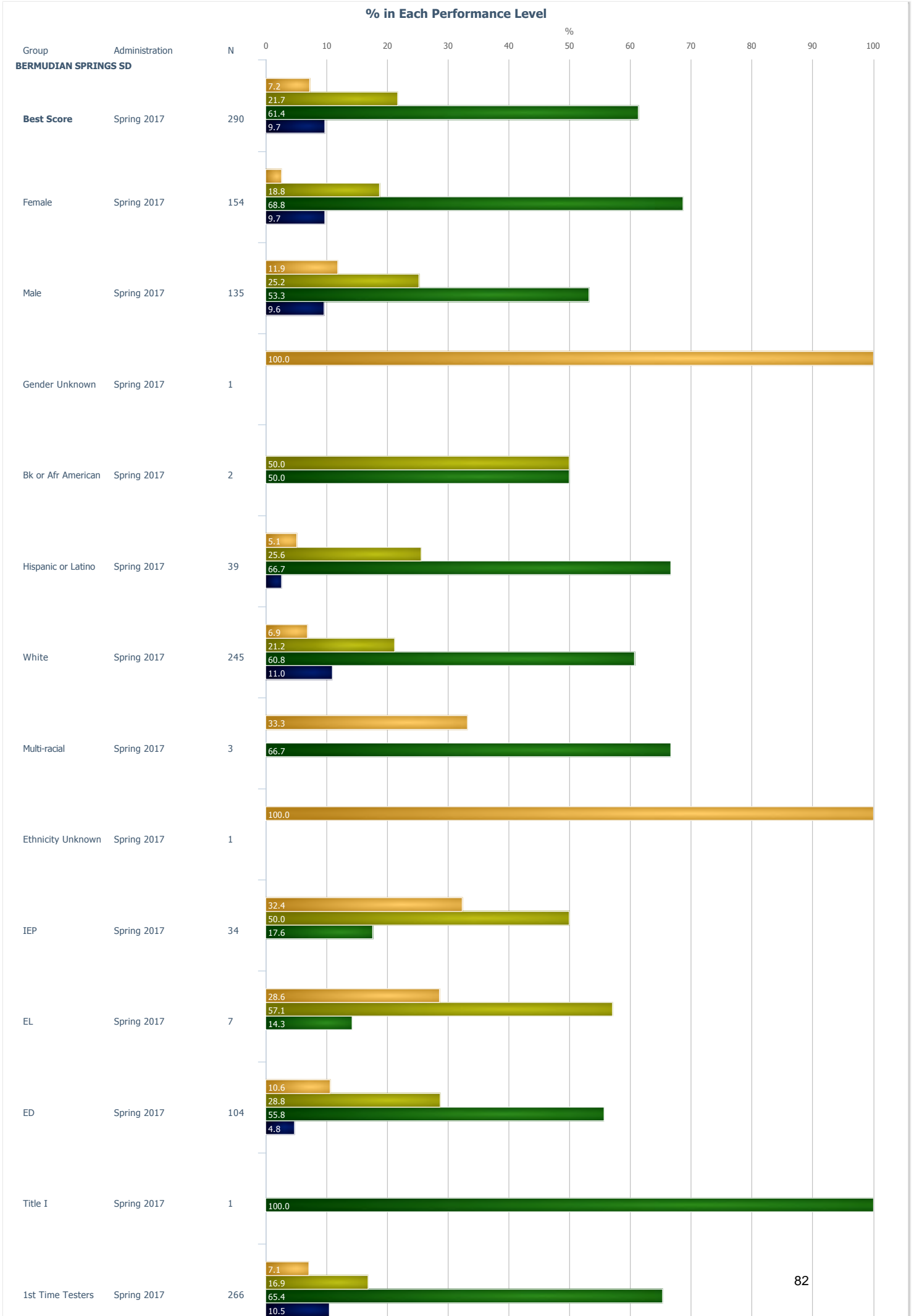


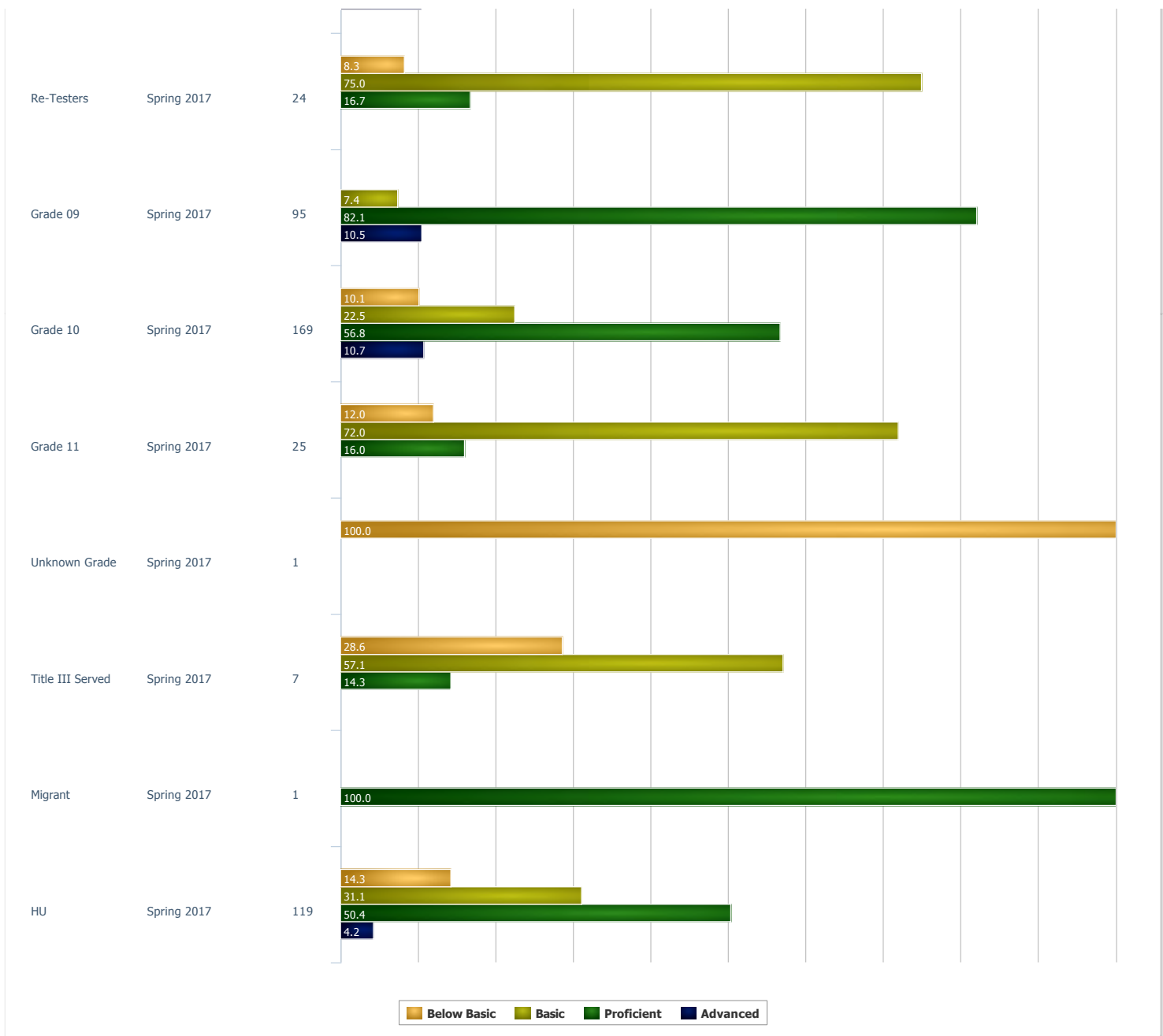




Graphical Summary: Performance Levels

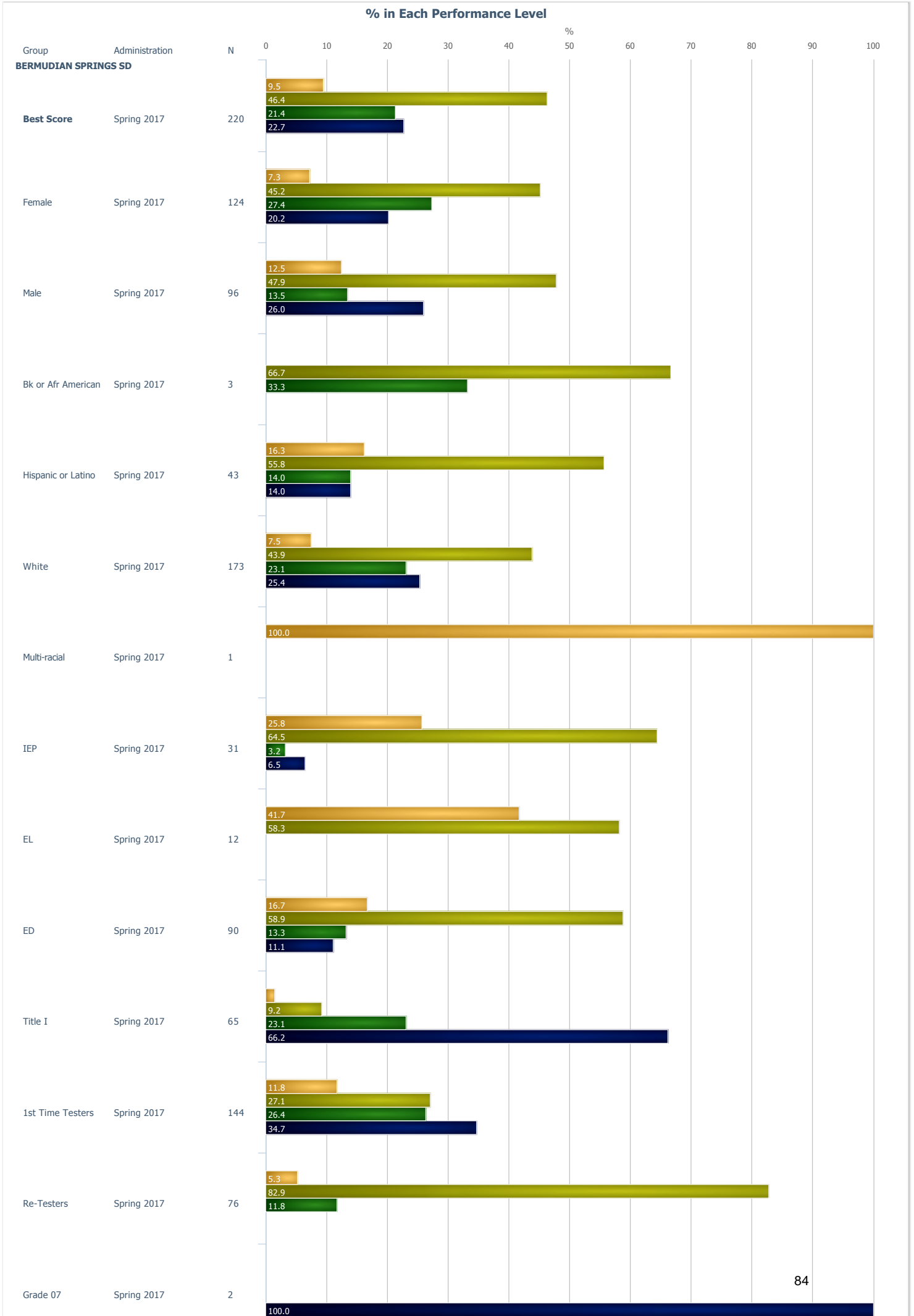
Literature, Spring 2017

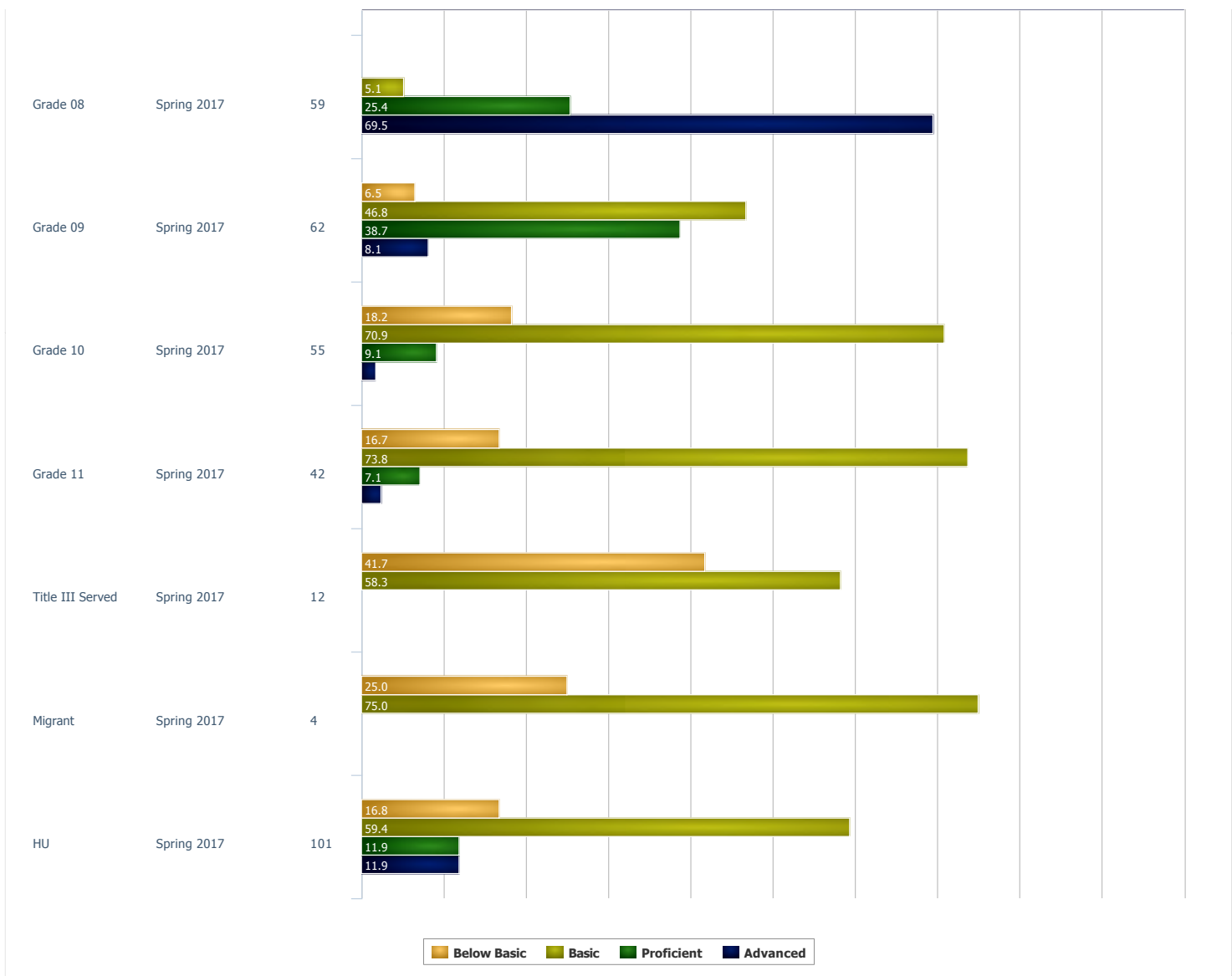




Graphical Summary: Performance Levels

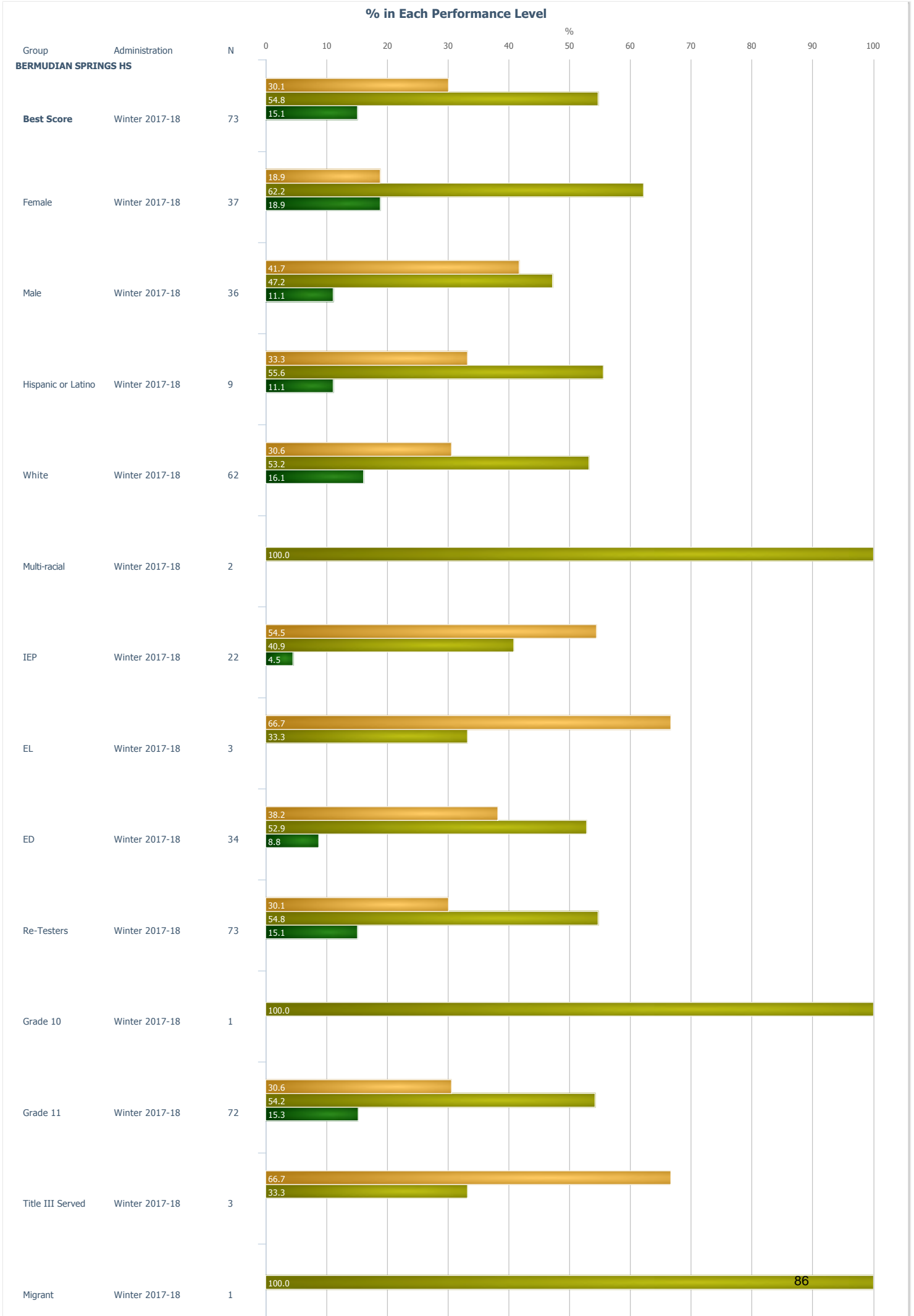
Algebra I, Spring 2017



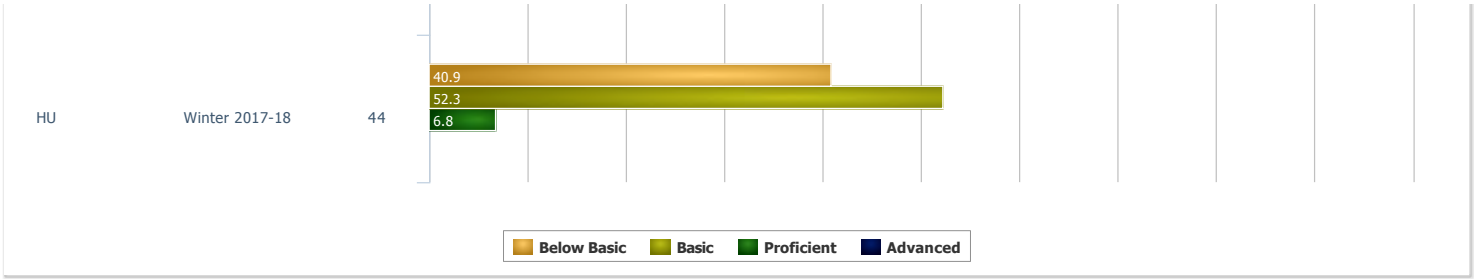


Graphical Summary: Performance Levels

Biology, Winter 2017-18







# PVAAS

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

**School:** Bermudian Springs Elementary School

**District:** Bermudian Springs School District

**Year:** 2017

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	PSSA Grades 4-8	3.58	100	1	100	100	100.00
ELA	PSSA Grades 4-8	-3.77	50	1	50	50	50.00
Science	PSSA Grade 4	-0.29	73	1	73	73	73.00

	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:** 2017

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	Keystone AlgI	6.48	100	1	100	300	60.00
	PSSA Grades 4-8	-6.74	50	4	200		
ELA	PSSA Grades 4-8	-3.40	50	4	200	200	50.00
Science	PSSA Grade 8	0.34	76	1	76	76	76.00

	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:** 2017

Test		Average Growth Index	Scale Score	# of Grades	Weighted Score	Total Weighted Score	Final Score
Math	Keystone AlgI	2.92	99	1	99	99	99.00
ELA	Keystone Lit	2.22	92	1	92	92	92.00
Science	Keystone Bio	-0.18	74	1	74	74	74.00

	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		LEA/District Quintile Diagnostic				
		2017	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

## LEA/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



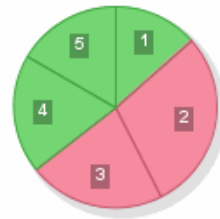
ELA

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:** 2017

**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	
2015 Growth Measure		-0.5 G	0.4 G	-0.7 G	-0.5 G	3.9 DB	0.5 LB
Standard Error		1.1	1.0	1.0	1.0	0.9	0.4
2016 Growth Measure		-3.3 R	0.3 G	1.8 LB	-2.6 R	0.7 G	-0.6 Y
Standard Error		1.0	1.1	0.9	0.9	1.0	0.4
2017 Growth Measure		-4.0 R	-1.3 Y	-2.7 R	-3.4 R	0.8 G	-2.1 R
Standard Error		1.1	1.0	1.1	0.9	1.0	0.4
3-Yr-Avg Growth Measure		-2.6 R	-0.2 G	-0.5 G	-2.1 R	1.8 DB	-0.7 R
Standard Error		0.6	0.6	0.6	0.5	0.5	0.2
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Avg Achievement	49.6	50.1	52.8	49.1	51.0	51.7	
2015 Avg Achievement	55.6	49.1	50.5	52.1	48.7	54.9	
2016 Avg Achievement	49.4	52.3	49.4	52.3	49.5	49.3	
2017 Avg Achievement	45.3	45.4	51.0	46.7	48.9	50.4	

<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.

# PVAAS

**Report:** District Value-Added  
**District:** Bermudian Springs School District  
**Year:** 2017

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

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	
2015 Growth Measure		-2.9 R	1.9 DB	-1.4 Y	-0.5 G	0.6 G	-0.5 Y
Standard Error		1.1	0.9	0.9	0.8	0.8	0.4
2016 Growth Measure		3.9 DB	3.4 DB	-1.0 Y	-0.1 G	-0.9 G	1.1 DB
Standard Error		1.0	1.0	0.8	0.8	0.9	0.4
2017 Growth Measure		3.5 DB	-1.4 Y	-6.3 R	-2.9 R	-0.9 G	-1.6 R
Standard Error		1.0	0.9	1.0	0.8	0.9	0.4
3-Yr-Avg Growth Measure		1.5 DB	1.3 DB	-2.9 R	-1.2 R	-0.4 G	-0.3 Y
Standard Error		0.6	0.5	0.5	0.5	0.5	0.2
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Avg Achievement	53.4	52.1	54.6	51.5	49.8	54.5	
2015 Avg Achievement	52.1	50.5	54.0	53.2	51.0	50.4	
2016 Avg Achievement	49.4	56.0	53.9	52.9	53.0	50.1	
2017 Avg Achievement	49.5	52.9	54.7	47.6	50.0	52.2	

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



# PVAAS

**Report:** District Value-Added  
**District:** Bermudian Springs School District  
**Year:** 2017

**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	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
		2017	140	1392.1	48	1398.3	49	-5.8 G	7.9
		3-Yr-Avg	431	1441.6	53	1435.8	52	5.7 LB	5.1
	8	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
		2017	148	1309.2	52	1309.1	52	0.3 G	7.1
		3-Yr-Avg	447	1309.1	47	1307.8	47	1.0 G	4.5

<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:** 2017

**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	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
	2017	279	1524.3	55	1521.4	53	2.9 LB	1.6
	3-Yr-Avg	601	1523.7	61	1517.2	57	6.9 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:** 2017

**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	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
	2017	201	1507.4	59	1495.6	49	10.5 DB	1.9
	3-Yr-Avg	638	1504.8	56	1496.8	50	7.3 DB	1.1

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<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:** 2017

**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	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
	2017	194	1506.3	50	1507.4	51	-1.1 G	1.9
	3-Yr-Avg	538	1504.8	52	1509.1	54	-4.3 R	1.2

<b>DB</b>	Significant evidence that the district exceeded the standard for PA Academic Growth
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<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.

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BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**MONTHLY ENROLLMENT SUMMARY  
2017-2018**

GRADE LEVEL	YOG	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	# OF CLASSES
K	2030	142	141	140	140	140	141	143	142	141	141		7
1	2029	143	141	141	143	142	140	142	142	142	142		7
2	2028	143	143	142	141	139	143	143	143	142	142		7
3	2027	126	126	127	125	125	125	125	125	124	124		6
4	2026	148	147	148	148	148	149	150	151	151	151		6
K-4 TOTAL		702	698	698	697	694	698	703	703	700	700	0	33
5	2025	151	149	149	151	149	147	147	148	149	149		8
6	2024	175	173	171	169	168	164	165	165	165	164		8
7	2023	138	137	135	137	136	136	136	135	135	135		8
8	2022	172	172	172	168	167	168	167	165	166	165		8
MS TOTAL		636	631	627	625	620	615	615	613	615	613	0	32
9	2021	164	161	159	157	157	156	156	157	155	155		.....
10	2020	145	143	145	143	142	144	144	144	144	144		.....
11	2019	164	165	166	166	166	169	168	166	167	167		.....
12	2018	146	148	149	149	147	146	147	148	147	147		.....
HS TOTAL		619	617	619	615	612	615	615	615	613	613	0	.....
DIST TOTAL		1957	1946	1944	1937	1926	1928	1933	1931	1928	1926	0	.....
PREV YR TOTAL		1986	1990	1990	1974	1960	1971	1965	1964	1956	1953	0	.....

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

**MONTHLY ATTENDANCE SUMMARY**  
**2017-2018**

(Percentages in parenthesis are 2016-2017)

LEVEL	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
K	(97.35%) 96.95%	(93.94%) 95.93%	(94.31%) 95.55%	(94.40%) 95.19%	(92.70%) 93.56%	(92.03%) 93.04%	(92.83%) 92.27%	(94.33%) 91.64%	(96.13%) 96.14%	(96.32%) 95.99%
1	(97.36%) 97.77%	(95.11%) 95.72%	(95.22%) 96.17%	(96.07%) 94.31%	(93.74%) 93.58%	(92.52%) 92.73%	(94.10%) 93.94%	(94.57%) 95.16%	(96.04%) 96.67%	(95.82%) 96.45%
2	(96.86%) 98.38%	(96.18%) 95.93%	(95.82%) 96.56%	(95.74%) 95.68%	(94.07%) 95.13%	(92.08%) 92.72%	(94.47%) 93.85%	(95.36%) 93.93%	(95.34%) 96.54%	(96.89%) 96.61%
3	(97.54%) 98.00%	(96.23%) 96.27%	(96.24%) 95.40%	(95.58%) 94.50%	(93.52%) 94.38%	(92.67%) 94.39%	(92.44%) 95.12%	(95.11%) 94.12%	(96.49%) 95.69%	(95.82%) 95.73%
4	(96.55%) 98.05%	(94.67%) 96.42%	(95.41%) 96.61%	(95.19%) 95.88%	(94.80%) 96.26%	(94.25%) 93.07%	(93.13%) 93.02%	(94.61%) 93.88%	(96.32%) 95.79%	(96.10%) 95.95%
<b>ELEM TOTAL</b>	<b>(97.14%) 97.83%</b>	<b>(95.20%) 96.05%</b>	<b>(95.40%) 96.08%</b>	<b>(95.38%) 95.13%</b>	<b>(93.76%) 94.60%</b>	<b>(92.75%) 93.16%</b>	<b>(93.35%) 93.60%</b>	<b>(94.52%) 93.63%</b>	<b>(96.08%) 96.18%</b>	<b>(96.16%) 96.15%</b>
5	(97.71%) 96.61%	(94.85%) 94.52%	(94.40%) 96.46%	(95.29%) 93.38%	(94.28%) 94.02%	(93.42%) 92.49%	(91.32%) 92.34%	(93.16%) 93.78%	(95.50%) 95.62%	(94.97%) 96.36%
6	(97.47%) 96.54%	(92.76%) 94.58%	(94.32%) 94.63%	(95.51%) 94.59%	(94.20%) 95.04%	(95.71%) 92.77%	(92.25%) 92.76%	(94.38%) 93.64%	(95.56%) 95.30%	(95.55%) 95.33%
7	(97.52%) 96.55%	(94.88%) 94.73%	(94.11%) 94.10%	(94.40%) 92.32%	(94.12%) 93.59%	(89.22%) 92.84%	(90.29%) 91.87%	(93.38%) 94.03%	(94.93%) 94.74%	(93.68%) 94.38%
8	(96.62%) 95.31%	(93.15%) 94.00%	(92.18%) 93.45%	(93.89%) 93.21%	(93.49%) 92.81%	(91.08%) 91.56%	(91.07%) 90.55%	(93.17%) 93.32%	(92.43%) 93.67%	(92.75%) 92.43%
<b>MS TOTAL</b>	<b>(97.34%) 96.25%</b>	<b>(93.91%) 94.45%</b>	<b>(93.75%) 94.66%</b>	<b>(94.77%) 93.38%</b>	<b>(94.02%) 93.86%</b>	<b>(92.09%) 92.41%</b>	<b>(91.19%) 91.88%</b>	<b>(93.49%) 93.67%</b>	<b>(94.58%) 94.82%</b>	<b>(94.23%) 94.62%</b>
9	(96.69%) 97.79%	(95.62%) 94.98%	(94.28%) 94.54%	(93.81%) 93.27%	(94.62%) 92.81%	(93.74%) 93.15%	(92.72%) 93.45%	(94.14%) 94.32%	(94.95%) 95.27%	(96.98%) 96.96%
10	(95.46%) 97.20%	(93.94%) 94.65%	(93.78%) 94.52%	(94.60%) 94.34%	(93.79%) 96.15%	(93.18%) 93.31%	(92.79%) 94.23%	(95.12%) 95.00%	(94.07%) 95.28%	(95.72%) 96.73%
11	(95.65%) 97.56%	(94.22%) 94.97%	(93.36%) 93.62%	(92.47%) 93.69%	(91.72%) 93.29%	(93.09%) 91.47%	(92.02%) 92.20%	(93.72%) 93.99%	(93.47%) 93.59%	(94.56%) 94.86%
12	(95.97%) 95.80%	(94.25%) 93.30%	(93.63%) 93.02%	(92.02%) 91.41%	(93.06%) 93.56%	(91.64%) 91.93%	(92.88%) 90.32%	(94.04%) 91.91%	(90.32%) 91.17%	(92.93%) 94.54%
<b>HS TOTAL</b>	<b>(95.94%) 97.08%</b>	<b>(94.51%) 94.48%</b>	<b>(93.76%) 93.92%</b>	<b>(93.23%) 93.18%</b>	<b>(93.30%) 93.95%</b>	<b>(92.91%) 92.47%</b>	<b>(92.60%) 92.55%</b>	<b>(94.43%) 93.81%</b>	<b>(93.20%) 93.83%</b>	<b>(95.05%) 95.77%</b>