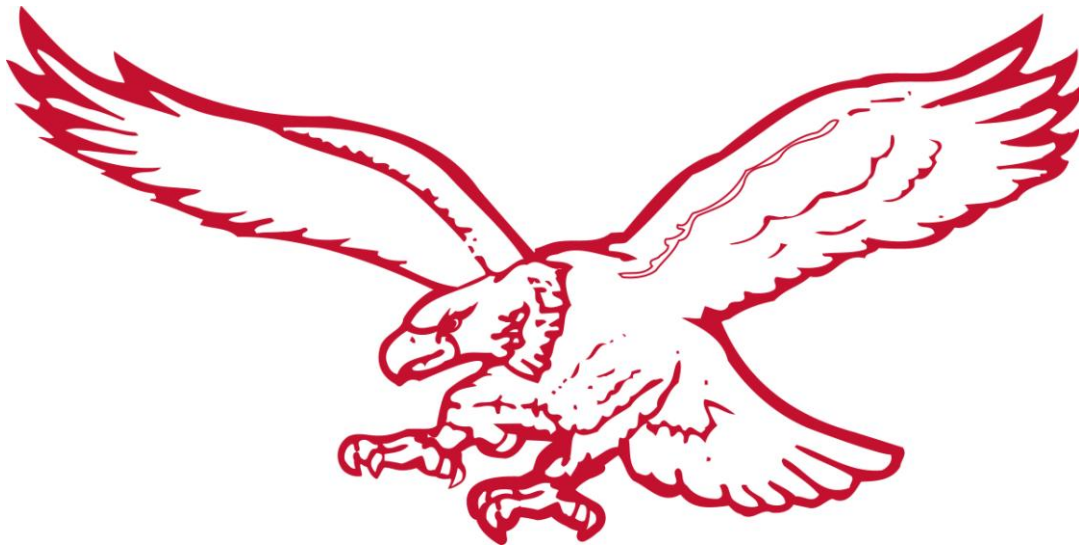


**BERMUDIAN SPRINGS SCHOOL DISTRICT**  
**York Springs, Pennsylvania 17372**

# **STUDENT DATA REPORT**

**2013 - 2014**

**A REPORT OF PROGRESS**



**Dr. Shane D. Hotchkiss, Superintendent**  
**Dr. Michele Spurgeon Hartzell, Assistant Superintendent**  
**Dr. Karen J. Jackson, Special Education Supervisor**  
**Mr. Roger Stroup, HS Principal**  
**Mr. Jon DeFoe, HS Asst. Principal**  
**Dr. Wade Hunt, MS Principal**  
**Mr. Mark Fleming MS Asst. Principal**  
**Mrs. Kathleen Myers, ES Principal**  
**Miss Faith A. Rotz, ES Asst. Principal**

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

**Student Data Report 2013 - 2014**

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# BERMUDIAN SPRINGS SCHOOL DISTRICT

## OFFICE OF THE ASSISTANT SUPERINTENDENT

Dr. Michele S. Hartzell

### NARRATIVE SUMMARY

#### PSAT

This report is provided by the College Board and depicts student performance in the areas of reading, math, and writing. The Preliminary Scholastic Aptitude Test (PSAT) benchmarks represent the scores students should meet or exceed to be considered on track to be college and career ready. Fifty-nine (59) students participated in the exam, an increase of thirty-one (31) students from the previous school year. Bermudian Springs students scored at or above the state averages in both critical reading and writing skills and slightly below (.2) the national average of 46.6 in critical reading and (.7) in writing. They scored an average of 46.4 in math which was 1.3 points below the state average of 47.7 and 1.4 points below the national average of 47.8.

#### SAT

During the 2013-2014 school year, a total of seventy-nine (79) BSHS students were administered the Scholastic Aptitude Test (SAT). The average scores were: 522 (Mathematics), 511 (Reading), 495 (Writing) for a total average score of 1528, an increase of 62.9 points from last year. Students increased an average of 14.3 points in math, 32.3 points in reading, and 16.4 points in writing. Students scored higher than 2013 national and state averages in all areas. The 2014 state and national averages will be released in late summer.

#### College In The High School

During the 2013-2014 school year, the district offered the following college in the high school courses: Pre-Calculus, History, English, and Statistics. Seventy-eight (78) students participated in the respective programs. This was an increase of sixteen (16) students from last year. Sixty-nine students or 88% were eligible for college credit.

#### Drop-Out Profile

There were four (4) drop-outs reported during the 2013-2014 school year. This was a decrease of five students from last year's total of nine (9). The district continues to provide opportunities and interventions to help all students graduate from high school.

#### STAR Assessments/Accelerated Reader Middle School

The STAR Assessment is a thirty minute computer adaptive benchmark assessment that was administered four times to all students in grades 5-8 in reading and math. The reports were used to help teachers monitor struggling learners, identify students who needed enrichment, and identify student reading levels. The reading level data was used in the Accelerated Reading program to help identify appropriate book levels for independent and instructional reading groups. Students in grades 5-8 read 5,842 books and demonstrated proficiency of 80% or higher on 4,894 on-line comprehension quizzes.

#### Fountas and Pinnell (F & P)

The Fountas and Pinnell Benchmark Reading Assessment (F & P) measures a student's reading fluency and comprehension. The assessment was administered two times during this school year, Fall and Spring, for all students in Grades K-4. In addition to the reading assessment, the school implemented the writing and vocabulary portions of the F & P benchmark to any student that scored one year above grade level. Data was used to guide instruction, create guided reading groups, as well as provide acceleration or remediation to students. The grade level growth progress is included in this document.

### PSSA 2012-2013 *(2014 PSSA results will be available in late summer)*

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the PA standards. The PSSA also helps districts determine the degree to which school programs are effective in helping students to attain academic proficiency. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 is assessed in writing. Every Pennsylvania student in grades 4 and 8 is assessed in science.

The results are used to assist teachers in identifying students who may be in need of additional educational opportunities, as well as used to provide information to schools and the district to guide curriculum and instruction discussions. During the 2012-2013 school year, Bermudian Springs students scored above the state level in grades 3, 4, 7, and 8 in math; however, it is noted that 5<sup>th</sup> grade student math scores increased by nine points from the previous year. Students scored above the state level in grades 3-7 in reading. In the two grades tested for science, 4 and 8, both grade levels scored above the state level. PSSA proficiency scores, including grades 5 and 8 writing, are included in this report *(no state scores were published for writing in 2013)*.

### KEYSTONE EXAMS *(2014 Keystone results will be available in late summer)*

Keystone exams are end of course assessments designed to evaluate student proficiency in academic content in Algebra I, Literature, and Biology. Beginning with the class of 2017, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be provided multiple opportunities to demonstrate proficiency on the Keystone Exams. In addition, Bermudian Springs School District provides Keystone Prep courses to any student that scores basic or below basic on a Keystone exam. Keystone Exam proficiency is reported in the eleventh grade and is based upon best scores of the cohort.

During the 2012-2013 school year, the Bermudian Springs 11<sup>th</sup> grade Keystone Exam cohort scores were as follows: 70.4% were proficient or advanced on the Algebra I Keystone exam, 83.8% were proficient or advanced on the Literature Keystone Exam, and 45.77% were proficient or advanced on the Biology Keystone Exam. All building level Keystone Exam scores for the 11<sup>th</sup> grade cohort were on or above the state level.

### READ 180

On average, the READ 180 program anticipates that students will gain or grow approximately 75-100 Lexile points per year. A Lexile level is a range based on how difficult a text is read and comprehend. A Lexile measure can range from below 200L for beginning readers to above 1600L for advanced readers. Thirty (30) students participated in READ 180 in the middle school. Of these, thirteen students (43%) met or exceeded the average gain in Lexile points anticipated. Eight additional students (27%) showed positive gains in Lexile level, but not to the level anticipated. Nine students (30%) showed a negative growth pattern. It is necessary to look at the strengths and weaknesses in the individual progress reports to judge the impact of the READ 180 when assessing skills with this reading assessment. Frequency of participation, students withdrawing and reentering the program, and severity of disability all have an impact on student achievement and growth patterns. The Individual Educational Programs are examined for any necessary revisions if inconsistent growth patterns are identified or if students fail to make expected growth for more than two years in a row.

### STAR Assessment- Learning Support

The STAR Reading Assessment provided the learning support program with an additional assessment to monitor reading skills and progress throughout the school year. Students were excited to have a leveled library to be able to pick from reading selections appropriate to their instructional level for independent reading. Students read and took quizzes on several of these leveled books throughout the year and were assessed several times during the school year. The additional minutes spent reading, appears to have helped increase reading fluency and comprehension. The students' scaled scores indicate that 33 (80.5%) of the 41 students that were monitored increased their scaled scores, while eight (19.5%) students failed to make growth based on their pretest scores.

# PSAT/NMSQT®

Preliminary SAT/National Merit Scholarship Qualifying Test

## 2013-14 SOAS

### Summary of Answers and Skills Report

Wednesday Form: Juniors, Class of 2015

**BERMUDIAN SPRINGS HIGH SCHOOL (XXXXXX)**



PSAT/NMSQT results for your students are enclosed. Use this information to adjust curricula and instructional practice to improve student learning.

Download this report, state alignments, test questions and answer explanations at:

**[scores.collegeboard.org](https://scores.collegeboard.org)**

Your access code is **XXXXXX**

# Performance Overview

This report details the performance of 59 students from the 11th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics and writing skills), you will find the following:

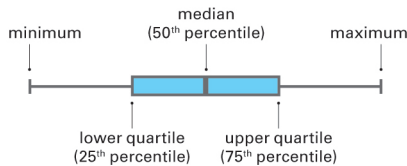
- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- **Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

59

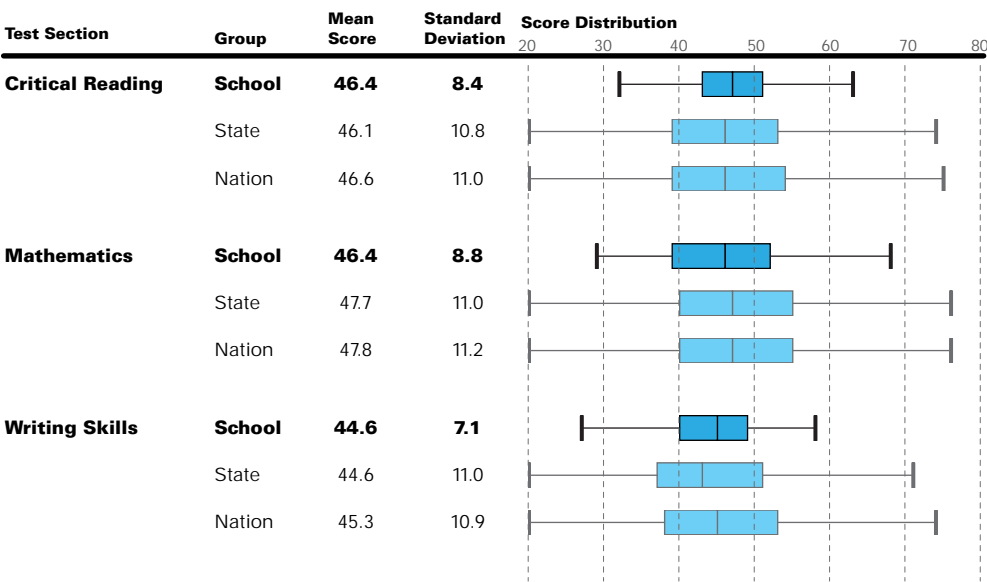
11th GRADE STUDENTS

## Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



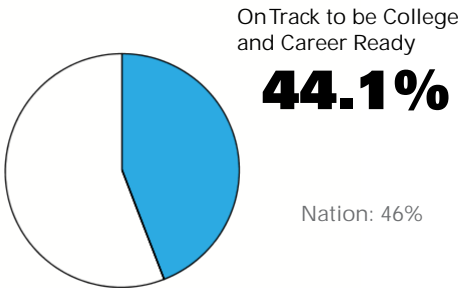
Note: The minimum and maximum exclude outliers.



## College and Career Readiness Benchmarks

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit [www.collegeboard.org/results](http://www.collegeboard.org/results)).

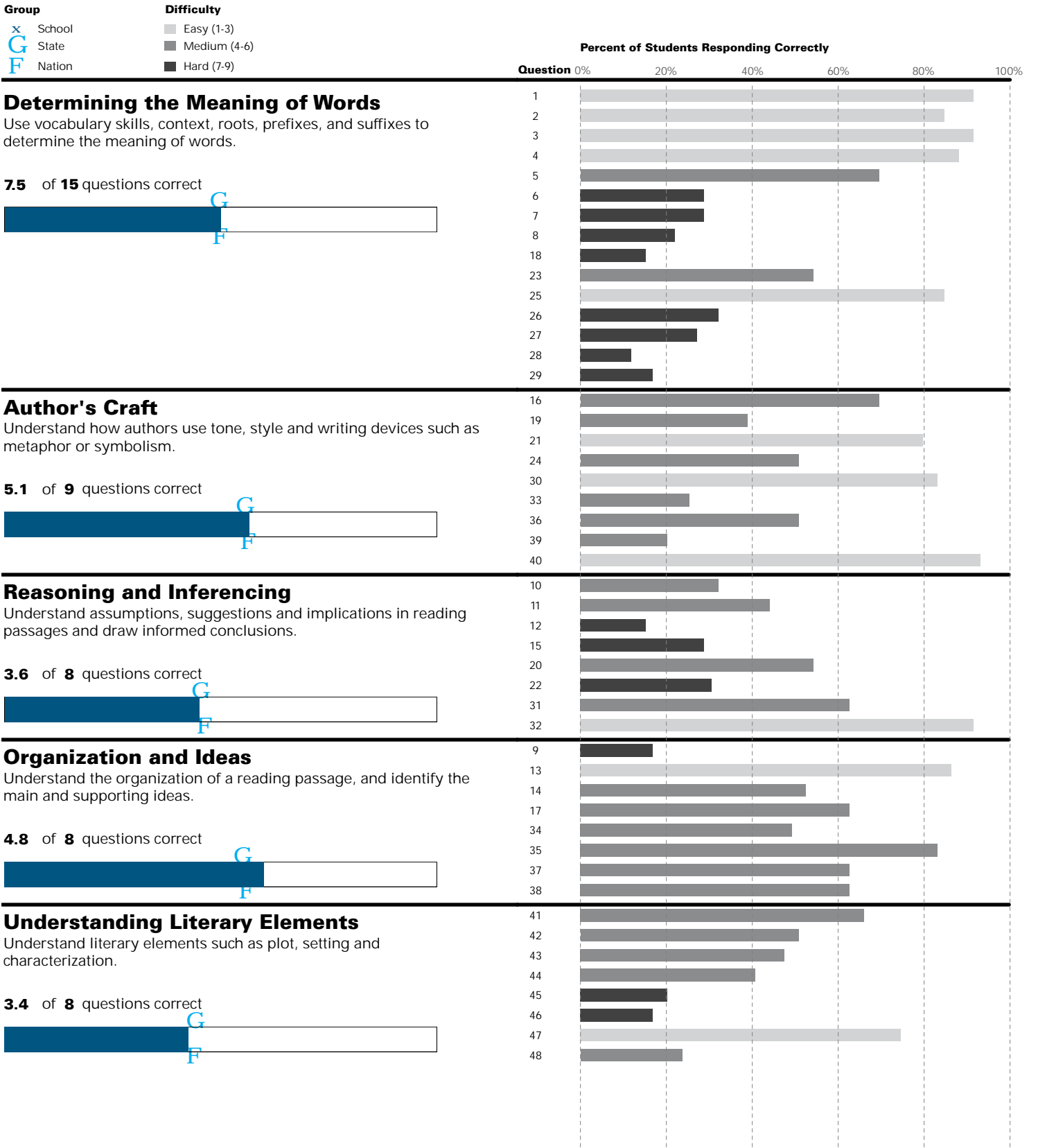
The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.



All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (Wednesday). To view state and national score information and of students meeting the College Readiness Benchmark for the total group (Wednesday and Saturday combined), see the College-Bound Sophomores and Juniors reports available at [scores.collegeboard.org](http://scores.collegeboard.org)

Critical Reading Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at [scores.collegeboard.org](http://scores.collegeboard.org)



This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step and develop instructional remediation plans by reviewing questions and explanations at **[scores.collegeboard.org](https://scores.collegeboard.org)**

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Question	Difficulty	Group	Answer Data (% and correct answer in bold)						Answer Distribution				
			A	B	C	D	E	omitted	Correct Answer	20%	40%	60%	80%
Section 3	25	2	School State Nation	2 4 4	3 4 3	<b>85</b> <b>86</b> <b>86</b>	3 3 2	3 3 3	3 1 1	<b>C</b>			
	26	7	School State Nation	5 6 5	<b>32</b> <b>30</b> <b>28</b>	3 8 9	22 23 23	36 31 32	2 3 3	<b>B</b>			
	27	7	School State Nation	19 16 16	<b>27</b> <b>32</b> <b>32</b>	15 14 14	25 16 16	5 5 5	9 18 17	<b>B</b>			
	28	8	School State Nation	73 55 56	0 4 4	<b>12</b> <b>22</b> <b>20</b>	7 10 10	2 5 5	7 5 5	<b>C</b>			
	29	9	School State Nation	7 11 11	34 31 30	12 11 11	<b>17</b> <b>19</b> <b>18</b>	24 21 22	7 8 8	<b>D</b>			
	30	3	School State Nation	2 3 3	0 2 2	5 5 5	9 13 13	<b>83</b> <b>75</b> <b>75</b>	2 2 2	<b>E</b>			
	31	4	School State Nation	<b>63</b> <b>65</b> <b>66</b>	15 17 17	3 4 4	14 9 9	5 3 2	0 3 3	<b>A</b>			
	32	2	School State Nation	<b>92</b> <b>82</b> <b>83</b>	0 3 3	2 4 3	2 6 6	5 3 3	0 2 2	<b>A</b>			
	33	6	School State Nation	39 22 21	7 9 9	15 17 16	<b>25</b> <b>32</b> <b>35</b>	14 15 15	0 5 5	<b>D</b>			
	34	6	School State Nation	24 21 21	<b>49</b> <b>43</b> <b>44</b>	7 9 9	3 7 6	12 15 14	5 6 6	<b>B</b>			
	35	4	School State Nation	2 7 7	5 12 12	5 6 5	<b>83</b> <b>65</b> <b>67</b>	5 7 7	0 2 3	<b>D</b>			
	36	5	School State Nation	5 5 5	10 12 12	<b>51</b> <b>51</b> <b>54</b>	22 20 18	2 5 5	10 7 6	<b>C</b>			
	37	4	School State Nation	15 14 12	3 6 6	<b>63</b> <b>63</b> <b>65</b>	14 9 9	5 5 5	0 4 4	<b>C</b>			
	38	4	School State Nation	12 8 7	10 8 7	10 12 12	3 7 7	<b>63</b> <b>61</b> <b>63</b>	2 5 5	<b>E</b>			
	39	6	School State Nation	2 6 6	<b>20</b> <b>38</b> <b>40</b>	15 14 14	34 20 19	20 15 15	9 7 7	<b>B</b>			
	40	2	School State Nation	<b>93</b> <b>82</b> <b>82</b>	3 5 5	2 3 3	0 3 2	2 4 4	0 4 5	<b>A</b>			
	41	4	School State Nation	7 6 6	7 9 9	10 8 8	<b>66</b> <b>60</b> <b>60</b>	2 4 5	9 12 13	<b>D</b>			
	42	6	School State Nation	20 17 16	3 10 10	<b>51</b> <b>39</b> <b>39</b>	14 16 16	3 7 7	9 11 12	<b>C</b>			
	43	5	School State Nation	3 8 8	7 7 7	<b>48</b> <b>49</b> <b>50</b>	12 16 15	19 9 8	12 12 13	<b>C</b>			
	44	5	School State Nation	10 10 9	15 19 18	2 5 5	<b>41</b> <b>40</b> <b>43</b>	17 12 11	15 14 16	<b>D</b>			
	45	7	School State Nation	14 12 12	5 6 6	<b>20</b> <b>33</b> <b>34</b>	17 14 14	14 11 10	31 24 24	<b>C</b>			
	46	7	School State Nation	41 43 40	<b>17</b> <b>26</b> <b>28</b>	2 4 4	7 6 5	17 7 7	17 14 16	<b>B</b>			
	47	3	School State Nation	<b>75</b> <b>66</b> <b>65</b>	2 4 4	3 4							

# Critical Reading Comparable Group Analysis

## What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

## How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 1	1	92	94			}		
	2	85	93	}				
	3	92	83				}	
	4	88	88			}		
	5	70	72			}		
	6	29	31			}		
	7	29	19				}	
	8	22	18				}	
	9	17	24	}				
	10	32	45	}				
	11	44	46			}		
	12	15	16			}		
	13	86	84			}		
	14	53	43				}	
	15	29	23				}	
	16	70	69			}		
	17	63	68		}			
	18	15	17		}			
	19	39	40		}			
	20	54	49				}	
	21	80	77			}		
	22	31	31		}			
	23	54	55		}			
	24	51	48			}		

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 3	25	85	90		}			
	26	32	25				}	
	27	27	32		}			
	28	12	17		}			
	29	17	18			}		
	30	83	77				}	
	31	63	69		}			
	32	92	85				}	
	33	25	32	}				
	34	49	44				}	
	35	83	71					}
	36	51	55		}			
	37	63	68		}			
	38	63	65			}		
	39	20	38	W-18%				
	40	93	87				}	
	41	66	64			}		
	42	51	39					}
	43	48	51		}			
	44	41	40			}		
	45	20	31	}				
	46	17	24	}				
	47	75	72			}		
	48	24	34	}				

Your students performed **significantly worse** on questions that fall in the dark blue column to the left,

and **significantly better** on questions that fall in the light blue column to the right.

Mathematics Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at [scores.collegeboard.org](http://scores.collegeboard.org)

Group	Difficulty
<div><div>x</div><div>G</div><div>F</div></div> School	<div>■</div> Easy (1-3)
State	<div>■</div> Medium (4-6)
Nation	<div>■</div> Hard (7-9)

Number and Operations

Understand types of numbers (integers, fractions, decimals), their properties, and the correct order of operations (multiplication, division, addition).

4.8 of 9 questions correct



Algebra and Functions

Solve problems using algebraic expressions and symbols to represent relationships, patterns, and functions of different types.

7.1 of 14 questions correct



Geometry and Measurement

Solve problems based on understanding the properties of shapes, such as triangles and circles, and the spatial relationships between angles and lines.

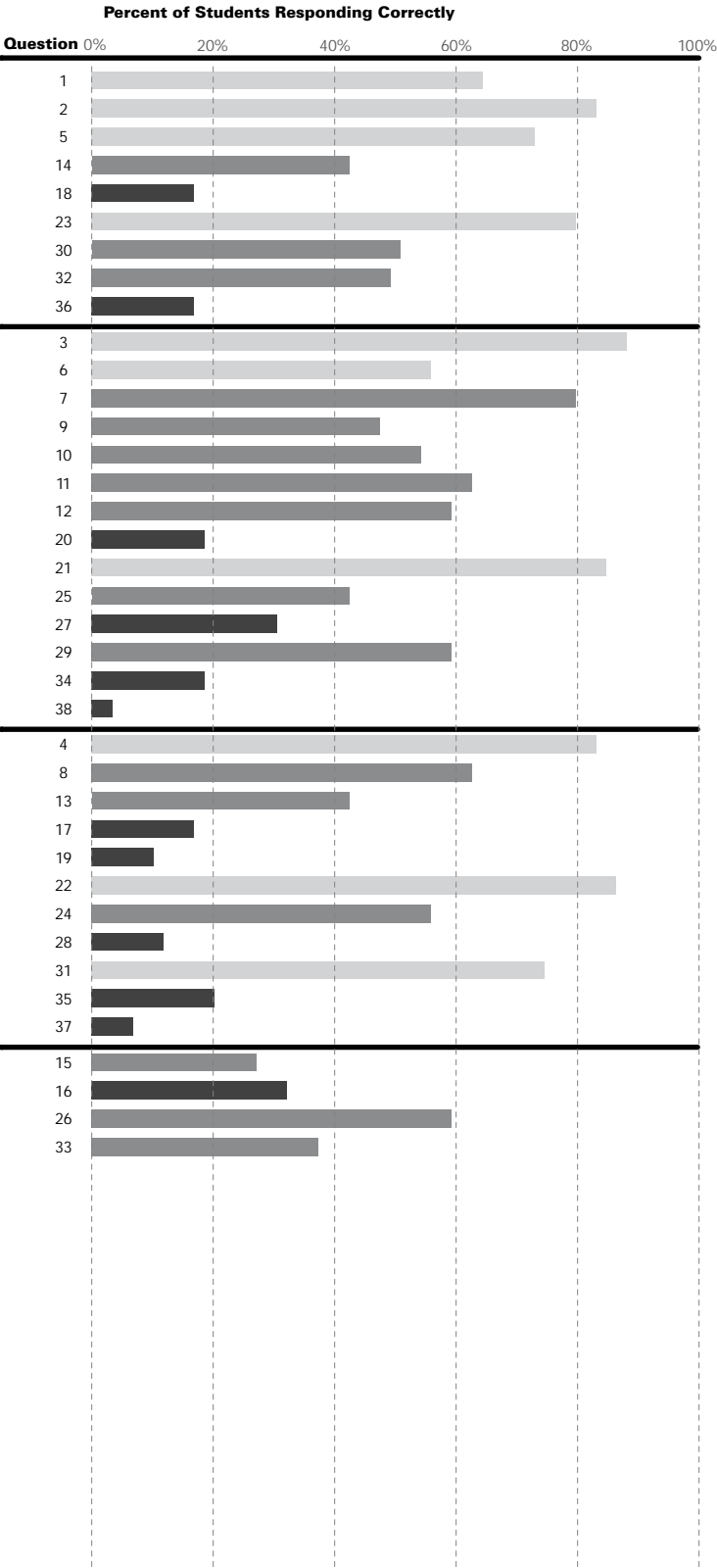
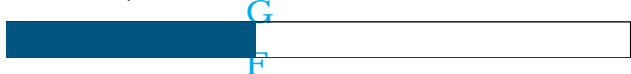
4.7 of 11 questions correct



Data, Statistics, and Probability

Analyze data, understand descriptive statistics, make inferences and determine the likelihood that certain events will occur.

1.6 of 4 questions correct



# Mathematics Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at [scores.collegeboard.org](http://scores.collegeboard.org)

**Group**

x School  
G State  
F Nation

**Difficulty**

Easy (1-3)  
Medium (4-6)  
Hard (7-9)

## Problem Solving

Solve abstract and practical problems, applying and adapting a variety of strategies. Monitor progress and evaluate answers in terms of questions asked.

5.8 of 10 questions correct



## Representation

Use and translate among representations including verbal, numerical, symbolic, and graphical to communicate mathematical ideas and solve problems.

3.2 of 7 questions correct



## Reasoning

Develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.

4.0 of 9 questions correct



## Connections

Connect ideas from different areas of mathematics (particularly geometry and algebra) to state or solve abstract or applied problems.

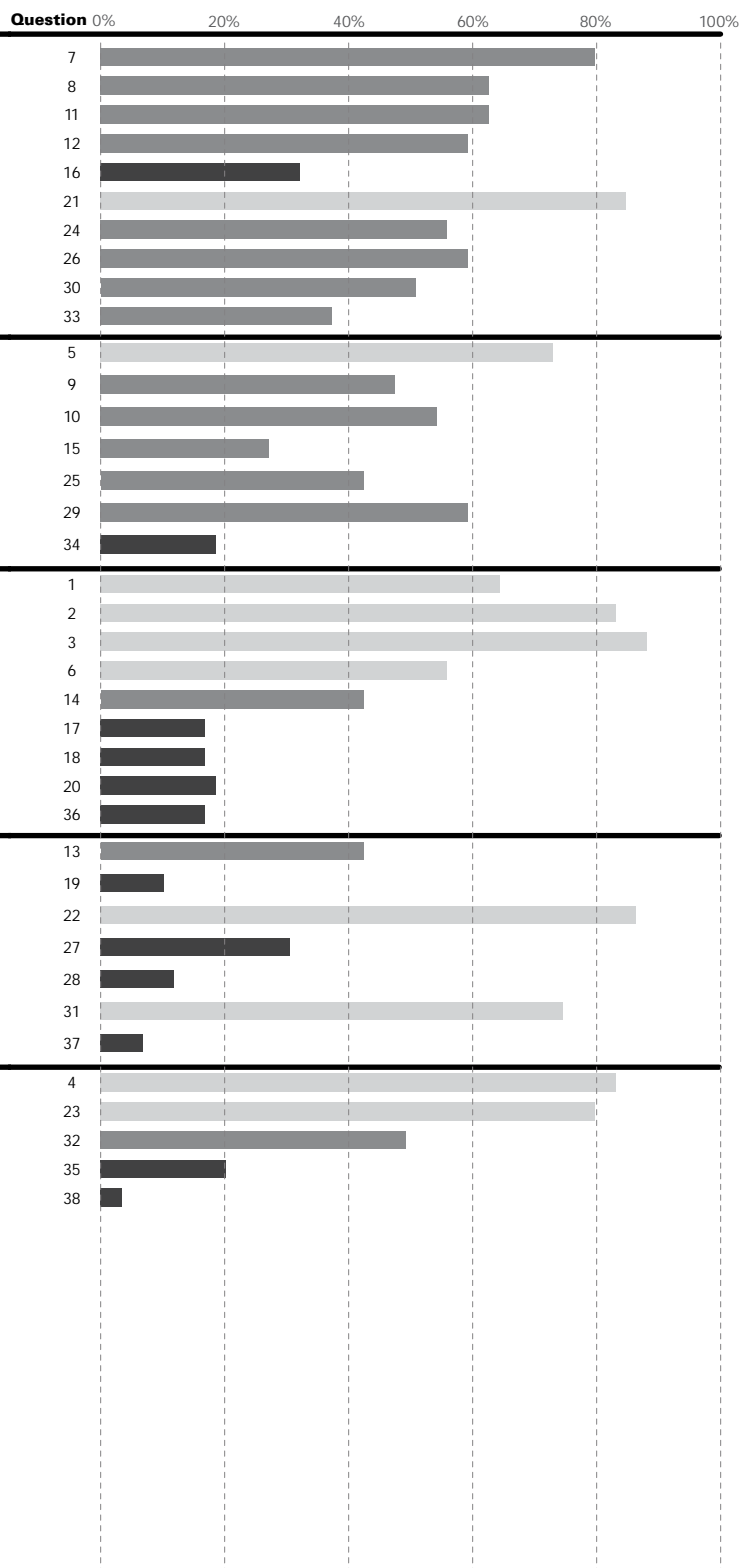
2.6 of 7 questions correct



## Communication

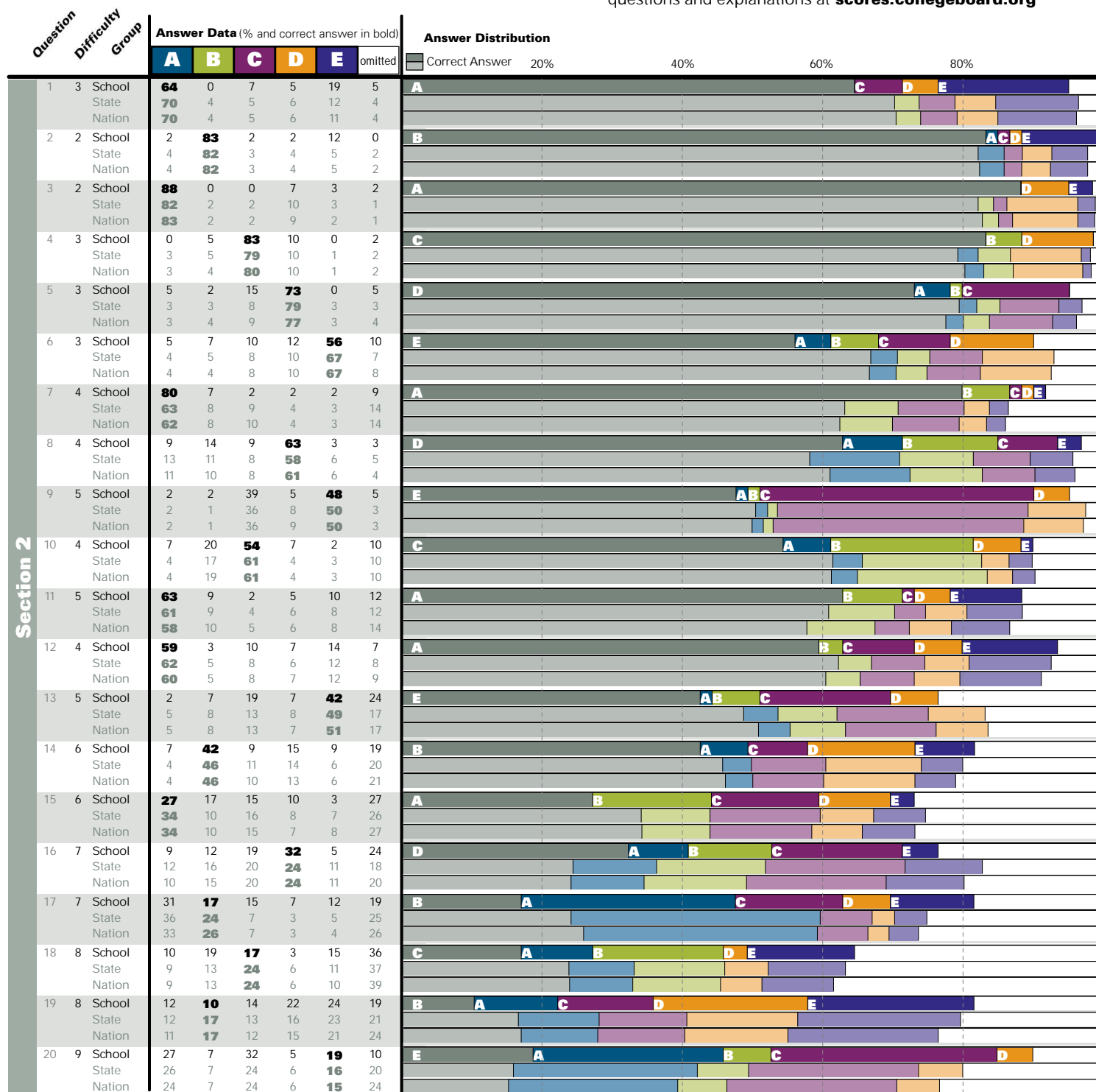
Express mathematical ideas precisely and communicate them coherently and clearly in the language and notation of mathematics.

2.4 of 5 questions correct

**Percent of Students Responding Correctly**

# Mathematics Question Analysis

This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step and develop instructional remediation plans by reviewing questions and explanations at [scores.collegeboard.org](http://scores.collegeboard.org)



## Mathematics Question Analysis

Question Difficulty Group			Answer Data (% and correct answer in bold)							Answer Distribution					
			A	B	C	D	E	omitted	Correct Answer	20%	40%	60%	80%		
Section 4	21	1 School State Nation	2	0	12	2	<b>85</b>	0	E						
			1	2	9	2	<b>86</b>	1							
			1	2	9	2	<b>86</b>	1	ACD						
	22	2 School State Nation	7	3	0	<b>86</b>	3	0	D						
			7	2	4	<b>83</b>	2	1	ABE						
			7	2	4	<b>85</b>	2	1							
	23	3 School State Nation	3	<b>80</b>	5	9	0	3	B						
			7	<b>73</b>	6	6	1	6	ACD						
			7	<b>74</b>	6	6	1	6							
	24	4 School State Nation	3	5	<b>56</b>	5	14	17	C						
			6	7	<b>61</b>	8	9	9	ABDE						
			5	7	<b>65</b>	7	8	7							
25	5 School State Nation	3	36	5	<b>42</b>	3	10	D							
		5	30	6	<b>49</b>	2	9	ABCE							
		4	30	6	<b>50</b>	2	8								
26	5 School State Nation	7	24	<b>59</b>	2	7	2	C							
		6	27	<b>50</b>	5	10	3	ABDE							
		5	26	<b>50</b>	5	11	3								
27	7 School State Nation	17	<b>31</b>	12	15	14	12	B							
		13	<b>23</b>	10	21	16	17	ACDE							
		14	<b>25</b>	10	21	15	16								
28	8 School State Nation	19	<b>12</b>	12	12	10	36	B							
		14	<b>18</b>	14	11	8	35	ACDE							
		15	<b>20</b>	15	10	8	31								

Question Difficulty Group			Answer Data					Answer Distribution				
			Correct Answer	%	Most Frequent Incorrect Answer	%	Other	omitted	<div><div></div>Correct</div>	20%	40%	60%
Section 4 — Student Produced Response	29	4	School State Nation	6	59	18	14	24	3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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# Mathematics Comparable Group Analysis

## What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

## How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 2	1	3	64	70		}		
	2	2	83	82			}	
	3	2	88	83			}	
	4	3	83	81			}	
	5	3	73	76		}		
	6	3	56	66	}			
	7	4	80	61				+19% <b>X</b>
	8	4	63	54			}	
	9	5	48	48		}		
	10	4	54	60	}			
	11	5	63	58		}		
	12	4	59	57		}		
	13	5	42	45		}		
	14	6	42	46		}		
	15	6	27	33	}			
	16	7	32	21				}
	17	7	17	22		}		
	18	8	17	23		}		
	19	8	10	15		}		
	20	9	19	14			}	

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 4	21	1	85	86		}		
	22	2	86	83			}	
	23	3	80	74			}	
	24	4	56	61		}		
	25	5	42	45		}		
	26	5	59	48				}
	27	7	31	24			}	
	28	8	12	18		}		
	29	4	59	70	}			
	30	5	51	46			}	
	31	3	75	75		}		
	32	5	49	51		}		
	33	5	37	47	}			
	34	7	19	24		}		
	35	7	20	22		}		
	36	7	17	17		}		
	37	8	7	12		}		
	38	9	3	8		}		

Your students performed **significantly worse** on questions that fall in the dark blue column to the left,

and **significantly better** on questions that fall in the light blue column to the right.

Writing Skills Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at [scores.collegeboard.org](http://scores.collegeboard.org)

Group

x

School

G

State

F

Nation

Difficulty

Easy (1-3)

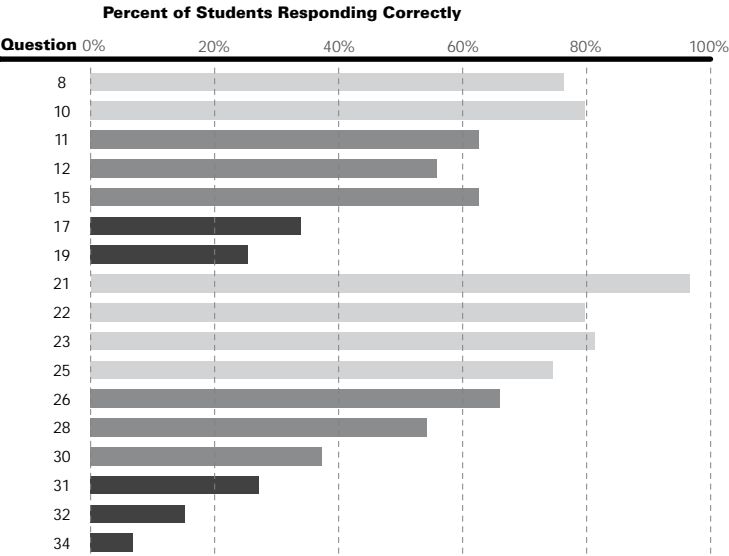
Medium (4-6)

Hard (7-9)

Manage Word Choice and Grammatical Relationships Between Words

Understand relationships between and among words including subject-verb agreement, pronouns, and verb form and tense.

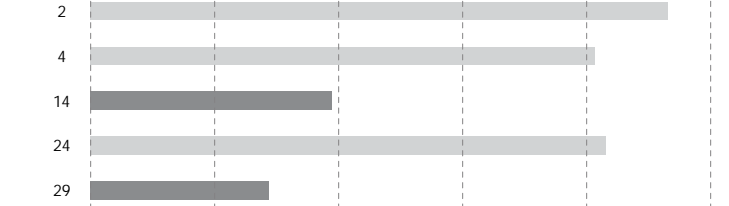
9.4 of 17 questions correct



Manage Grammatical Structures Used to Modify or Compare

Understand correct use of adjectives, adverbs, comparative structures (neither/nor), and phrases used to modify or compare.

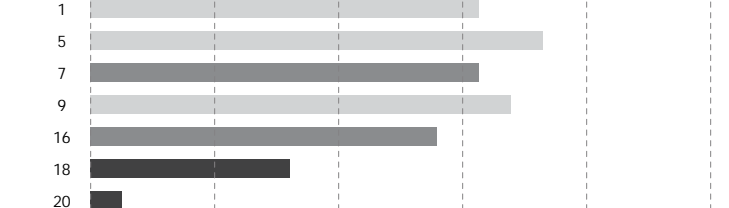
3.3 of 5 questions correct



Manage Phrases and Clauses in a sentence

Use sentence structures (parallelism, connectives & relative clauses) to indicate relationships between & among sentence elements.

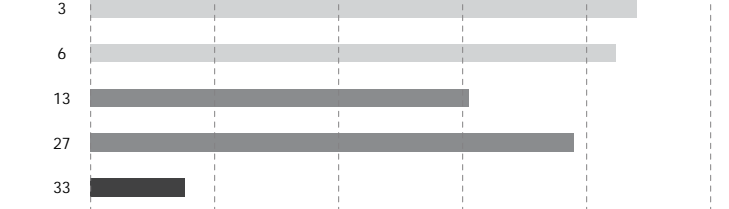
3.6 of 7 questions correct



Recognize Correctly Formed Sentences

Recognize correct sentence structure.

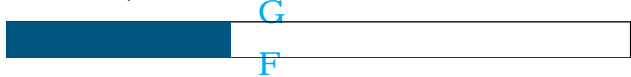
3.3 of 5 questions correct



Manage Order and Relationships of Sentences and Paragraphs

Identify how to order the elements of a sentence or paragraph to improve clarity, meaning, and the progression of ideas.

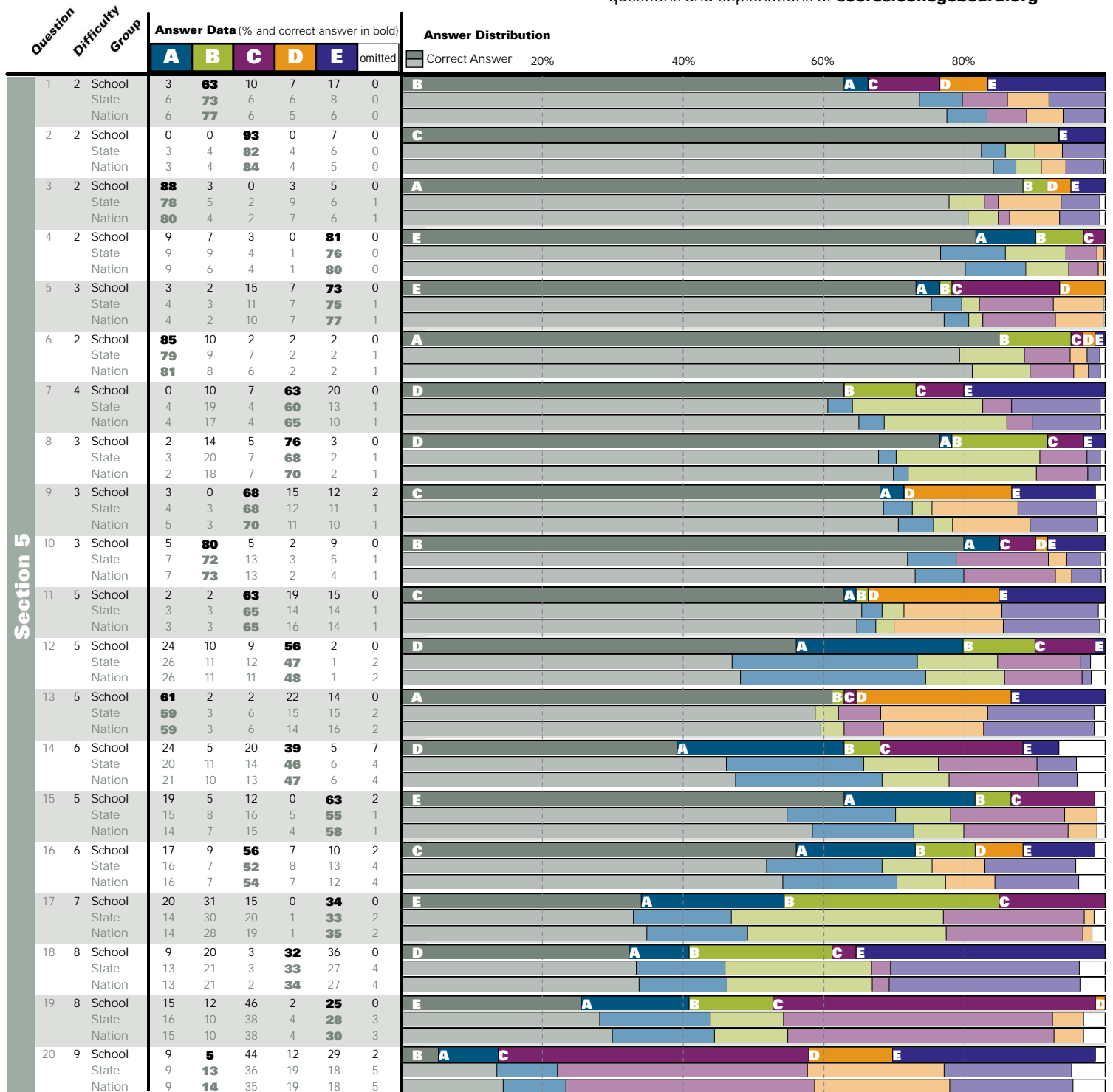
1.8 of 5 questions correct



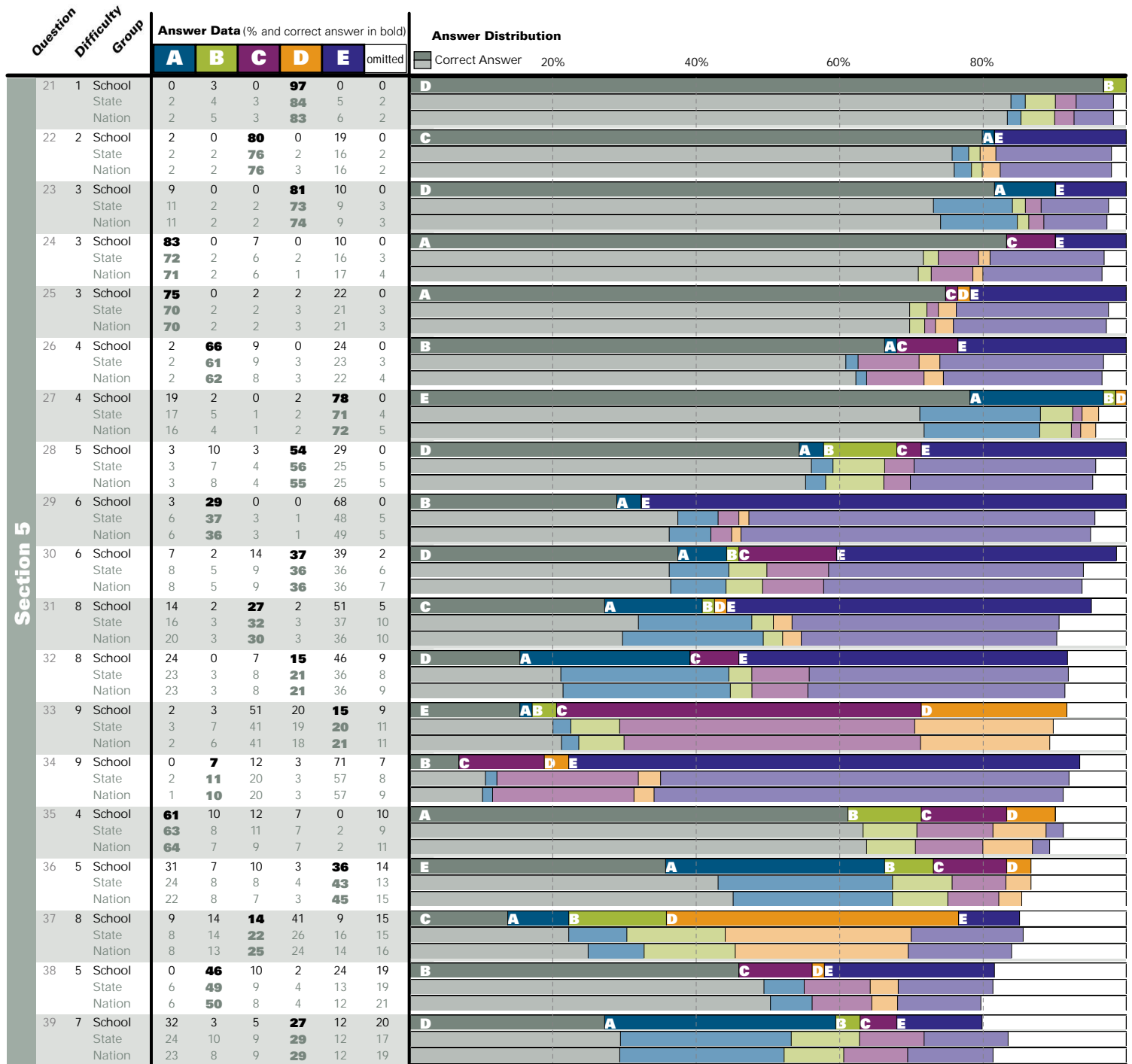


# Writing Skills Question Analysis

This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step and develop instructional remediation plans by reviewing questions and explanations at [scores.collegeboard.org](http://scores.collegeboard.org)



## Writing Skills Question Analysis



# Writing Skills Comparable Group Analysis

## What is a comparable group?

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Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 5	1	2	<b>63</b>	80	W-17%			
	2	2	<b>93</b>	87				}
	3	2	<b>88</b>	86			}	
	4	2	<b>81</b>	83		}		
	5	3	<b>73</b>	81	}			
	6	2	<b>85</b>	86		}		
	7	4	<b>63</b>	64		}		
	8	3	<b>76</b>	72			}	
	9	3	<b>68</b>	75	}			
	10	3	<b>80</b>	77			}	
	11	5	<b>63</b>	65		}		
	12	5	<b>56</b>	44				}
	13	5	<b>61</b>	63		}		
	14	6	<b>39</b>	45	}			
	15	5	<b>63</b>	55			}	
	16	6	<b>56</b>	52			}	
	17	7	<b>34</b>	28			}	
	18	8	<b>32</b>	29			}	
	19	8	<b>25</b>	27		}		
	20	9	<b>5</b>	9		}		

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 5	21	1	<b>97</b>	89				}
	22	2	<b>80</b>	81		}		
	23	3	<b>81</b>	75			}	
	24	3	<b>83</b>	75			}	
	25	3	<b>75</b>	71			}	
	26	4	<b>66</b>	64		}		
	27	4	<b>78</b>	78		}		
	28	5	<b>54</b>	55		}		
	29	6	<b>29</b>	31		}		
	30	6	<b>37</b>	34		}		
	31	8	<b>27</b>	28		}		
	32	8	<b>15</b>	18		}		
	33	9	<b>15</b>	20		}		
	34	9	<b>7</b>	8		}		
	35	4	<b>61</b>	66		}		
	36	5	<b>36</b>	46	}			
	37	8	<b>14</b>	23	}			
	38	5	<b>46</b>	52	}			
	39	7	<b>27</b>	24		}		

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and **significantly better** on questions that fall in the light blue column to the right.

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**SAT REVIEW**  
**JUNE, 1992 – 2014**

CLASS YEAR	MATHEMATICS AVERAGE / # OF STUDENTS	READING AVERAGE / # OF STUDENTS	WRITING AVERAGE / # OF STUDENTS	TOTAL / # OF STUDENTS
1992	447.3 / 52	406.7 / 52		854.0 / 52
1993	464.3 / 61	410.8 / 61		875.1 / 61
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
<b>2014</b>	<b>522/79</b>	<b>511/79</b>	<b>495/79</b>	<b>1528/79</b>
National Scores 2013	<b>514</b>	<b>496</b>	<b>488</b>	Total National Scores 1498
PA Scores 2013	<b>504</b>	<b>494</b>	<b>482</b>	Total PA Scores 1480

BERMUDIAN SPRINGS SCHOOL DISTRICT

York Springs, Pennsylvania 17372-8807

**CLASS OF 2014 SAT SCORES  
SAT SCORE DISTRIBUTION**

<b><i>SCORE</i></b>	<b><i>MATH</i></b>	<b><i>READING</i></b>	<b><i>WRITING</i></b>
750 - 800	0	1	0
700 - 749	2	2	1
650 - 699	3	3	4
600 - 649	17	6	5
550 - 599	10	13	7
500 - 549	18	18	19
450 - 499	11	14	19
400 - 449	11	19	19
350 - 399	5	3	4
300 - 349	2	0	1
250 - 299	0	0	0
200 - 249	0	0	0
<b><i>TOTAL STUDENTS - 79</i></b>			

# BERMUDIAN SPRINGS SCHOOL DISTRICT

York Springs, Pennsylvania 17372-8807

## SAT COMPREHENSIVE MATHEMATICS ANALYSES (Number of students taking the SAT and the average mathematics score)

YEAR	FINAL 2003	FINAL 2004	FINAL 2005	FINAL 2006	FINAL 2007	FINAL 2008	FINAL 2009	FINAL 2010	FINAL 2011	FINAL 2012	FINAL 2013	FINAL 2014
Number of students	59	60	66	75	63	64	94	77	58	88	74	79
Math Category 1	590.6 (16)	579.5 (19)	576.5 (23)	591.1 (26)	584.2 (19)	580 (13)	513.3 (6)	553.3 (12)	575.3 (17)	526.4 (25)	573.4 (23)	618 (19)
Math Category 2	460 (8)	471.1 (19)	460.7 (16)	482.6 (15)	490.6 (16)	480.5 (17)	475.3 (32)	471.3 (15)	461.7 (23)	552.4 (31)	484.0 (20)	475 (24)
Category 1 and 2	547.1 (24)	525.3 (38)	528.9 (39)	551.4 (41)	541.4 (35)	523.6 (30)	481.3 (38)	507.7 (27)	510.0 (40)	528.8 (51)	531.8 (43)	538 (43)
Category 3 and 4	387.1 (35)	518.2 (22)	493.3 (27)	477.0 (34)	493.5 (28)	484.7 (34)	420.3 (33)	484.8 (29)	486.4 (17)	465.9 (32)	474.1 (31)	360 (3)
Category 5 and 6							591.7 (23)	579.5 (21)	640.0 (1)	0	0	516 (33)
All students	505.3 (59)	522.9 (60)	514.4 (66)	517.7 (75)	520.1 (63)	513.2 (64)	486.9 (94)	518.7 (77)	505.3 (58)	496.8 (88)	507.7 (74)	522 (79)

CATEGORY 1 = HIGHEST MATH SEQUENCE OF COURSES AVAILABLE TO STUDENTS (4 YEARS)

CATEGORY 2 = MATH SEQUENCE OF COURSES BEGINNING WITH ALGEBRA 1 (4 YEARS)

CATEGORY 3 = IRREGULAR OR INCOMPLETE MATH SEQUENCE (NO MATH SENIOR YEAR)

CATEGORY 4 = LOWER MATH SEQUENCE

CATEGORY 5 = ALG 1/ALG 2 IN MIDDLE SCHOOL & AT LEAST 3 YEARS OF MATH

CATEGORY 6 = ALG 1/ALG 2 IN MIDDLE SCHOOL & AT LEAST 4 YEARS OF MATH

Revised: May 2014

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**College In The High School  
2006 - 2007 THROUGH 2013 - 2014**

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
<b>STATISTICS</b>			
2013-2014	16	15	0
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
Instructor: 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
Instructor: 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
Instructor: Mrs. Rapp			

BERMUDIAN SPRINGS SCHOOL DISTRICT  
7335 Carlisle Pike, York Springs PA 17372-8807

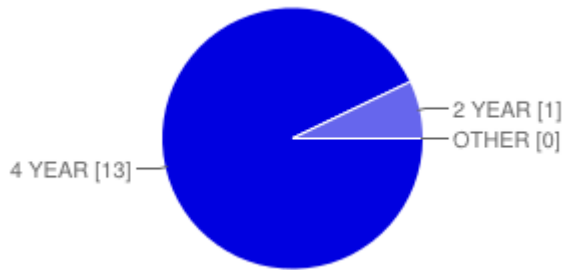
**DROP OUT PROFILE**

School Year	2013- 2014	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007 - 2008	2006 - 2007	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001- 2002	2000- 2001	1999- 2000	1998 - 1999	TOTAL all YEARS
<b>SEX</b>																	
Male	2	5	8	5	4	5	13	10	7	13	8	2	7	6	14	9	118
Female	2	4	3	3	3	0	7	5	2	5	4	9	4	5	8	13	77
<b>RACE</b>																	
Black	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Hispanic	2	1	1	1	0	2	2	1	2	1	0	1	0	2	0	1	17
White	2	7	10	6	7	3	18	14	7	17	12	10	11	9	22	20	174
Asian	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
<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	1	3	2	2	0	1	0	3	1	11	24
17	3	3	10	4	4	3	9	8	2	6	8	7	5	3	10	6	91
18	1	6	1	3	3	1	8	2	4	8	4	3	6	5	8	5	68
19	0	0	0	1	0	1	2	2	1	2	0	0	0	0	3	0	12
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	1	0	0	0	0	0	1	2	1	5
10	1	1	2	1	0	0	2	1	2	4	1	1	3	4	5	7	35
11	3	2	3	2	2	1	3	7	4	6	6	5	2	4	6	11	67
12	0	6	6	5	5	4	15	6	3	8	5	5	6	2	9	3	88
<b>PROGRAM</b>																	
General	3	9	9	4	7	3	18	15	7	10	8	8	7	9	16	17	150
Academic	0	0	0	2	0	1	2	0	0	0	0	1	0	0	1	0	7
Vocational	0	0	2	0	0	0	0	0	0	2	0	0	0	1	0	5	10
Exceptional	0	0	0	2	0	1	0	0	2	6	4	2	4	1	5	0	27
<b>REASON</b>																	
Academic	0	0	0	1	0	0	5	4	6	8	4	3	5	1	6	5	48
Behavior	0	0	0	0	0	0	2	2	0	0	0	0	0	2	0	2	8
Disliked School	2	2	4	4	3	2	8	9	1	5	1	5	5	5	8	4	68
Child Care	0	1	2	1	1	0	1	0	0	2	1	0	0	0	1	3	13
Work	1	4	2	2	2	3	3	0	2	3	6	0	0	1	2	4	35
Other	1	2	3	0	0	0	0	0	0	0	0	3	1	2	5	4	21
Runaway/Expo	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
<b>Total Dropouts</b>	<b>4</b>	<b>9</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>20</b>	<b>15</b>	<b>9</b>	<b>18</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>22</b>	<b>22</b>	<b>195</b>



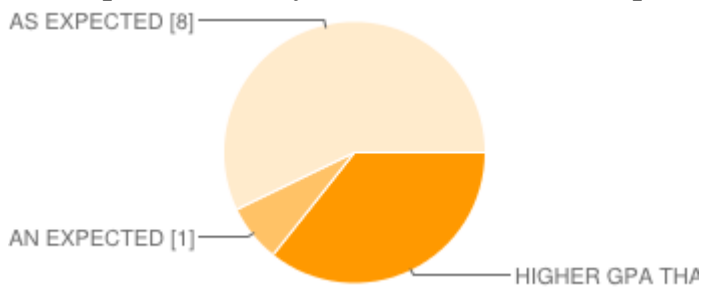
**GRADUATE SURVEY  
CLASS OF 2013**

**TYPE OF COLLEGE ENROLLED IN**



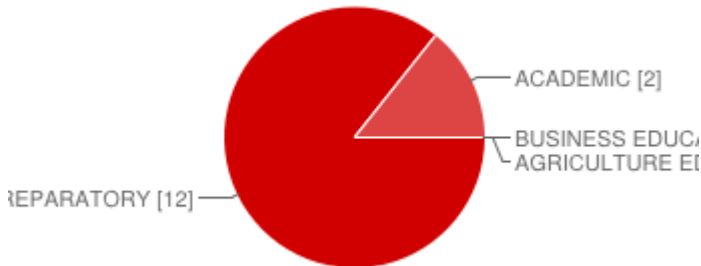
4 YEAR	13	93%
2 YEAR	1	7%
OTHER	0	0%

**Actual post-secondary GPA attained vs Anticipated GPA**



HIGHER GPA THAN EXPECTED	5	36%
LOWER GPA THAN EXPECTED	1	7%
ABOUT THE SAME GPA AS EXPECTED	8	57%

**Curriculum enrolled in @ BSSD**



COLLEGE PREPARATORY	12	86%
ACADEMIC	2	14%
BUSINESS EDUCATION	0	0%
AGRICULTURE EDUCATION	0	0%

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

Helped to make better use of time	5	63%
Helped to be better prepared to complete long range assignments	6	75%
Helped adhere to higher expectations	7	88%
Other	4	50%

People may select more than one checkbox, so percentages may add up to more than 100%

## GRADUATE SURVEY RESPONSES

TYPE OF COLLEGE	AREA OF STUDY	ACTUAL GPA ATTAINED VS ANTICIPATED GPA	WHAT SUGGESTIONS CAN YOU OFFER THAT MIGHT IMPROVE THE EDUCATIONAL PROGRAM IN BSSD?	CURRICULUM ENROLLED IN @ BSSD?	WERE ANY ADVANCED LEVEL COURSES TAKEN DURING SENIOR YEAR @ BSSD?	IN WHAT WAY DID THE ADVANCED LEVEL COURSES HELP TO PREPARE FOR COLLEGE?	IN WHAT WAY WERE THE CURRICULUM / PROGRAMS IN BSSD HELPFUL?	BIGGEST ADJUSTMENT THAT NEEDED TO BE MADE AS A FRESHMAN?
4 year	Criminal justice	Higher than expected	Talk to us about college	Academic				Studying skills
4 year	Wildlife biology	Higher than expected	None	College preparatory	Honors gov't / economic s, CHS calculus, honors English, CHS us history	Helped to be better prepared to complete long range assignments, helped adhere to higher expectations , improved writing skills	Prepared me for more difficult courses	Studying
4 year	General missions intercultural studies	About the same as expected	More in-depth assignments	College preparatory	Honors gov't / economic s, honors English	Helped to make better use of time, helped to be better prepared to complete long range assignments, helped adhere to higher expectations	Helped me to learn what I truly enjoyed learning about	Course changes. Classes I signed up for were too easy.
4 year	Meteorology minors- communications, risk management, and broadcasting	About the same as expected	Adding more classes- I know this is a hard one to do because of space and because of money. But heading into college I have seen people take a wide range of different classes offered at other school. Another improvement would be creating adv bio, the honors bio I had freshman year was little to no help with me taking bio in college.	College preparatory	Physics, CHS calculus, honors English, CHS us history	Helped adhere to higher expectations -CHS calculus hurt me overall, and would not recommend it to any student in BSHS. College calculus is completely different. Imagine walking into calc 2 and being told no calculators are allowed, ever. That was a real shock because in x's class that was basically how I did most of my calc.	After arriving in college I found out that other schools have many other options, more than we do.	Biggest adjustment is using your time wisely. There is less class and more outside the class work. But other than that it is mostly the same.

TYPE OF COLLEGE	AREA OF STUDY	ACTUAL GPA ATTAINED VS ANTICIPATED GPA	WHAT SUGGESTIONS CAN YOU OFFER THAT MIGHT IMPROVE THE EDUCATIONAL PROGRAM IN BSSD?	CURRICULUM ENROLLED IN @ BSSD?	WERE ANY ADVANCED LEVEL COURSES TAKEN DURING SENIOR YEAR @ BSSD?	IN WHAT WAY DID THE ADVANCED LEVEL COURSES HELP TO PREPARE FOR COLLEGE?	IN WHAT WAY WERE THE CURRICULUM / PROGRAMS IN BSSD HELPFUL?	BIGGEST ADJUSTMENT THAT NEEDED TO BE MADE AS A FRESHMAN?
4 year	Occupational therapy	About the same as expected		College preparatory				
4 year	Physics/environmental science	Lower than expected	BSSD gave too much homework so I found myself, and other students, did it just to get it done. But when you have free time in college you need to be able to relax and learn on your own. I totally would have done this more in high school but I did not have the time to do the work load.	College preparatory	Physics, honors gov't / economics, CHS calculus, honors English, CHS US history	Helped to make better use of time, helped to be better prepared to complete long range assignments, helped adhere to higher expectations	Was presented in ways that I could use when studying my material.	Learning to take time to do more than just what was assigned (didn't have enough time in HS)
4 year	Undeclared	About the same as expected		College preparatory				
4 year	Nursing	Higher than expected		College preparatory	Honors gov't / economics			
4 year	Special education	Higher than expected		College preparatory	Honors English	Helped adhere to higher expectations		
2 year	Political science	About the same as expected	Better food/more two hour delays	Academic			Greenhouse/government/economics	The long drive to HACC.
4 year	Business administration / marketing	About the same as expected	Improve the level of difficulty and expectations of the honors courses. Also, "college prep" courses don't prepare you for college.	College preparatory	Honors gov't / economics, honors English	Helped to make better use of time, helped to be better prepared to complete long range assignments, helped adhere to higher expectations	The only programs in BSSD that were truly helpful to me in preparation for college were honors English 11th and 12th grade and honors government/economics. Especially honors economics/government. That class is run very similar to an actual college level class and, at the time I hated it, but now I appreciate it more than anything.	Time management and getting used to the fact that your grade is based on about 5 assignments instead of 20 or more. Also, the courses are much more condensed and there is a lot more material learned in a much shorter amount of time. Study habits were hard to learn and adapt to at first.

TYPE OF COLLEGE	AREA OF STUDY	ACTUAL GPA ATTAINED VS ANTICIPATED GPA	WHAT SUGGESTIONS CAN YOU OFFER THAT MIGHT IMPROVE THE EDUCATIONAL PROGRAM IN BSSD?	CURRICULUM ENROLLED IN @ BSSD?	WERE ANY ADVANCED LEVEL COURSES TAKEN DURING SENIOR YEAR @ BSSD?	IN WHAT WAY DID THE ADVANCED LEVEL COURSES HELP TO PREPARE FOR COLLEGE?	IN WHAT WAY WERE THE CURRICULUM / PROGRAMS IN BSSD HELPFUL?	BIGGEST ADJUSTMENT THAT NEEDED TO BE MADE AS A FRESHMAN?
4 year	Finance	About the same as expected	I think all classes should include more long-range projects and due dates to make students use their time more wisely.	College preparatory	Honors gov't / economics , honors English, CHS us history	Helped to make better use of time & to be better prepared to complete long range assignments, helped adhere to higher expectations	I think the tougher class curriculums helped me realized what the college classroom would be like.	Making better use of my time, and bettering my study habits.
4 year	Nursing	About the same as expected	My biology and chemistry classes did not prepare me for a medical program. Most other students in bio and chem in college and even teachers considered freshman classes refreshers from high school. Everything was new to me and I struggled whereas my friends had already learned the curriculum in high school.	College preparatory			Not sure.	Studying. I never studied in high school. However, I did make the dean's list my first semester
4 year	Sport management	Higher than expected	More assignments with presenting in front of the class	College preparatory	CHS calculus, honors English, CHS us history	Helped to make better use of time, helped to be better prepared to complete long range assignments	Challenged me and prepared me for the college workload	Time management and knowing when things were due as professors won't remind you like high school

BERMUDIAN SPRINGS SCHOOL DISTRICT  
York Springs, Pennsylvania 17372-8807

**POST-GRADUATE PLANS CLASS OF 2014**

**FOUR-YEAR (State-Related)  
Commonwealth  
UNIVERSITIES**

Penn State University - 8

University of Pittsburgh- 4

Temple University - 2

**FOUR-YEAR STATE  
COLLEGES AND  
UNIVERSITIES**

Clarion University - 1

Indiana University of PA - 2

Kutztown University - 1

Lock Haven University - 2

Millersville University - 1

Shippensburg University - 5

Slippery Rock University - 2

West Chester University - 3

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

Arcadia University - 3

Drexel University - 1

Duquesne University - 1

Elizabethtown College - 1

Gettysburg College - 1

Juniata College - 1

Lancaster Bible College -1

Lebanon Valley College -1

Marywood University - 1

Messiah College - 1

Pennsylvania College of  
Health Sciences - 2

Philadelphia University - 1

Point Park University - 1

Robert Morris  
University - 1

Wilkes University - 1

York College of  
Pennsylvania - 3

**STATE/PRIVATE FOUR-  
YEAR COLLEGES &  
UNIVERSITIES  
(OUT-OF-STATE)**

Antonelli Institute - 1

Bridgewater College - 1

Brigham Young  
University - 1

Clemson University - 1

Full Sail University - 1

High Point University - 1

Liberty University – 1

Mount St. Mary's  
University - 2

MMI - 1

State University of New York  
@ Purchase College - 1

Princeton University - 1

Rochester Institute of  
Technology - 1

Wentworth Institute of  
Technology - 1

**TRADE/TECHNICAL &  
BUSINESS SCHOOLS**

McCann School of Business &  
Technology - 2

Pennsylvania College of  
Technology - 1

Universal Technical Institute -3

York Technical Institute - 5

**COMMUNITY COLLEGES**

Harrisburg Area Community  
College - 27

**Other Post –Secondary  
School (non-degree)**

Empire Beauty School - 4

Academy of Media and  
Photography - 1

**MILITARY – 7**

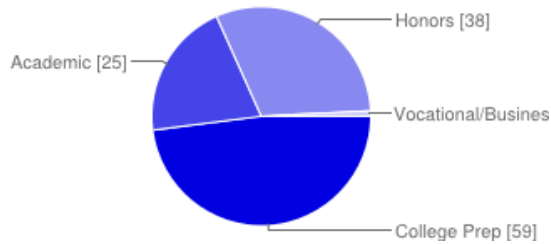
**Employment – 15**

**Undecided - 10**

- 4-Year College/University - 66 (47%)
- 2-Year College/Trade School/Community College - 48 (31.5%)
- Military - 7 (4.5%)
- Employment - 15 (10 %)
- Undecided - 10 (7%)

## CLASS OF 2014 SENIOR EXIT INTERVIEW

### WHICH CURRICULUM DID YOU FOLLOW?



College Prep	59	48%
Academic	25	20%
Honors	38	31%
Vocational/Business	1	1%

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

# Yrs	Total	Percent	# Yrs	Total	Percent	# Yrs	Total	Percent
13 yrs	84	68%	9 yrs	2	2%	5 yrs	3	2%
12 yrs	5	4%	8 yrs	6	5%	4 yrs	6	5%
11 yrs	1	1%	7 yrs	4	3%	3 yrs	2	2%
10 yrs	2	2%	6 yrs	4	3%	2 yrs	2	2%
						1 yrs	2	

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

To advance in certain levels in classes
I had difficulty learning with my learning disability
Because they best prepared me for the work force.
Because they were things I wanted to do
Because of all the classes the ones I picked sounded fun.
I was interested in the teachings of the classes.
To decide what I wanted to do when I was older
I liked the description and the teachers also I love animals and agriculture
Because they fit my abilities to the best that they can be.
They seemed like interesting classes and I love music
I thought it would benefit by education
I selected courses that I was interested in.
I didn't want to overwork myself with honors classes. I think the work load would have been too much and college prep was more my speed.
I thought the courses were interesting
I thought they would be interesting and expand my base of knowledge. All the classes I took were taken to try something new.
I plan on going to college.
I selected my courses in high school based on my career choice
I took mainly CP and some Honors to give myself a challenge but not too much of a workload.
To not be bored with slower classes
I took them to challenge myself and to make sure I took difficult classes so it looked good on my transcripts.
I selected these courses because I feel they would be better for me to have a better learning experience with these classes.
I selected them just because I thought they were interesting. I also think they were going to be fun and exciting to learn.

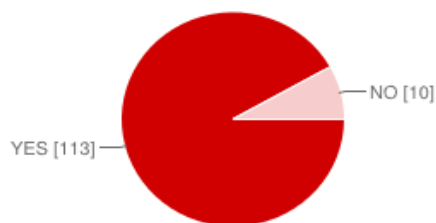
I planned on going to college
I wanted to take classes that I knew I would be interested in. I also wanted to make sure that I was giving myself enough of a challenge, but not too much because I didn't want to take courses that I could not handle.
I chose the courses at the college prep level because I planned on one day attending college and most of the courses I took were closely relevant to what I wanted to do for my future career
I took the courses because I wanted to challenge myself for college. Also, I wanted to take courses I would enjoy.
to try new things, to try and find what I like or something I'm good at doing
Most because they were required. Others I took because I was interested or thought it was an easy credit.
To help me and prepare for college.
I selected the courses because I was trying to take classes that were somewhat relevant for my career choice.
I took CCNS for two years because I am going to college to be a teacher, I just took classes that interested me and classes that I need for college.
Because I wanted to be challenged.
I took them because I wanted to be prepared for college
I chose the classes I chose in high school because they would make me look good to colleges. There were not many extra classes that interested me that I could take so I most choose classes that were required.
Because I needed credits.
I selected the courses based on the level of education I would receive and also based on who the teacher was.
Because they were things that I was interested in and that would teach me real world skills.
Because I had to take so many credits so I took the classes that didn't suck as bad as the rest
So I would have enough credits to graduate and some to be challenging.
whenver I first started here at Bermudian Springs School District I didn't know any English (my first language was Spanish) but I didn't know how the system work so the teachers thought that taking academic classes would make my experience here at this school easier.
I looked for classes that would be fun.
I selected the courses I took because I liked those classes, and enjoyed learning at that level.
I chose my courses depending on what I thought would challenge me and on what seemed suitable for me.
I selected them based off things that interested me.
I selected the courses that I did in high school because I wanted to try those classes and I liked them. I wanted to challenge myself at the college prep level.
I chose the course I took because they sounded interesting and I wanted to make my high school years good and I wanted to do stuff that I wanted to do.
cause I had to and personal interests
I chose these classes because English is not my first language and I thought these classes were going to be easy.
I chose academic courses because I am a slow learner. I selected ag courses because I thoroughly enjoy agriculture and the outdoors. And I selected art for three years. Although I have taken all four levels I did not select art for my freshman year, it was automatically scheduled. After that I enjoyed the course and decided to schedule it the other years.
I selected the courses I took because it was the courses that I wanted to learn about. Then some of the courses were just to get credits to graduate.
To prepare myself for the future.
They were easy but in a way I felt they will help me with my future.
I select them because I thought that they were going to be helpful for my future. All the classes I took taught me a great lesson that I know is going to be a good for me.
I selected accounting and business courses, when I failed some of those; I went to agriculture, and technology education.
Because they were suggested to me.
I wanted to challenge myself throughout my high school career. I also thought the lower level selections would be too easy.
My parents made me pick it and advice from them told me to take the courses
I was told as an incoming freshman that college prep courses would be the best choice for me.

I wanted to be prepared for college and challenge myself in school.
To prepare myself for college
I selected the courses I took in high school because I wished to be challenged, and I wanted to be prepared for my life in the future. Also, I tried to pick courses with which I was interested.
To prepare me for college
I wanted to challenge myself as much as possible in High School to better prepare me for College and make me a more desirable choice when competing for any future endeavors.
Well my dad made me take the harder classes in order to advance my educational experience.
I selected the courses I did in high school in order to prepare for the career path I want to follow. I plan on majoring in public relations and sports management, so I tried my best (with what was offered) to take classes that put me where I need to be. I wish there would be a Broadcast Journalism offered during my high school experience however because I truly feel it would have been beneficial. I decided to take honors classes to both challenge myself and to prepare myself for college. I decided to take CHS classes this year in order to be a step ahead of some of my college peers. I feel it is something that can set me apart.
I chose the courses I did in order to prepare myself for a well-respected college or university. I knew I could handle the challenge, and I wanted all the experience I could get at Bermudian. I wanted to be with a group of students that wanted to learn.
I took classes that interested me and ones I thought would best prepare me for college.
parents made me
I chose these courses because I knew that it was important to gear myself toward a math and science based future. I filled my schedule each year in an attempt to remain academically rigorous, and focused mainly on filling my senior year with helpful courses that may relate to my major.
I wanted to do well in life and challenge myself.
To get me prepared for college
Personal interest, friends influence
I was interested in them for a possible career field
I chose the wide variety of courses due to the fact that, in the military, I will obtain college degrees for next to nothing. With my wide, generally based knowledge, I will have a good foundation to achieve many college level degrees so that, no matter what happens after I retire from the Armed Forces, I should be able to find a job.
I chose those classes because they were what I was interested in.
I wanted to prepare myself for college.
I wanted to challenge myself.
I selected the courses so that the courses would count towards college
They were courses that I was interested in and thought could help me out in the future.
The classes were able to challenge me and the workloads were able to help me manage my time more wisely.
I wanted to approach the classes my freshman year hesitantly, only because I wasn't sure what to expect in the high school. As I continued through school, I liked the level of difficulty the college prep classes were, so I kept those.
Some of the courses were because I was interested in them, and others I were forced to take because it was required.
I took many honors, chs, and advanced courses to challenge myself and hopefully help me get accepted into a college of my choice.
I selected my courses because I truly enjoyed the subject and was fairly good at it.
By selecting the courses that I took, It will help me further my education in my specific future classes.
To challenge myself and my abilities in my education
I like to be challenged. I thought the courses would be the best to prepare me for college.
I wanted to challenge myself because I knew I was going to college and I wanted to be prepared. I mean my sisters always took honors too so I had to keep the legacy.
They helped the GPA the most
I wanted to challenge myself and prepare myself for college. Also, I wanted to be surrounded by classmates who cared.
I wanted to challenge myself and advanced classes look better for college.



I wanted to take courses that looked good on a college application. Also, when I tried to take a college prep class, the curriculum went slower than I needed it to. My parents were also proud of me for taking what they considered to be harder level classes.
The courses I took in high school were decided on what I thought I would enjoy. I figured that if I did not have fun in my classes, I would not do well.
To prepare me for college and the career field I would like to enter into.
I choose challenging classes to impress future colleges that I would be applying to. I also selected classes based on my interests like band, Spanish, and science oriented classes. I also chose to take several CHS classes to get college credits out of the way in high school to make it easier on myself in college. Many classes however were required so there was actually little room for personal selection.
I wanted a challenging curriculum that would look good for colleges
I chose the courses that I took in high school because I had to; it was required. Select courses were chosen because I had an interest in the course description or because they were mandatory for my major in college.
I chose the courses I did because I wanted to challenge myself in some ways than others. Some were required while some may be mandatory for college or I had a general interest in the subject.
Because I received good grades up to that point, and I felt that in the higher level courses I would be challenged more. And I would prefer to be at a level where I am being challenged and learning more, rather than in a course that I would just get good grades in because it was relatively easy for me.
I wanted to be prepared for college
Because I felt like they were the right classes for me. I wanted to challenge myself with honors but I would not have been able to handle it with work.
I wanted to do the things that I enjoy in life: music and art. I decided to challenge myself and took honors classes, but this year I decided to try and take it easy.
I took classes that would challenge me, but wouldn't push me to the point that I couldn't keep up with the work.
I wanted to take the best classes that I felt would prepare me for my college career
Because they would look good on college applications.
To broaden my knowledge in the field I want to study for college.
They were the ones I was interested in.
They either interested me or would help me when I got to college
I selected a variety of different courses just to get an idea of what I wanted to do after high school.
Because of the education I was going for after school, it made sense to me because of what I want to do after school.
Because they interested me the most.
I felt like if I would have taken academic classes I would not be challenged but I did not want to fall behind taking all honors classes.
to make my way through high school and set up my future
They interested me.
to better myself for my future

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



YES	113	92%
NO	10	8%

**1. BRIEFLY COMMENT ON YOUR EDUCATIONAL EXPERIENCE**

Some of the teachers were not fair in grading based on if you are or are not in FFA.
It was fun
it was ok there's a lot of drama
Friendly teachers, good learning, and fun learning experiences.

It was a good experience, I learned a lot.
it was very good but some teachers are bad at keeping classes separate
It was semi-fruitful
The teachers were able to help and it was great seeing the different teaching styles between each teacher.
it was challenging but rewarding
it was very helpful and made me a good person
My educational experience was enjoyable. I enjoyed the classes I took and the electives I chose. My teachers were very caring and understanding. Overall, I enjoyed my years at Bermudian Springs.
I learned a lot of things about a lot of different subjects.
The teachers were helpful in most of the classes.
It was a good educational experience and the teachers were amazing, smaller schools seem like the best thing.
I feel that the classes were very easy to understand, and all the teachers were approachable when we needed help.
I learned a lot here but only with certain teachers.
My teachers did a good job with being thorough with their teaching. I have been able to maintain good grades all throughout my educational experience.
My educational experience was good. I liked my teachers and all my classes I took. Some were harder than others, but they were still fun.
The teachers teach well and are mostly cooperative.
Most of the teachers in the school are excellent educators and teach meaningful and useful classes. However, there have been a few classes that I have felt like the teachers never taught the class anything.
I think my educational experience went very well and it is challenging.
In the math department, they really screw me up. They should not put a single student in the 7th grade (I don't care how dumb they are) in regular math. It messes up your courses if you want to college for all of High School. I am a senior now and I would be in Alg 2, now that's just not right! Colleges want you to have math through Alg 2 and you should not have to take that class as a senior with a bunch of underclassmen.
It was good.
I had a good educational experience, all the teachers were good. the only class I had trouble with was algebra 2 with "XXXX".
I don't think Bermudian does a good job at educating students because of the way they do things. I think Bermudian should have block scheduling like most schools do because it allows more time in class to learn and also more one on one time with teachers. It also helps gain more credits.
I enjoyed my time here.
I learned a lot and retained some of the information.
It was full of fun experiences and had some good and bad times depending on if I was in trouble.
Many of my teachers were great to have with a few exceptions.
Great education could have been better.
It was a very good experience and I learned a lot from the teachers.
It was a very good one. Some teachers were better than others but overall, my educational experience was a good one.
It was enjoyable.
It was a very long process but it was a fun experience
I had a great experience in this school because teachers were good helping me with things I did not understand. I made a lot of friends who were always helping me
It could have been a lot better.
I used high school to get involved in a bunch of activities like student council, class president, and interact club. I have made memories in these organizations that I will never forget.
Government made me feel like a failure. but other than that I was tested educationally and I enjoyed a lot of the teachers, except government
There were too many students in the honors classes who should not have been in my class. I became frustrated a lot because the classes were too easy and the curriculum was changed and made easier to accommodate people who should not be in the class. Throughout the years, it was hard to schedule classes and receive all the advanced courses. It seemed like the schedule was planed around less advanced students. Also, when talking to other students from other schools, there were not enough AP credits. The HACC credits meant nothing to most prestigious schools and I could not apply them to my major.
My education experience was well-rounded.
I took the best we offered. Unfortunately, the available courses were quite limited. However, I understand we offer the most we can based on size.

It was a fun four years that has had a huge impact on my development as a person. Socially it helped me to grow friendships with others and learn how to avoid conflict. I would say academically they were a good four years but perhaps somewhat below what I needed. No quarrel with my school but rather the educational system at large held me back from my potential.
Well some teachers were very nice and others were absolutely downright terrible. The good teachers' classes even if it wasn't a strong subject for me I enjoyed the class. The terrible teachers made life completely miserable in class. Government was one class of a miserable class. Let me clarify, government pretty much ruined high school for me.
I believe that for the most part my educational experience was well-rounded. However, I wish there were more course offerings that would have helped me prepare for my major. I realize, however, that because this is a small school, most times it wasn't possible to offer more classes.
I believe that many classes earlier in my education were not challenging enough. I was bored with the material and did not do as well as I wanted. I also think that in high school, teachers cared immensely about our success. Although in high school, especially senior year, I was extremely overwhelmed with all that was asked of me. It pushed me to get the best grades I've ever gotten in the 13 years I've been here.
I hated government, worst class ever, should be cut from the curriculum or actually to fire that teacher, there is no reason we should get a 130 question packet and it only be worth 30 points, for every one wrong you get -1 and that is completely ridiculous, and also a C is not average for an honors student so there is no reason I should get a C when I do A work
As I grew up in High School, I was faced with many challenges. Trying to balance school work with outside work was a challenge, but I managed and was able to gain skills such as time management and proper work/study habits.
Well I really liked the teachers overall they were really good. Some classes were really super good and some were just average. However one class really killed my high school career. Government. Her grading system seems way out of date and very biased. She thought she was the best thing ever, but really she only deserves a C because a c is average and well maybe even a C is being a little nice. Really I tried hard and still almost failed. That is less then acceptable for me I feel.
Meh' would be an appropriate word, primarily because while I guess it does provide the most base of the basics, it does very little to provide much of anything else of substantial benefit or development.
It was a great 13 years.
It was good, except for "XXXX"'s class. She is rude and assigns an excessive amount of homework and projects. I took CP English, not "XXXX".
It was not easy, but I was happy with my results.
Some of the courses were very hard
I loved coming to school. I felt I had a nice balance of friends, academics, and extracurricular activities, so that probably helped. I was always encouraged by teachers to try my hardest and be my best.

### LIST YOUR FAVORITE SUBJECT IN HIGH SCHOOL

Advanced Biology - 1	Construction Technology - 1	Intro to World Music - 1
Advanced Chemistry - 2	Culinary - 1	Math - 9
Ag Business - 7	Earth and Space - 1	Physics - 3
Algebra - 2	English - 4	Pre-Calculus - 1
Anatomy - 2	Fashion design - 1	Psychology - 2
Animal Science - 1	French - 1	Science - 5
Art - 10	Geometry - 4	Sociology - 5
Band - 2	Gov/Econ - 3	Sound Engineering - 3
CAD - 1	Graphics - 3	Spanish - 1
Calculus - 3	Greenhouse - 2	Speech - 1
CCNS - 2	Gym - 2	Steel Band - 3
Chemistry - 3	History - 22	World Music - 1
Chorus - 1		

#### 1. WHY WAS THE SUBJECT YOU LISTED YOUR FAVORITE?

I have loved it since 10th grade.
the teacher was fun to work with
Because it had an interesting course.
because my English teacher was my favorite
I get to use some of the creativity that I have to make fun foods.

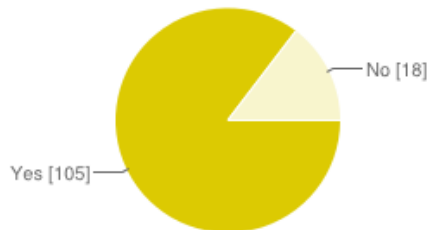
We learned more about the rest of the world's musical culture and got to play tubano drums.
I picked up on what I was learning quickly and it was always really easy for me
this class was very hands on and we got to see and market our product we raised
"XXXX" was most definitely the best teacher I have ever had in any of my schools that I had gone to. She made the notes easy to follow and her work that she gave us was on the dot when it came to accuracy with the notes which helped us understand it even more. I think that, without a doubt, Informal Geometry with "XXXX" is the best class if you want to start learning about the subject.
I loved the teacher and I thought it would be a cool class to take
I like to learn about the past
I like to learn about U.S. history I think it is interesting.
I love history and the curriculum the teacher taught included military history which I really enjoy. However, the teacher was unorganized and got off topic a lot and picked favorites.
It's the subject that I can understand better. and I like working with numbers
It is the only class I felt adequate in I know I am not very good at school or really care much for most subjects but one thing I've always been proud of and skilled in is talking My vocabulary is a decent sized arsenal and my ability to add emotion to words in order to truly convict my audiences is why I felt the class was my favorite it was what I am good at.
"XXXX" is an excellent teacher and actually cares about her students more than just teaching.
It was based around my career and an interesting subject
It was interesting and "XXXX"made everyday fun.
I have always enjoyed math
I really enjoy music and "XXXX" is a great teacher. I love being able to express myself through steel band because the music is easy to follow and understand.
Math was my favorite subject because it is the easiest subject for me to learn and understand.
My only subject in school that I either enjoyed or looked forward going to was band.
It was the easiest subject to me and I actually enjoyed working in this class
I am very good at writing.
Because "XXXX" has taught me so many valuable life lessons, and other skills I can take with me after I graduate that will hopefully make me successful in life
It not only challenged my skills, but also got to be creative while doing school work.
I had fun in that class and I felt I learned a lot and did well.
In addition to my interest in History, I found teachers such as "XXXX", and "XXXX" to be teachers that are skilled in the subject they teach and can present interesting and meaningful lessons.
Because that is supposed I might want to major in college.
This is my favorite class because "XXXX" made the class very fun and made me understand the class much more by getting me involved.
I adore "XXXX" she is a great teacher, who generally cares about what her students learn and how they are doing.
I was interested in that class.
I have always enjoyed history and I am moving onto college to be a history education major
I chose study hall as my favorite subject because it allows time to work on assignments. I do not believe enough time is given to work on assignments on any of the subjects and too many assignments are assigned at one time. It is unfair to the students who have jobs and sports and do not have effective time to work on school.
"XXXX" taught me so much about how I have to realize once school is over its time to get my life in order and there are things that I'm going to have to do to be successful. Geometry because me and "XXXX" are best friends.
I like the way the class was taught and I liked how open the conversation in the room was throughout the year.
Because it was something I loved and wanted to do.
because he was a good teacher and wasn't uptight about everything like all other teachers
It was the funniest and most interesting.
I love equations, and numbers are the same in most countries.
Math comes very naturally to me and was no challenge at all.
It is fun.
It was challenging and math came natural to me.
This was my favorite subject because I always look forward to working with the young children. "XXXX" does a great job of making that a great experience as long as you are truly interested in child care you will enjoy this class so much.
I selected social studies because I mostly did very well in these courses throughout high school.

I enjoy doing Math.
very relaxed, lenient, and fun
I like to learn about animals
Ag Business was my favorite class because I excel in agriculture and enjoy "XXXX"'s teaching skills.
I enjoy learning about new technologies and innovations.
It taught me a lot about planting seeds and maintaining a garden
I was interested in the subject
it was my favorite because in there I had good teachers that help me
Construction Tech. interested me; I did well, and was engaged in the class.
It gave me a break from my actual classes, and it was fun.
I have a strong liking for any math course, and this was one of the only courses that did not really have a background in so it made it challenging.
We did a lot of fun stuff on the computer and were able to learn about screen printing, I had it when Mr. Lehr taught the class
I want to be a preschool/elementary teacher after college and that subject prepared me the most.
I loved to learn about the past events in our country and other countries. They remind me of stories and I love reading too. I also have decided to continue my education in history, since it interests me the most.
"XXXX" was a great teacher who got to know each student personally. I was challenged in all four years in taking art. From the class I have become not only a better artist better a person. "XXXX" makes every student feel special talented. In addition, unlike in other classes, when I finished work early I was not given filler assignments but I instead created meaningful projects.
This subject was my favorite because not only did it challenge me, but it retained my interest throughout the entire year.
I want to continue a career in this field.
I like to sing and Chorus accommodated this well.
I really enjoyed the teachers and I really enjoyed the layout of the class and working with different styles of graphic design.
I enjoyed learning about sociology because it is interesting to understand how people interact and behave in a social situation. Also, "XXXX" was the best teacher I had during my high school years. He truly cares about his students, and works hard to provide a class that is both interesting and beneficial.
CHS Calculus has been by far the MOST challenging class I have ever taken. It may be the most challenging course offered here at Bermudian. I loved how enthusiastic my class, and "XXXX" for that matter, is about the subject we are studying together. Everyone is there to learn.
I have always been really good at math and it interests me to see how all of the different concepts relate to each other within the subject. It is very satisfying to me to be able to solve mathematical problems and formulate algorithms to find the definite solution to problem.
The teacher was patient and allowed us to learn a lot of things that relate to the real world. Allowed us to learn the material not just memorize it
This decision was tough mostly because I have enjoyed nearly every math and science course that I took. My final decision was between Calculus and Physics. These two courses were different from the rest and taught me information that wasn't similar to my other classes. I feel that Calculus tested my abilities and prepared me for my future.
Well they weren't government and I really didn't like government at all.
I don't know, I just found the subject enjoyable overall, I do not have any real substantial reasoning here.
"XXXXX" was a fun teacher and I enjoyed learning Spanish
I enjoyed all of the teachers I had for each of my history classes.
English, reading books that were unnecessary with no real educational point to them
Ag. Business was my favorite subject due to the fact that it allowed me to learn not only how to properly start my own business, it also gave me technical skills, such as welding, wiring, and carpentry, that I could use later in my life to cut my costs to live, even having the skills to possibly build my own house.
Art was my favorite because it was the only class that allowed me to work at my own pace and Art is something you have to learn from doing hands on versus sitting in class and studying information.
I really enjoy "XXXXX" as a teacher and I thought HE did a great job with making the class interesting.
I enjoyed the way the world works.
It taught me not only how to manage things in my life but, the class was very hands on and it helped me with things that I like to do.
Sociology is based on real life experiences that occur in everyday life.
Earth and Space science was my favorite even though I only had it for one year. Being able to perform

activities in the planetarium really helped me to get a better understanding of our earth and solar system. The experiments we did in that class also helped me to identify certain things about our earth and how old it is. I really enjoyed being able to engage in certain activities because it helped me learn and comprehend more than I have in any other class.
I really enjoy learning things about the past, and it seemed that all of the history teachers had this thing where they were just really passionate about what they do and teach. Two of them inspired me to continue my education to become a history teacher, and I can't thank them enough for that.
I'm a really creative person, and I felt at home in art. I could express myself through my work without any judgment. Also, Mrs. Robinson was my favorite teacher because she wasn't all about sports, like every other teacher, she actually cared about how her students were doing.
Art was my stress reliever, and it was something that stayed consistent in my life. I had the same teacher for four years, and even though it continued to get harder, I became a better artist. I also feel that "XXXX" knows me the best besides my homeroom teacher. Just having the same type of course kept me focused through the years.
I love art class because my teacher is a very caring and sweet individual who genuinely cares for her students and encourages you to go further and succeed without pressuring and rushing you.
Art was my favorite subject throughout high school for many reasons. In art I was able to excel at my own speed and I was also able to express my thoughts through a visual way.
I enjoy literature and "XXXX" is a good teacher
I loved math and the challenges that come along with it
I love learning more about the human body. It is very fascinating. Anatomy will be my main class throughout my college career.
Advanced Chemistry is the most challenging class I have taken and "XXXX" is such an awesome teacher who cares about his students succeeding.
I really like history and feel like I have had some good teachers in the history department.
I enjoyed the science combined with the math. The course was very fair. We did many labs. The information is very relevant.
"XXXX" made class fun and enjoyable. I learned a lot of helpful information in this class that will help me in college.
I really enjoyed "XXXX" as a teacher. Also, it was my best class I did very well in it and I felt that the subject matter was extremely interesting. If I were to go into teaching anything, it would be teaching Geometry like "XXXX"
This subject interested me and kept me interested. I have always wondered about our past and our way of life, so this was the subject for me.
I have an interest in biology and found the course material intriguing.
All of my social studies and history classes have been very interesting. I really feel like I have learned a lot of practical knowledge in these classes. In my social studies classes I have learned life lessons and have formed opinions about the world that I will hold for the rest of my life. In math and science classes, I did not really grow as a person and did not learn as much practical knowledge that I will be able to use outside the classroom. In addition, social studies has always been fairly easy as compared to other classes and the teachers were always enthusiastic about teaching.
"XXXX" is an awesome teacher, and he covered so many lessons that will help me in college.
I could not narrow down which science I liked. However, I loved the Chemistry 1 course and the curriculum taught in Biology.
It's difficult to choose just one subject in the science field, I very much enjoyed my biology course as well as my two chemistry courses. However, I feel that Earth & Space was not beneficial in any way.
I love science. I find every aspect of it intriguing, everything from studying body functions to projectile motion.
I really enjoyed using Photoshop and all our fun projects
I love math.
I love "XXXX"! He made coming to school a lot of fun, and he made me want to become an Anthropologist.
It was one of the classes that I've had more freedom and it was a stress relief type of class with minimal homework.
I really enjoyed the math process and how the work is supposed to be solved
It was my favorite because I did well in it and I understood it.
It is the class that is the closest to what I want to study, and music is my favorite thing in the world.
I love music, and I got to play drum set.
It was interesting and the class was never boring. "XXXXX" is a very good teacher and I could understand her teaching very well.

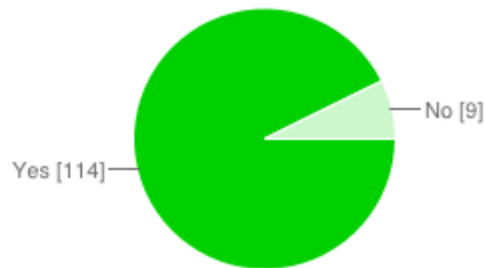
It interests me.
It interested me because we never learned the ins and outs of our economy and government. It was also my favorite because of the teacher I had and the care she gave to us throughout our year.
Because I like world history and ancient history related classes the most, also the teacher was awesome.
"XXXX" actually cares about her students and tries her hardest to keep all students successful.
I enjoy history
I liked most of the teachers, and I think it is very interesting.
I enjoy learning about events that happened in history

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



Yes	<b>105</b>	85%
No	<b>18</b>	15%

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



Yes	<b>114</b>	93%
No	<b>9</b>	7%

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

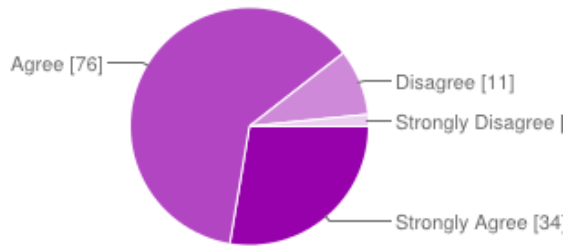
<b>Brief comment:</b>
they give us a lot of opportunities for clubs, sports, and band
I did FFA but for only 3 years, but it got to the point that I was not having fun because the teacher was not very nice to me and other students and would grade in favor of the students that were in FFA.
It was easy
I choose not to do after school activities
No need to change it.
Student trainer from 7th grade to 9th grade.
Everyone is welcoming
there are many clubs and athletics to participate in
There were only a few activities and clubs only happened once in a trillion years (it seemed)
yes, having clubs every Wednesday helps, but it's hard for the people in Adams County Tech Prep because we aren't there for clubs
Bermudian is expecting with all people to do extracurricular activities
I was able to join the National Art Honors Society which gave me a better application for college. I also played four years on the varsity softball team. I was treated fairly and got adequate playing time.
Everyone can join any sport or club if they want to. and people encourage other people to join
I get busy and stuff

There are many extracurricular students can be involved in and I think that is great
I did cheerleading, tennis, and high school musicals.
Bermudian Coaches have always played favorites and never give kids equal opportunities to participate in their sports
I participated in my extracurricular activities, including track, basketball, cross country, NHS, and NAHS.
I feel like we have a lot of opportunities at our school just not as much as other high schools that may be larger.
I had a good experience in sports. I did field hockey and also did track one year.
Although Bermudian has a good sports program the coaches play favorites for the students that try to be on the coaches good sides and suck up to them, even if they aren't the best athlete the coach has them play over someone that is possibly a better player for the spot. Also some students have been pushed away from a sport because they are promised a starting spot and then sit the bench.
Everything is so annoying.
I played many sports and was involved in many clubs and enjoyed them all
I liked how some of the extracurricular activities occurred during school and also after school.
I was in FFA and band for three years each so from 9th to 11th.
The options were there, I just didn't take them.
There were many opportunities for the students to join in.
I think there are many opportunities in this school to participate in at least one activity at school. The only suggestion I have is that everyone should have to join some type of club to get involved instead of just having a study hall.
Sports here are great and awesome.
No comment
the only thing I did was track and field and yeah it was fun to be involved in it
The opportunity was there, I just was not interested.
I pretty much was able to do everything I wanted.
Football, Wrestling were big helps with making friends and building confidence
I was never very interested in the extracurricular activities offered.
Sometimes the events overlapped making students have to choice what to do. Also sometimes the programs did not plan well around different events or did not want to have students doing more than one.
I enjoyed playing sports and liked how there was support from teachers towards athletics.
I felt I had ample opportunities to participate in a wide variety of extracurricular, but I know other students who had to be selective about their choices because different activities were not planned well around other activities.
Academics are so much more important than extracurricular activities. There is so much more importance put on extracurricular activities in this school as opposed to academics. There is also a slight prejudice against those who are not involved in extracurricular activities especially non-athletes. Teachers and administrators should be much more uniform with their students regardless of their involvement in extracurricular activities.
The extracurricular activities at Bermudian Springs High School are amazing. For such a small school we do really well! The only thing I wish we would have had were more sports opportunities. I really would have liked to have had competitive lacrosse or be on a swim team.
I really enjoyed playing sports and being in clubs. They challenged me and made me feel like I was doing something more.
I was able to participate in tennis, and for me that was beneficial and helped me grow as a person.
I think it is great how many students we have in sports, music, and other clubs, but I don't like how it is stressed the importance that you are involved in sports.
I participated in activities that interested me.
most kids that are in these activities do better in school
I was part of musicals for four years and part of the Interact Club for two years. I also had a great opportunity to create the Light Crew Club. These opportunities shaped my behavior and outlook on life. I have spent of 70 hours volunteering, mostly after school. I have ample time for extracurricular while also remaining academically challenged.
I really liked the sports programs here. Pits in football really made me try harder in school
Let's be real here; Bermudian Springs offers a pretty small (and by 'small' I mean laughably miniscule) variety of extracurricular, especially in the way of 'clubs' which for the most part are an absolute farce, being that they hardly constitute any sort of actual substance that actually furthered much of anything or occurred at intervals that could be easily described as 'effectively never'.
only certain kids are sometime chosen for sports as well as those specific kids are the only ones who get to play only because they are friends with or related to the coach



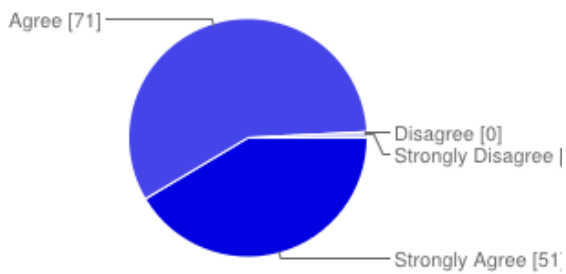
I only ever participated in the musical as stage crew during my Senior Year, but it was one of the most enjoyable experiences I have ever had. I made many new friends, and we all came together to make a great performance.

**I LIKE MY SCHOOL.**



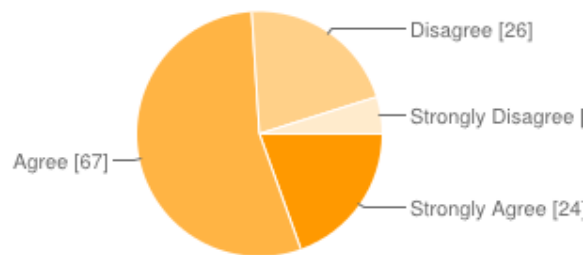
Strongly Agree	34	28%
Agree	76	62%
Disagree	11	9%
Strongly Disagree	2	2%

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



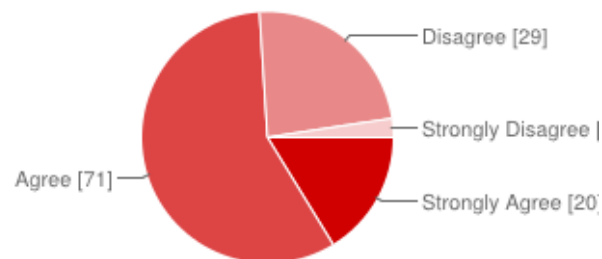
Strongly Agree	51	41%
Agree	71	58%
Disagree	0	0%
Strongly Disagree	1	1%

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



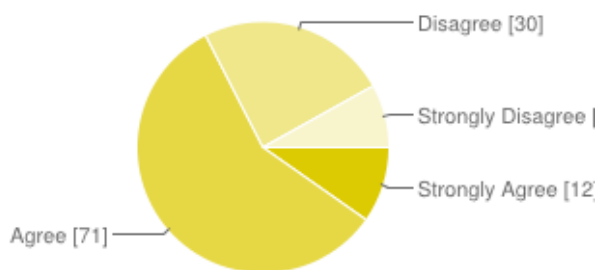
Strongly Agree	24	20%
Agree	67	54%
Disagree	26	21%
Strongly Disagree	6	5%

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



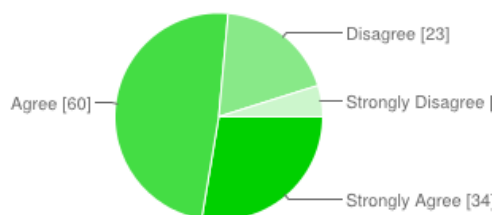
Strongly Agree	20	16%
Agree	71	58%
Disagree	29	24%
Strongly Disagree	3	2%

**TEACHERS IN MY SCHOOL ASSIGN HOMEWORK AT AN APPROPRIATE LEVEL.**



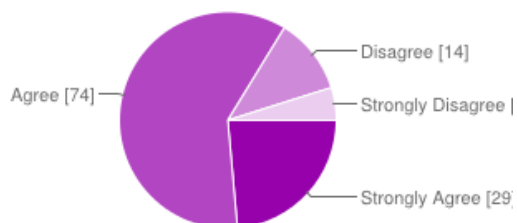
Strongly Agree	<b>12</b>	10%
Agree	<b>71</b>	58%
Disagree	<b>30</b>	24%
Strongly Disagree	<b>10</b>	8%

**MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH PROBLEMS.**



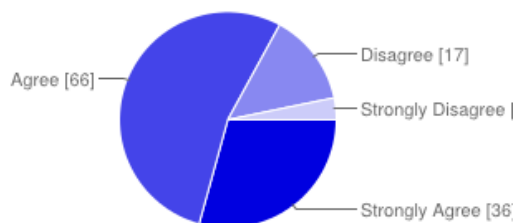
Strongly Agree	<b>34</b>	28%
Agree	<b>60</b>	49%
Disagree	<b>23</b>	19%
Strongly Disagree	<b>6</b>	5%

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



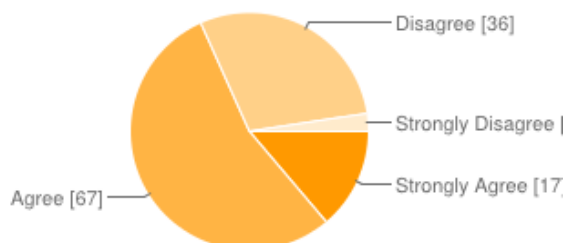
Strongly Agree	<b>29</b>	24%
Agree	<b>74</b>	60%
Disagree	<b>14</b>	11%
Strongly Disagree	<b>6</b>	5%

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



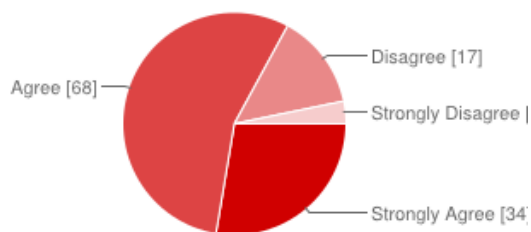
Strongly Agree	<b>36</b>	29%
Agree	<b>66</b>	54%
Disagree	<b>17</b>	14%
Strongly Disagree	<b>4</b>	3%

**TEACHERS PROVIDE ADEQUATE MOTIVATION FOR ALL STUDENTS.**



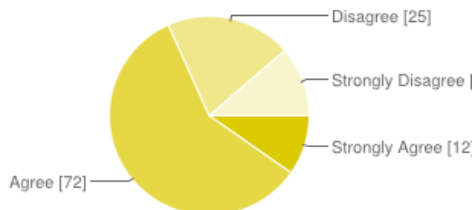
Strongly Agree	<b>17</b>	14%
Agree	<b>67</b>	54%
Disagree	<b>36</b>	29%
Strongly Disagree	<b>3</b>	2%

**MY SCHOOL HAS GOOD SCHOOL SPIRIT.**



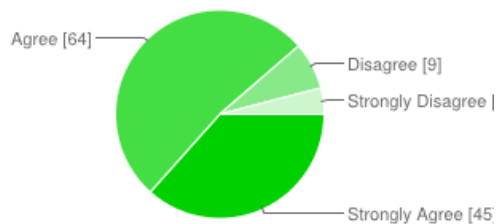
Strongly Agree	<b>34</b>	28%
Agree	<b>68</b>	55%
Disagree	<b>17</b>	14%
Strongly Disagree	<b>4</b>	3%

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



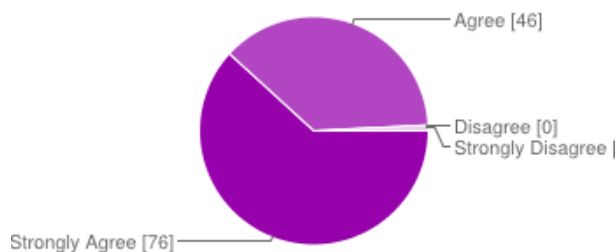
Strongly Agree	<b>12</b>	10%
Agree	<b>72</b>	59%
Disagree	<b>25</b>	20%
Strongly Disagree	<b>14</b>	11%

**MY SCHOOL PROVIDES A WELL-ROUNDED PROGRAM OF EXTRACURRICULAR ACTIVITIES.**



Strongly Agree	<b>45</b>	37%
Agree	<b>64</b>	52%
Disagree	<b>9</b>	7%
Strongly Disagree	<b>5</b>	4%

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



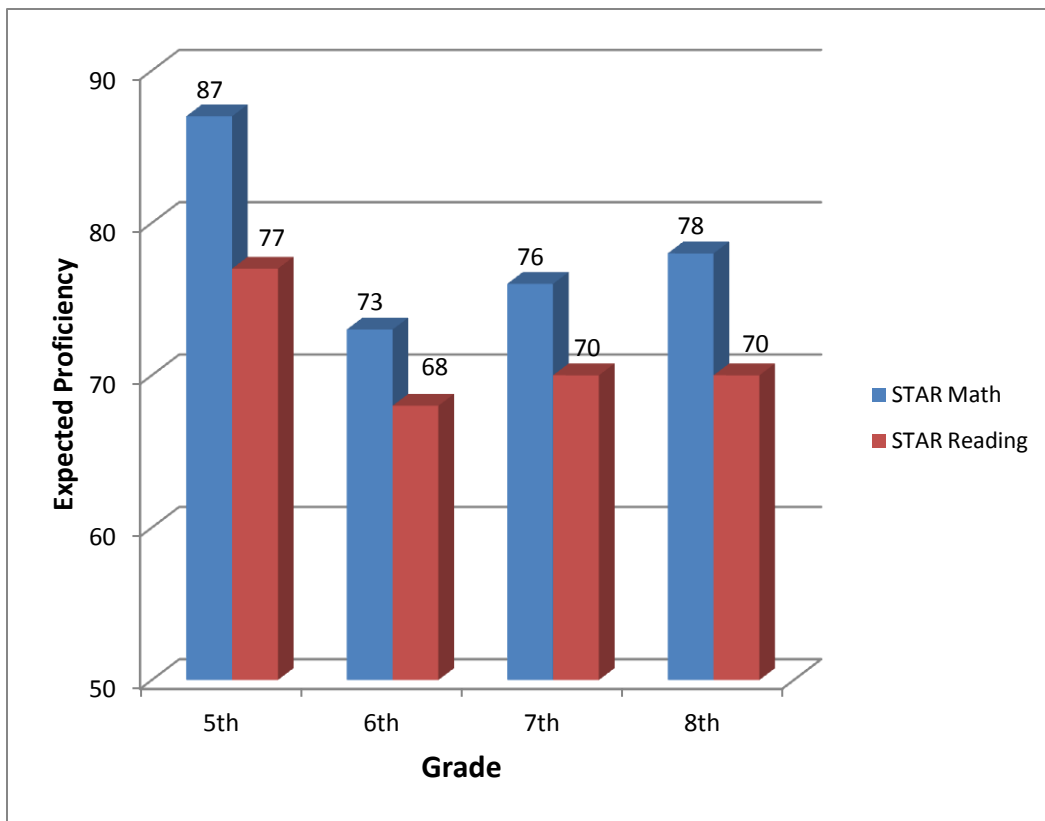
Strongly Agree	<b>76</b>	62%
Agree	<b>46</b>	37%
Disagree	<b>0</b>	0%
Strongly Disagree	<b>1</b>	1%

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

A	<b>30</b>	<b>24%</b>
B	<b>66</b>	<b>54%</b>
C	<b>20</b>	<b>16%</b>
D	<b>6</b>	<b>5%</b>
F	<b>1</b>	<b>1%</b>

Bermudian Springs Middle School  
STAR READING & MATH BENCHMARK

Grade	STAR Math	STAR Reading
5th	87	77
6th	73	68
7th	76	70
8th	78	70

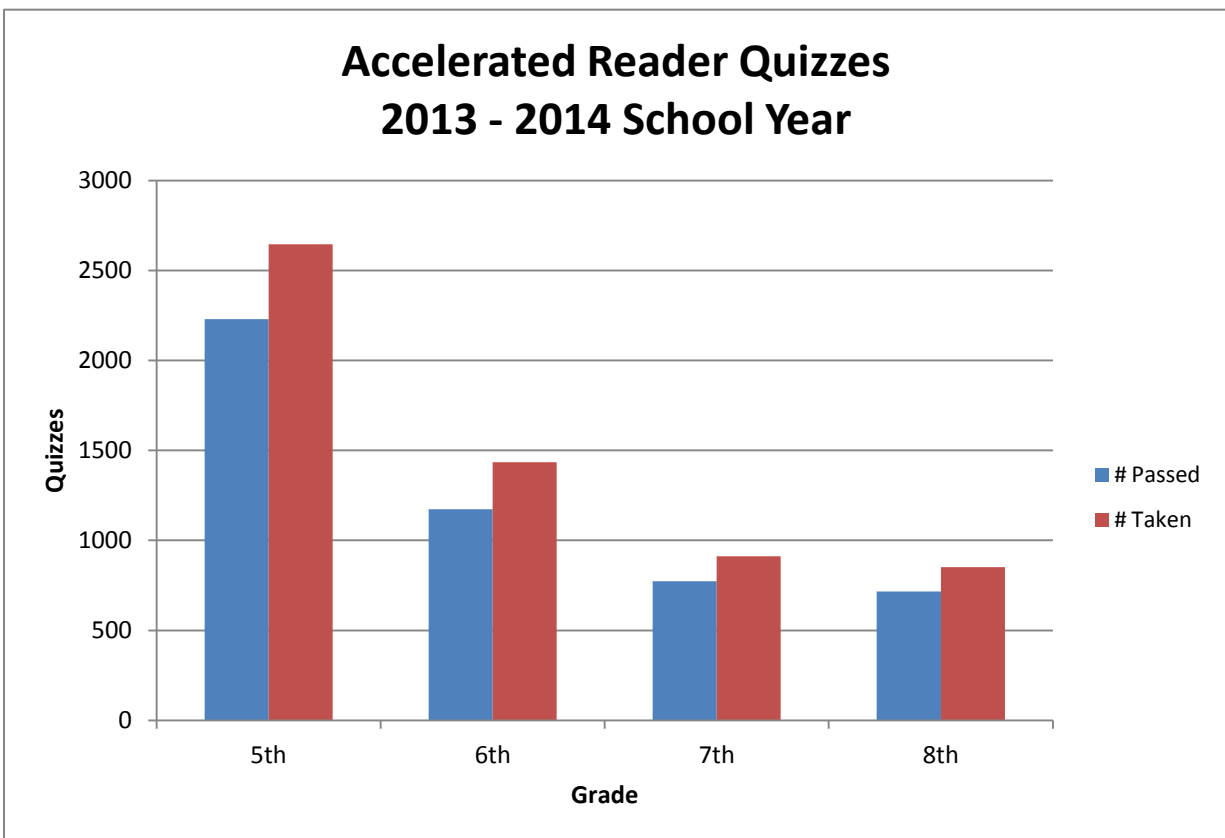


Bermudian Springs Middle School  
ACCELERATED READER

**Accelerated Reader Quizzes**

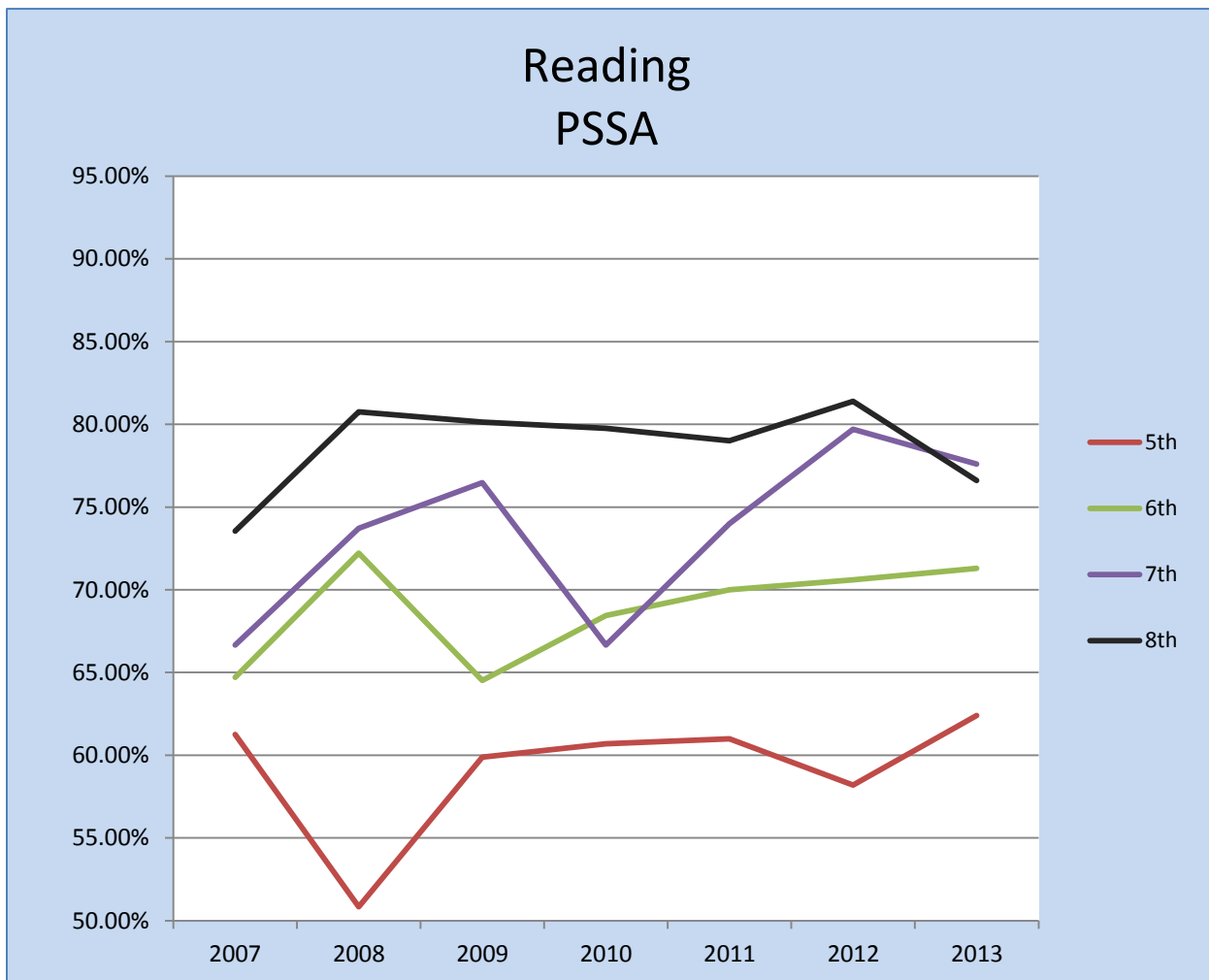
Grade	# Taken	# Passed*
5th	2,645	2,230
6th	1,435	1,174
7th	911	773
8th	851	717
Totals	5,842	4,894

\*Students must demonstrate 80% Proficiency to receive credit



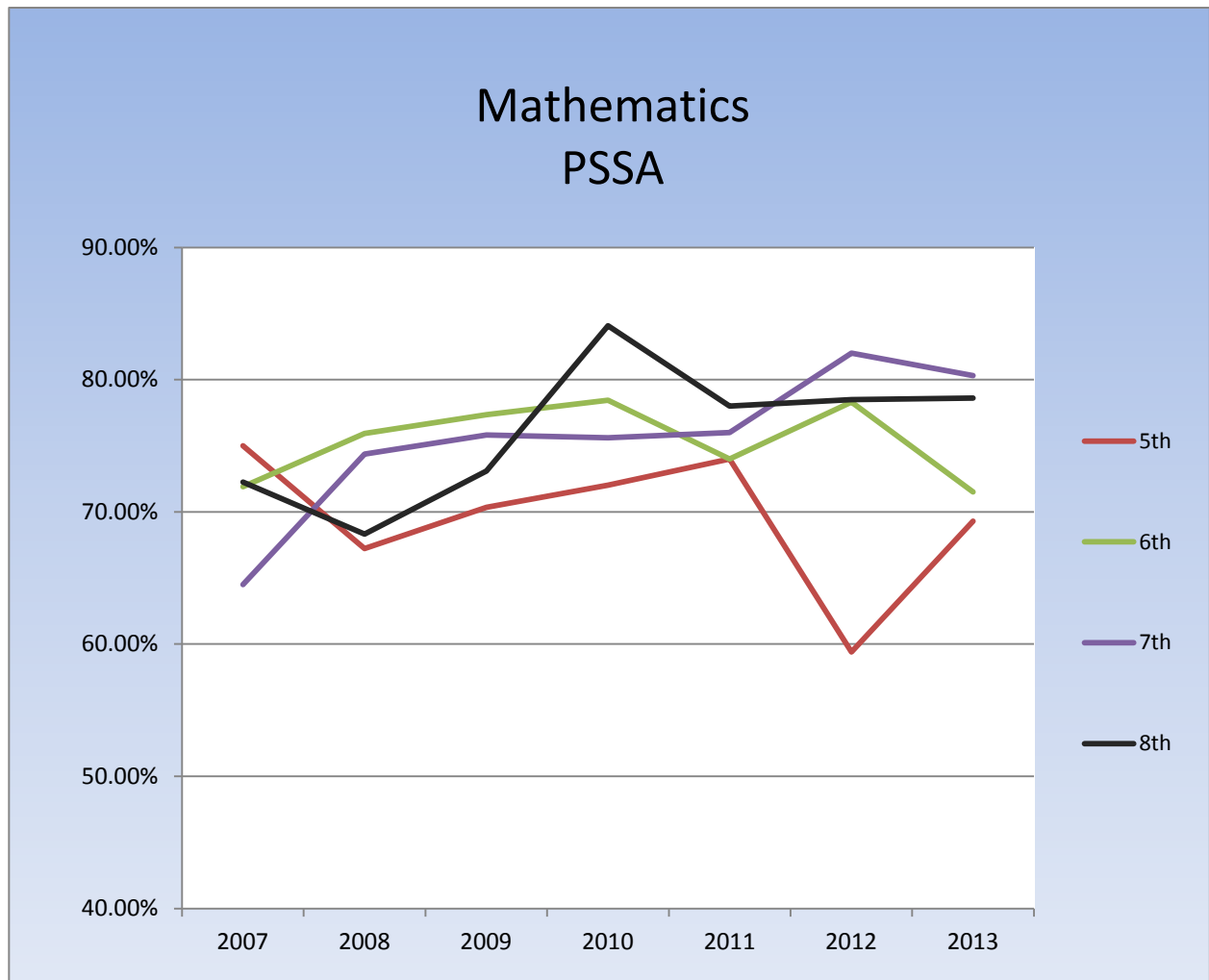
Bermudian Springs Middle School  
PSSA READING  
2012-2013

	2007	2008	2009	2010	2011	2012	2013 SPP
<b>Goal</b>	<b>54.00%</b>	<b>63.00%</b>	<b>63.00%</b>	<b>63.00%</b>	<b>72.00%</b>	<b>81.00%</b>	<b>Baseline</b>
<b>5th</b>	<b>61.25%</b>	<b>50.85%</b>	<b>59.88%</b>	<b>60.69%</b>	<b>61.00%</b>	<b>58.20%</b>	<b>62.40%</b>
<b>6th</b>	<b>64.71%</b>	<b>72.22%</b>	<b>64.53%</b>	<b>68.45%</b>	<b>70.00%</b>	<b>70.60%</b>	<b>71.30%</b>
<b>7th</b>	<b>66.67%</b>	<b>73.72%</b>	<b>76.47%</b>	<b>66.67%</b>	<b>74.00%</b>	<b>79.70%</b>	<b>77.60%</b>
<b>8th</b>	<b>73.55%</b>	<b>80.75%</b>	<b>80.13%</b>	<b>79.75%</b>	<b>79.00%</b>	<b>81.40%</b>	<b>76.60%</b>

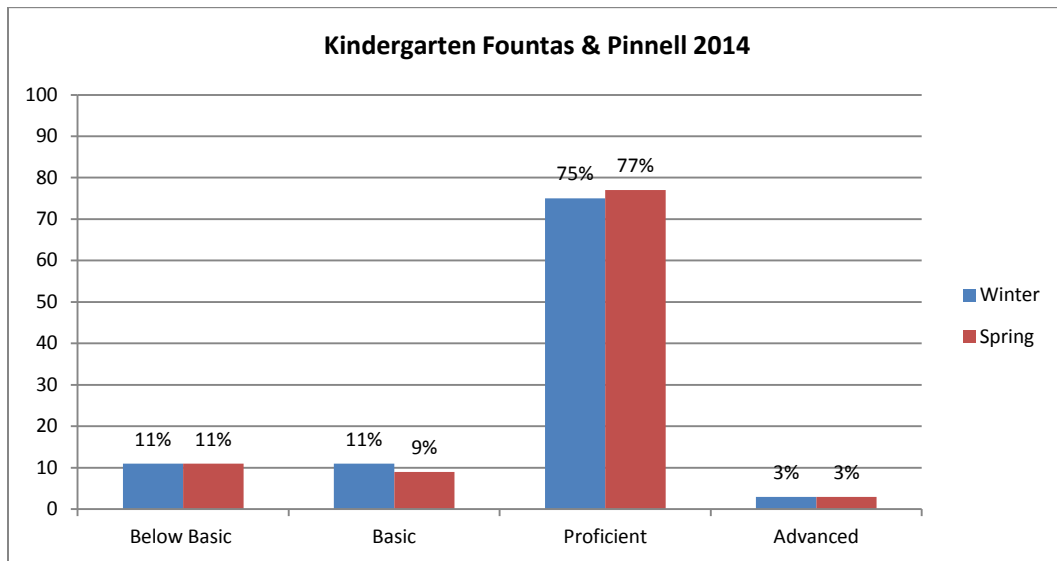


Bermudian Springs Middle School  
PSSA MATH  
2012-2013

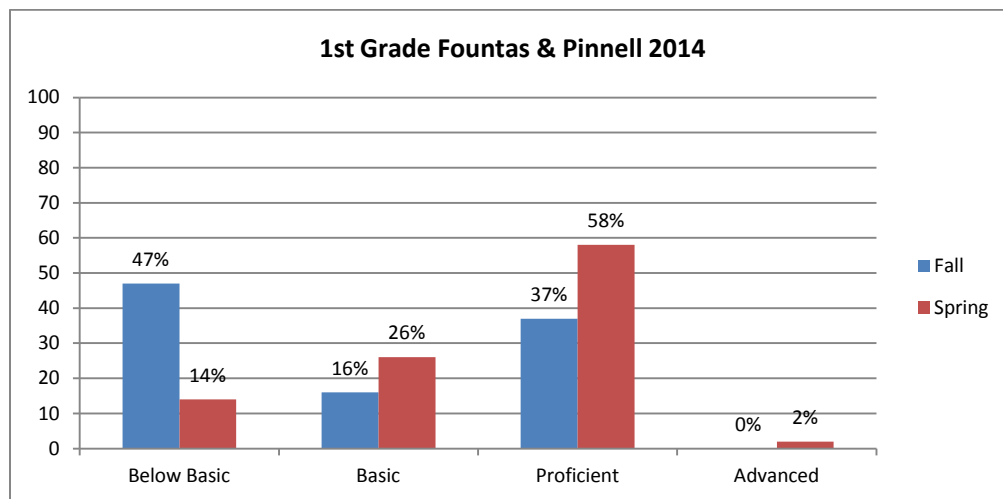
	2007	2008	2009	2010	2011	2012	2013
<b>Goal</b>	<b>45.00%</b>	<b>56.00%</b>	<b>56.00%</b>	<b>56.00%</b>	<b>67.00%</b>	<b>78.00%</b>	<b>SPP Baseline</b>
<b>5th</b>	<b>75.00%</b>	<b>67.23%</b>	<b>70.35%</b>	<b>72.03%</b>	<b>74.00%</b>	<b>59.40%</b>	<b>69.30%</b>
<b>6th</b>	<b>71.90%</b>	<b>75.93%</b>	<b>77.35%</b>	<b>78.44%</b>	<b>74.00%</b>	<b>78.30%</b>	<b>71.50%</b>
<b>7th</b>	<b>64.50%</b>	<b>74.36%</b>	<b>75.82%</b>	<b>75.60%</b>	<b>76.00%</b>	<b>82.00%</b>	<b>80.30%</b>
<b>8th</b>	<b>72.26%</b>	<b>68.32%</b>	<b>73.08%</b>	<b>84.08%</b>	<b>78.00%</b>	<b>78.50%</b>	<b>78.60%</b>



# BERMUDIAN SPRINGS ELEMENTARY SCHOOL FOUNTAS & PINNELL SCORES 2013-2014

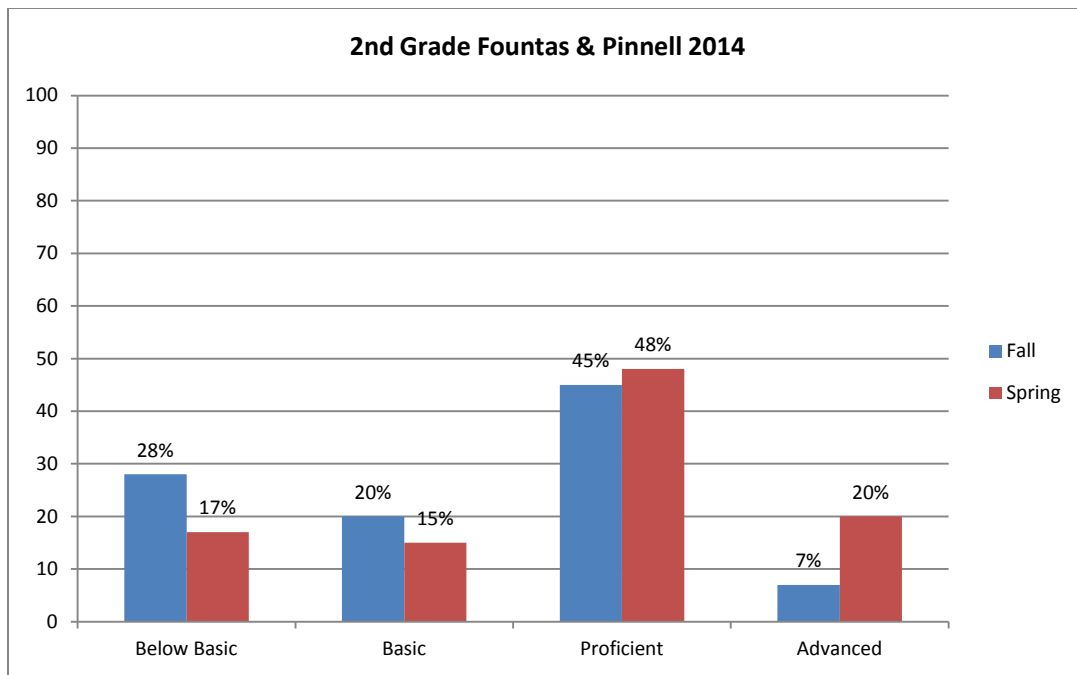


K	BB (AA) (A)	Basic (A) (B)	% Below	# of Student s	Prof (B-E) (C-J)	Adv (F+) (K+)	% On or Above	# of Students
Winter	11%	11%	22%	31	75%	3%	78%	112
Spring	11%	10%	21%	29	77%	3%	80%	111

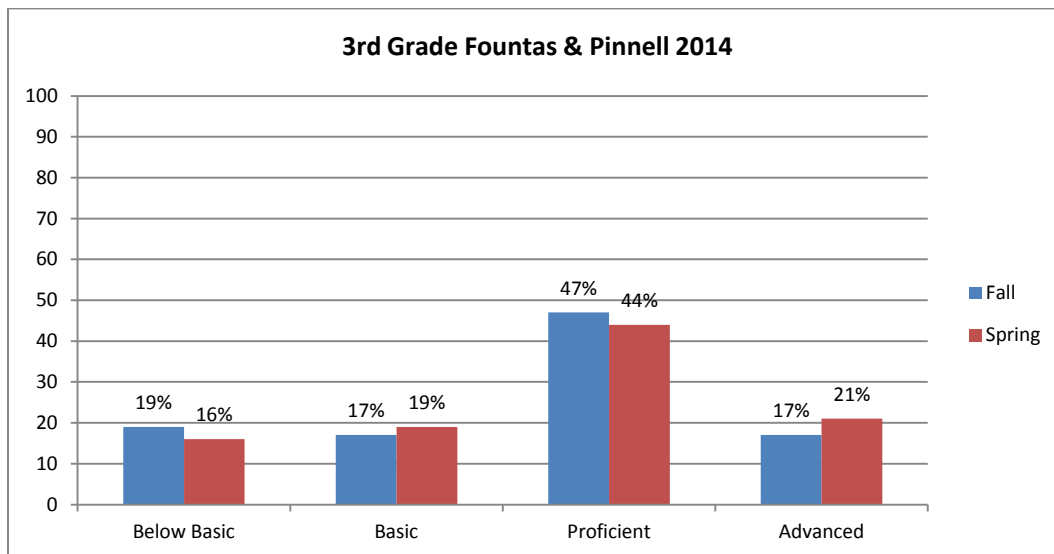


1st	BB (A-B) (A-H)	Basic (C) (I)	% Below	# of Student s	Prof (D-J) (J-L)	Adv (K+) (M+)	% On or Above	# of Students
Fall	47%	16%	63%	86	37%	0%	37%	50
Spring	14%	26%	40%	55	58%	2%	60%	81

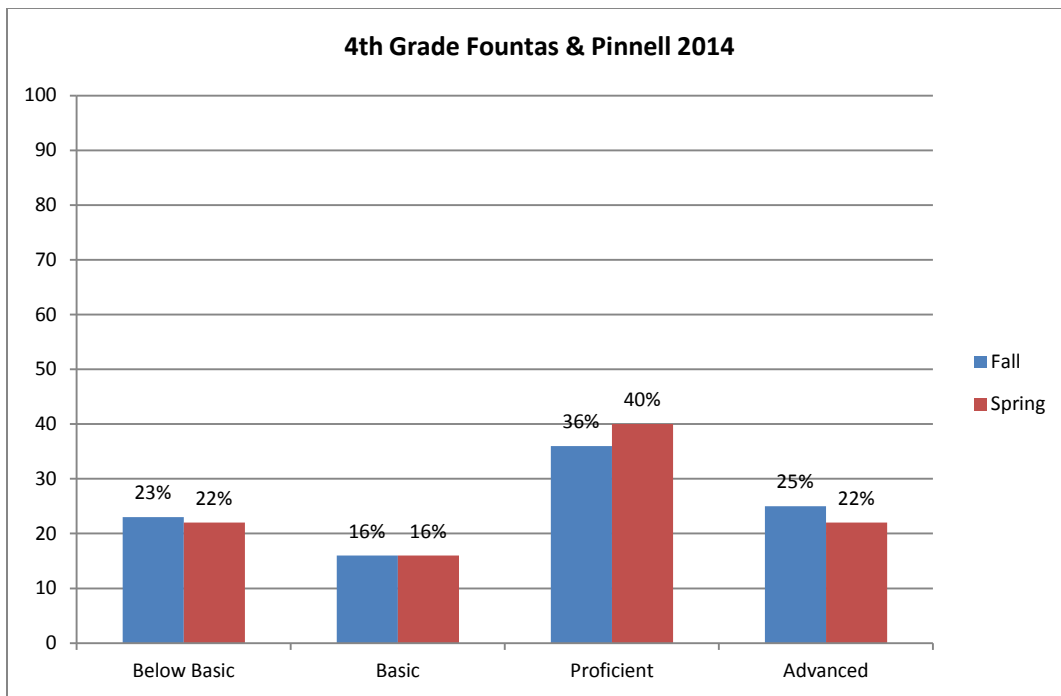




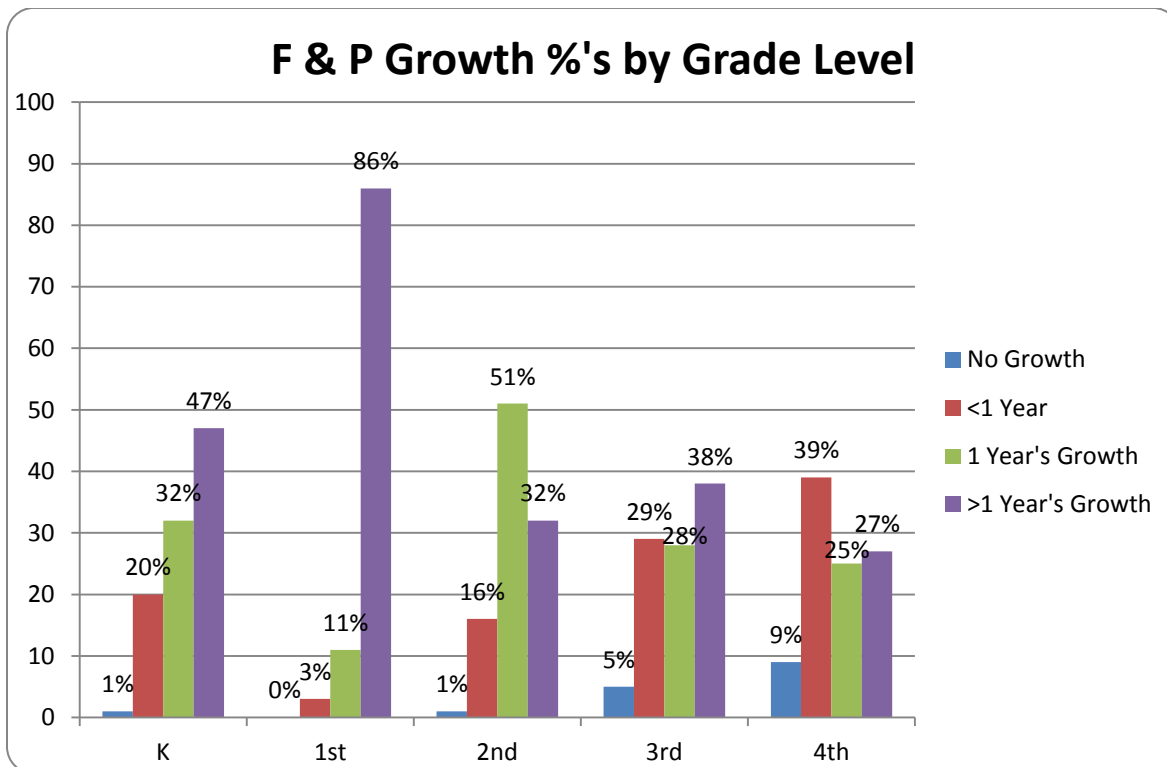
2nd	BB (A-H) (A-K)	Basic (I) (L)	% Below	# of Student s	Prof (J-M) (M-O)	Adv (N+) (P+)	% On or Above	# of Students
Fall	28%	20%	48%	75	45%	7%	52%	81
Spring	17%	15%	32%	51	48%	20%	68%	110



3rd	BB (A-K) (A-N)	Basic (L) (O)	% Below	# of Students	Prof (M-O) (P-R)	Adv (P+) (S+)	% On or Above	# of Students
Fall	19%	17%	36%	47	47%	17%	64%	86
Spring	16%	19%	35%	49	44%	21%	65%	91



4th	BB (A-N) (A-Q)	Basic (O) (R)	% Below	# of Students	Prof (P-R) (S-U)	Adv (S+) (V+)	% On or Above	# of Students
Fall	23%	16%	39%	63	36%	25%	61%	98
Spring	22%	16%	38%	63	40%	22%	62%	103



## Fountas and Pinnell Key

Reading A-Z Level	Ages	Grade	Fountas & Pinnell
<u>aa</u>	4 - 6	K	A
<u>A</u>	4 - 6	K	A
<u>B</u>	4 - 6	K	B
<u>C</u>	4 - 6	K	C
<u>D</u>	4 - 7	1	D
<u>E</u>	6 - 7	1	E
<u>F</u>	6 - 7	1	F
<u>G</u>	6 - 7	1	G
<u>H</u>	6 - 7	1	H
<u>I</u>	6 - 7	1	I
<u>J</u>	6 - 8	1	J
<u>K</u>	7 - 8	2	J
<u>L</u>	7 - 8	2	K
<u>M</u>	7 - 8	2	L
<u>N</u>	7 - 8	2	M
<u>O</u>	7 - 8	2	M
<u>P</u>	7 - 8	2	M
<u>Q</u>	7 - 9	3	N
<u>R</u>	8 - 9	3	N
<u>S</u>	8 - 9	3	O
<u>T</u>	8 - 9	3	P
<u>U</u>	8 - 11	4	Q
<u>V</u>	9 - 11	4	Q
<u>W</u>	9 - 11	4	S
<u>X</u>	9 - 11	5	S
<u>Y</u>	9 - 11	5	T
<u>Z</u>	9 - 11	5	U-V

# PENNSYLVANIA SCHOOL PERFORMANCE PROFILE 2012-2013

## Brief Overview

The SPP provides a building level academic score for educators as part of the Educator Effectiveness System as required by 24 P.S. § 11-1123 – Act 82 – 2012. In addition, provides information used in determining federal accountability status for Title I schools as required by the Federal Elementary and Secondary Education Act section 1111(h)(1) and (h)2. The public may be familiar with No Child Left Behind and the school designations related to performance: e.g., Made AYP, Making Progress, Warning, School Improvement, Corrective Action. Pennsylvania, by virtue of a waiver approved by the US Department of Education, has developed a new accountability system, which includes the School Performance Profile, to replace the No Child Left Behind system for state accountability.

The elements in the SPP are reflective of research and best practice – as well as comments and feedback from the field via the many focus groups held across the state.

The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These elements are categorized into five areas.

The first three areas represent 50 percent of the school academic performance score:

- **Indicators of Academic Achievement** - Include PSSA/Keystone performance, industry standards-based competency assessments, grade three reading proficiency, and SAT/ACT college ready benchmarks.
- **Indicators of Closing the Achievement Gap** - All student scores are used to define how well a school is making progress toward proficiency of all students. (Baseline 2013)
- **Indicators of Closing the Achievement Gap** - Historically Underperforming Students' scores are used to define how well a school is making progress toward proficiency. The high needs students are students who have historically not demonstrated proficiency. (Baseline 2013)

This category represents 40 percent of the school academic performance score:

- **Indicators of Academic Growth/PVAAS** - Measures the school's impact on the academic progress of groups of students from year-to-year.

This category represents 10 percent of the school academic performance score:

- **Other Academic Indicators** - Assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate, attendance rate).

Schools may earn up to 7 additional points via Extra Credit for Advanced Achievement based upon advanced performance on state and industry assessments, as well as for students earning a 3 or higher on an Advanced Placement exam.

Note: Data are displayed for each element if there are 11 or more students represented . This includes all the performance measures used to determine the academic performance score.

The full School Performance Profile can be accessed: <http://paschoolperformance.org/>

## 2012-2013 SCHOOL PERFORMANCE PROFILE

### Building Level Scores - All Students

<b>Indicators of Academic Achievement</b>	<b>BSES</b>	<b>BSMS</b>	<b>BSHS</b>
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	81.17	73.62	70.42
Reading/Literature - Percent Proficient or Advanced on PSSA/Keystone	73.38	70.94	83.8
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	79.86	64.43	45.77
Writing - Percent Proficient or Advanced on PSSA	NA	67.47	NA
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	NA	NA	94.44
Grade 3 Reading - Percent Proficient or Advanced on PSSA	78.48	NA	NA
SAT/ACT College Ready Benchmark	NA	NA	55.92
<b>Indicators of Academic Growth/PVAAS</b>	<b>BSES</b>	<b>BSMS</b>	<b>BSHS</b>
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	81	100	100
Reading/Literature - Meeting Annual Academic Growth Expectations	76	100	100
Science/Biology - Meeting Annual Academic Growth Expectations	66	100	92
Writing - Meeting Annual Academic Growth Expectations	NA	71	NA
<b>Other Academic Indicators</b>	<b>BSES</b>	<b>BSMS</b>	<b>BSHS</b>
Cohort Graduation Rate	NA	NA	90.48
Promotion Rate ** <i>** Promotion Rate will be included in 2013-2014</i>	NA	NA	NA
Attendance Rate	95.59	94.84	93.28
Advanced Placement, International Baccalaureate Diploma, or College Credit	NA	NA	100
PSAT/Plan Participation	NA	NA	52.64
<b>Extra Credit for Advanced Achievement</b>	<b>BSES</b>	<b>BSMS</b>	<b>BSHS</b>
Percent PSSA/Keystone Advanced - Mathematics/Algebra I	48.7	46.44	23.94
Percent PSSA/Keystone Advanced - Reading/Literature	25.32	37.99	8.45
Percent PSSA/Keystone Advanced - Science/Biology	40.94	30.87	3.52
Percent PSSA Advanced - Writing	NA	5.14	NA
Percent Advanced - Industry Standards-Based Competency Assessments	NA	NA	94.44
Percent 3 or Higher on an Advanced Placement Exam	NA	NA	NA
Percent PSSA Advanced - Writing	NA	5.14	5.14
Percent Advanced - Industry Standards-Based Competency Assessments	NA	NA	NA
Percent 3 or Higher on an Advanced Placement Exam	NA	NA	NA
<b>Building Level Academic Score</b>	<b>78.9</b>	<b>82.9</b>	<b>84.2</b>

2012-2013

## Pennsylvania System of School Assessments (PSSA)

PSSA Grade	MATH BSSD % Proficient & Above	MATH State % Proficient & Above	READING BSSD % Proficient & Above	READING State % Proficient & Above	SCIENCE BSSD % Proficient & Above	SCIENCE State % Proficient & Above	WRITING BSSD % Proficient & Above*
3	80	77	76	73			
4	79	77	68	66	79	78	
5	68	69	62	61			67
6	71	73	70	65			
7	79	76	76	70			
8	77	74	76	77	64	60	68
	Yellow indicates scores at or above the state level (Scores rounded)						*State not reported

\*School Performance Profile (SPP) – Baseline data

\*2013 is the baseline year for the School Performance Profile (SPP). The SPP score will be based upon multiple measures that will included indicators as outlined in the SPP overview on the previous page.

# 2012-2013

## Keystone Exam Results

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Keystone exams replaced the 11<sup>th</sup> grade PSSA beginning in 2012. Additionally, beginning with the class of 2017, all students in Pennsylvania will be required to demonstrate proficiency on the Keystone exams as part of the PA state requirements for graduation. Any 7<sup>th</sup> or 8<sup>th</sup> grade student enrolled in an Algebra 1B or Biology course took both the grade level PSSA and Keystone exams.

Students will be given several opportunities to demonstrate proficiency on the Keystone Exams. In addition, Bermudian Springs School District provides Keystone Prep courses to any student that scores Basic or Below Basic on a Keystone exam. Beginning with the class of 2017, state developed project based assessments (PBA's) will be required in the event a student has not demonstrated proficiency on the Keystone Exam by the end of their junior year or earlier as outlined in a student's IEP or district guidelines. Keystone Exam proficiency is reported in the eleventh grade and is based upon best scores of the eleventh grade cohort.

Keystone Exams Grade	Algebra I BSSD % Proficient & Above	Algebra I State % Proficient & Above	Literature BSSD % Proficient & Above	Literature BSSD % Proficient & Above	Biology BSSD % Proficient & Above	Biology State % Proficient & Above
11	69	64	84	75	45	45
	Yellow indicates scores at or above the state level (Scores rounded)					

\*School Performance Profile (SPP) – Baseline data

\*2013 is the baseline year for the School Performance Profile (SPP). The SPP score will be based upon multiple measures that will included indicators as outlined in the SPP overview on the previous page.

## District Overall Results in Mathematics

This table captures the participation and performance results of students overall and by disaggregated group who took the PSSA in grades 3-8, and Keystone Exams in grade 11.

All Student Groups <sup>1</sup>	Participation <sup>3</sup>			Performance <sup>4</sup>									
	Tested # <sup>2</sup>	Enrolled #	Assessed %	Percentage of students in each Performance Level				Percentage of students Proficient and above					
				Below Basic	Basic	Proficient	Advanced	0	20	40	60	80	100
All Students	1,069	1,095	100%	9%	15%	31%	44%	<div><div></div></div> 75% <span>Goal 73%</span>					
Historically Underperforming	412	428	99%	18%	20%	31%	30%	<div><div></div></div> 62% <span>Goal 57%</span>					
IEP	94	96	99%	41%	30%	20%	9%	<div><div></div></div> 29% <span>Goal 37%</span>					
English Language Learner	30	32	100%	40%	40%	13%	7%	<div><div></div></div> 20% <span>Goal 29%</span>					
Economically Disadvantaged	359	375	99%	15%	19%	33%	33%	<div><div></div></div> 65% <span>Goal 58%</span>					
Male	549	563	100%	11%	14%	29%	46%	<div><div></div></div> 75% <span>Goal 72%</span>					
Female	520	532	100%	8%	17%	33%	43%	<div><div></div></div> 76% <span>Goal 74%</span>					
American Indian/Alaskan Native (not Hispanic)	—	—	—	—	—	—	—						
Asian (not Hispanic)	—	—	—	—	—	—	—						
Black or African American (not Hispanic)	—	—	—	—	—	—	—						
Hispanic (any race)	141	149	99%	14%	24%	33%	28%	<div><div></div></div> 62% <span>Goal 54%</span>					
Multi-Racial (not Hispanic)	—	—	—	—	—	—	—						
White (not Hispanic)	914	932	100%	9%	13%	31%	47%	<div><div></div></div> 78% <span>Goal 80%</span>					
Native Hawaiian/other Pacific Islander (not Hispanic)	—	—	—	—	—	—	—						
Migrant	11	14	100%	27%	18%	27%	27%	<div><div></div></div> 55% <span>Goal 38%</span>					

## District PSSA Results in Grade 3 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	District	State	
			0	20	40	60	80	100	
All Students	2012–2013	99%	4%	16%	39%	41%	<div><div></div></div> 80%		77%
	2011–2012	100%	10%	11%	36%	43%	<div><div></div></div> 79%		80%
Historically Underperforming	2012–2013	98%	8%	22%	46%	25%	<div><div></div></div> 71%		63%
IEP	2012–2013	93%	23%	31%	38%	8%	<div><div></div></div> 46%		48%
English Language Learner	2012–2013	—	—	—	—	—			—
Economically Disadvantaged	2012–2013	98%	4%	25%	47%	25%	<div><div></div></div> 72%		63%
Male	2012–2013	100%	5%	12%	39%	45%	<div><div></div></div> 84%		77%
Female	2012–2013	99%	4%	20%	40%	36%	<div><div></div></div> 76%		77%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—			—
Asian (not Hispanic)	2012–2013	—	—	—	—	—			—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—			—
Hispanic (any race)	2012–2013	100%	13%	33%	38%	17%	<div><div></div></div> 54%		58%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—			—
White (not Hispanic)	2012–2013	99%	3%	13%	39%	45%	<div><div></div></div> 84%		84%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—			—
Migrant	2012–2013	—	—	—	—	—			—



## District PSSA Results in Grade 4 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	100%	13%	9%	24%	55%	79%	77%
	2011–2012	100%	8%	10%	30%	52%	82%	82%
Historically Underperforming	2012–2013	100%	20%	11%	29%	41%	70%	63%
IEP	2012–2013	100%	42%	8%	8%	42%	50%	47%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	100%	19%	10%	31%	40%	71%	63%
Male	2012–2013	100%	11%	6%	26%	57%	83%	77%
Female	2012–2013	100%	14%	11%	21%	53%	74%	77%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	100%	15%	5%	30%	50%	80%	58%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	100%	12%	9%	23%	56%	79%	85%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—

## District PSSA Results in Grade 5 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	99%	14%	19%	29%	38%	68%	69%
	2011–2012	100%	18%	23%	26%	33%	59%	73%
Historically Underperforming	2012–2013	98%	28%	22%	20%	31%	51%	52%
IEP	2012–2013	100%	73%	20%	0%	7%	7%	33%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	98%	21%	23%	23%	33%	56%	52%
Male	2012–2013	99%	19%	19%	27%	36%	63%	68%
Female	2012–2013	100%	9%	19%	32%	41%	72%	69%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	96%	23%	27%	23%	27%	50%	49%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	100%	11%	15%	31%	42%	73%	77%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—

## District PSSA Results in Grade 6 Mathematics







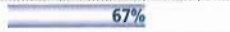

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	100% 100%	14% 10%	15% 16%	28% 25%	43% 49%	 71% 75% 73% 77%	73% 77%
Historically Underperforming	2012–2013	100%	23%	20%	23%	33%	 57%	57%
IEP	2012–2013	100%	59%	29%	12%	0%	 12%	34%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	17%	20%	24%	39%	 63%	58%
Male	2012–2013	100%	14%	16%	20%	49%	 70%	72%
Female	2012–2013	100%	13%	15%	35%	37%	 72%	75%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	9%	22%	35%	35%	 70%	53%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	100%	15%	14%	26%	45%	 72%	81%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District PSSA Results in Grade 7 Mathematics





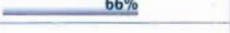


Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	100% 100%	8% 10%	13% 9%	24% 22%	55% 59%	 79% 81%	76% 80%
Historically Underperforming	2012–2013	100%	16%	24%	27%	32%	 60%	60%
IEP	2012–2013	100%	33%	25%	42%	0%	 42%	37%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	17%	24%	22%	37%	 59%	62%
Male	2012–2013	100%	11%	17%	19%	53%	 72%	75%
Female	2012–2013	100%	6%	10%	28%	57%	 84%	78%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	19%	30%	26%	26%	 52%	57%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	100%	6%	9%	24%	61%	 84%	83%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—



## District PSSA Results in Grade 8 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013 2011–2012	100% 99%	9% 8%	14% 14%	26% 26%	51% 52%		74% 76%
Historically Underperforming	2012–2013	100%	16%	22%	30%	33%		56%
IEP	2012–2013	100%	29%	57%	7%	7%		32%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	16%	20%	31%	33%		58%
Male	2012–2013	100%	13%	12%	26%	48%		72%
Female	2012–2013	100%	3%	16%	27%	54%		75%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	7%	27%	33%	33%		53%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	100%	10%	12%	26%	53%		80%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District Keystone Exam Results in Grade 11 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013 2011–2012	99% —	6% —	25% —	45% —	24% —		64% —
Historically Underperforming	2012–2013	97%	10%	33%	43%	13%		41%
IEP	2012–2013	—	—	—	—	—		—
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	96%	13%	17%	54%	17%		44%
Male	2012–2013	99%	8%	20%	45%	28%		63%
Female	2012–2013	99%	3%	31%	45%	21%		65%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	17%	25%	50%	8%		39%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	98%	5%	26%	44%	26%		71%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District Overall Results in Reading

This table captures the participation and performance results of students overall and by disaggregated group who took the PSSA in grades 3-8, and Keystone Exams in grade 11.

All Student Groups <sup>1</sup>	Participation <sup>3</sup>			Performance <sup>4</sup>							
	Tested # <sup>2</sup>	Enrolled #	Assessed %	Percentage of students in each Performance Level				Percentage of students Proficient and above			
				Below Basic	Basic	Proficient	Advanced	0	20	40	60 80 100
All Students	1,067	1,091	99%	12%	14%	43%	30%	73%			Goal 70%
Historically Underperforming	411	425	99%	24%	19%	39%	17%	57%			Goal 52%
IEP	93	95	98%	53%	23%	19%	5%	25%			Goal 32%
English Language Learner <sup>5</sup>	30	30	97%	47%	40%	13%	0%	13%			Goal 17%
Economically Disadvantaged	359	373	99%	20%	19%	42%	18%	60%			Goal 53%
Male	548	561	99%	17%	14%	41%	29%	70%			Goal 65%
Female	519	530	99%	8%	15%	45%	32%	77%			Goal 75%
American Indian/Alaskan Native (not Hispanic)	—	—	—	—	—	—	—				
Asian (not Hispanic)	—	—	—	—	—	—	—				
Black or African American (not Hispanic)	—	—	—	—	—	—	—				
Hispanic (any race)	141	147	99%	20%	22%	43%	15%	58%			Goal 49%
Multi-Racial (not Hispanic)	—	—	—	—	—	—	—				
White (not Hispanic)	912	930	99%	11%	13%	43%	33%	76%			Goal 77%
Native Hawaiian/other Pacific Islander (not Hispanic)	—	—	—	—	—	—	—				
Migrant	11	12	92%	45%	27%	27%	0%	27%			Goal 24%

## District PSSA Results in Grade 3 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
58							0 20 40 60 80 100	
All Students	2012–2013	99%	16%	8%	56%	19%	76%	73%
	2011–2012	100%	17%	12%	48%	24%	72%	74%
Historically Underperforming	2012–2013	98%	29%	9%	52%	9%	62%	58%
IEP	2012–2013	93%	62%	8%	23%	8%	31%	39%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	98%	25%	11%	56%	9%	65%	58%
Male	2012–2013	100%	20%	6%	56%	18%	74%	70%
Female	2012–2013	99%	11%	11%	56%	21%	78%	77%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	29%	17%	50%	4%	54%	52%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	99%	13%	7%	57%	22%	80%	81%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—



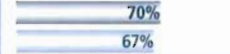







## District PSSA Results in Grade 4 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	100%	12%	20%	38%	30%	68%	66%
	2011–2012	100%	12%	13%	44%	31%	75%	72%
Historically Underperforming	2012–2013	100%	23%	27%	34%	16%	50%	49%
IEP	2012–2013	100%	58%	17%	8%	17%	25%	32%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	100%	19%	29%	38%	15%	52%	49%
Male	2012–2013	100%	12%	18%	38%	32%	70%	62%
Female	2012–2013	100%	11%	23%	37%	29%	66%	71%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	100%	15%	30%	30%	25%	55%	45%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	100%	11%	18%	39%	31%	70%	74%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—



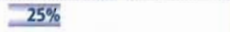





## District PSSA Results in Grade 5 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	97%	24%	14%	46%	16%	62%	61%
	2011–2012	100%	23%	18%	37%	21%	58%	65%
Historically Underperforming	2012–2013	94%	40%	16%	37%	6%	44%	42%
IEP	2012–2013	93%	79%	14%	7%	0%	7%	23%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	95%	35%	18%	40%	7%	47%	43%
Male	2012–2013	96%	32%	14%	41%	14%	55%	57%
Female	2012–2013	99%	17%	14%	51%	18%	69%	65%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	89%	29%	17%	50%	4%	54%	39%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	99%	21%	14%	46%	19%	65%	69%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—

## District PSSA Results in Grade 6 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	99% 100%	14% 10%	16% 23%	32% 32%	39% 34%	 70% 67%	65% 68%
Historically Underperforming	2012–2013	100%	25%	20%	28%	27%	 56%	46%
IEP	2012–2013	100%	65%	24%	6%	6%	 12%	23%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	19%	20%	31%	30%	 61%	48%
Male	2012–2013	100%	18%	17%	23%	42%	 65%	59%
Female	2012–2013	99%	9%	15%	40%	35%	 75%	71%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	13%	22%	48%	17%	 65%	43%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	99%	14%	15%	29%	42%	 71%	72%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District PSSA Results in Grade 7 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	100% 100%	6% 11%	17% 10%	30% 42%	46% 36%	 76% 78%	70% 76%
Historically Underperforming	2012–2013	100%	15%	31%	35%	19%	 55%	52%
IEP	2012–2013	100%	33%	42%	25%	0%	 25%	28%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	11%	31%	35%	22%	 57%	53%
Male	2012–2013	100%	11%	14%	35%	40%	 75%	65%
Female	2012–2013	100%	2%	20%	27%	51%	 77%	75%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	7%	44%	26%	22%	 48%	48%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	100%	6%	12%	31%	51%	 82%	77%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—



## District PSSA Results in Grade 8 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	100% 99%	13% 6%	11% 13%	24% 31%	51% 50%	76% 81%	77% 79%
Historically Underperforming	2012–2013	100%	22%	14%	34%	30%	64%	61%
IEP	2012–2013	100%	64%	14%	14%	7%	21%	35%
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	100%	20%	15%	36%	30%	66%	63%
Male	2012–2013	100%	19%	13%	25%	43%	67%	72%
Female	2012–2013	100%	5%	8%	24%	63%	87%	83%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	33%	0%	40%	27%	67%	58%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	100%	11%	12%	23%	54%	77%	83%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District Keystone Exam Results in Grade 11 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2012–2013 2011–2012	99% —	4% —	12% —	75% —	9% —	84%	75% —
Historically Underperforming	2012–2013	97%	10%	17%	67%	7%	73%	55%
IEP	2012–2013	—	—	—	—	—		—
English Language Learner	2012–2013	—	—	—	—	—		—
Economically Disadvantaged	2012–2013	96%	13%	4%	75%	8%	83%	58%
Male	2012–2013	99%	8%	13%	71%	8%	79%	70%
Female	2012–2013	99%	0%	10%	79%	10%	90%	80%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—		—
Asian (not Hispanic)	2012–2013	—	—	—	—	—		—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—		—
Hispanic (any race)	2012–2013	100%	17%	8%	75%	0%	75%	54%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—		—
White (not Hispanic)	2012–2013	98%	3%	12%	75%	9%	84%	81%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—		—
Migrant	2012–2013	—	—	—	—	—		—

## District PSSA Results in Grade 4 Science

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	99%	7%	14%	39%	41%	79%	78%
	2011–2012	100%	4%	14%	47%	35%	82%	82%
Historically Underperforming	2012–2013	98%	9%	22%	36%	33%	69%	64%
IEP	2012–2013	92%	27%	9%	36%	27%	64%	53%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	98%	6%	26%	36%	32%	68%	64%
Male	2012–2013	100%	6%	15%	37%	43%	79%	77%
Female	2012–2013	99%	7%	13%	41%	38%	79%	79%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	100%	10%	20%	45%	25%	70%	56%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	99%	6%	13%	37%	43%	81%	87%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—

## District PSSA Results in Grade 8 Science

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013	100%	18%	18%	32%	32%	64%	60%
	2011–2012	100%	17%	19%	40%	25%	64%	59%
Historically Underperforming	2012–2013	100%	30%	22%	30%	19%	48%	38%
IEP	2012–2013	100%	71%	14%	7%	7%	14%	22%
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	100%	30%	21%	31%	18%	49%	39%
Male	2012–2013	100%	26%	16%	21%	37%	58%	61%
Female	2012–2013	100%	8%	21%	46%	25%	71%	58%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	100%	33%	27%	27%	13%	40%	32%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	100%	16%	17%	32%	35%	67%	70%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—



# District Keystone Exam Results in Grade 11 Science

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2012–2013 2011–2012	98% —	18% —	37% —	42% —	4% —	45% 	45% —
Historically Underperforming	2012–2013	97%	33%	33%	33%	0%	33% 	24%
IEP	2012–2013	—	—	—	—	—	—	—
English Language Learner	2012–2013	—	—	—	—	—	—	—
Economically Disadvantaged	2012–2013	96%	33%	29%	38%	0%	38% 	25%
Male	2012–2013	97%	16%	36%	45%	3%	48% 	46%
Female	2012–2013	99%	19%	39%	37%	4%	42% 	44%
American Indian/Alaskan Native (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Asian (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Hispanic (any race)	2012–2013	100%	50%	42%	8%	0%	8% 	21%
Multi-Racial (not Hispanic)	2012–2013	—	—	—	—	—	—	—
White (not Hispanic)	2012–2013	98%	15%	38%	45%	3%	48% 	52%
Native Hawaiian/other Pacific Islander (not Hispanic)	2012–2013	—	—	—	—	—	—	—
Migrant	2012–2013	—	—	—	—	—	—	—

Pennsylvania's accountability system includes data on student performance on the other academic indicators, attendance and graduation rate. Both measures are based on data from the previous academic year. Attendance rates measure the number of days that a student was both enrolled and present in the school. Research shows that a strong relationship exists between regular attendance and academic performance. A four-year adjusted cohort graduation rate and a five-year adjusted cohort graduation rate are calculated. Graduates for a particular year are the number of students graduating in four years or five years with a regular diploma. A four-year cohort is described as students entering the 9th grade for the first time four years earlier plus "transfers in" minus "transfers out" over four years. A five-year cohort is described as students entering the 9th grade for the first time five years earlier plus "transfers in" minus "transfers out" over five years. The graduation rate is the number of graduates for a particular year divided by the four-year or five-year cohort multiplied by 100.

## Attendance and Graduation Measures

	Attendance Measure <sup>1</sup> Attendance Goal: 90%			Graduation Measure <sup>2</sup> Graduation Goal: 85%			
		District	State		4 yr District	5 yr District <sup>5</sup>	4 yr State
All Student Groups <sup>3</sup>							5 yr State <sup>5</sup>
All Students	✓	95%	94%	✓	90%		84%
Historically Underperforming <sup>4</sup>	✓	93%	93%	✓	83%		75%
IEP	✓	92%	93%	✓	93%		70%
English Language Learner	✓	95%	94%	—	—		63%
Economically Disadvantaged	✓	94%	93%	✓	81%		74%
Male	✓	95%	94%	✓	87%		81%
Female	✓	94%	94%	✓	94%		86%
American Indian/Alaskan Native (not Hispanic)	—	—	93%	—	—		74%
Asian (not Hispanic)	—	—	96%	—	—		89%
Black or African American (not Hispanic)	✓	93%	92%	—	—		67%
Hispanic (any race)	✓	95%	93%	✗	75%		68%
Multi-Racial (not Hispanic)	—	—	94%	—	—		76%
White (not Hispanic)	✓	95%	95%	✓	92%		89%
Native Hawaiian/other Pacific Islander (not Hispanic)	—	—	96%	—	—		88%
Migrant	✓	96%	95%	—	—		78%

Special Education Program  
READ 180 Lexile Scores  
2013-2014

<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Lexile</b></i>	<i><b>First Test Date</b></i>	<i><b>Lexile</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Lexile</b></i>
	5	256	9/24/2013	512	5/16/2014	256
	5	515	8/22/2013	581	5/16/2014	66
	5	201	9/12/2013	334	5/16/2014	133
	5	125	9/13/2013	344	5/16/2014	219
	5	777	8/20/2013	514	5/30/2014	(263)
	5	510	8/22/2013	381	5/16/2014	(129)
	5	286	8/22/2013	325	5/16/2014	39
	5	716	8/22/2013	779	5/16/2014	63
	5	560	8/22/2013	478	5/16/2014	(82)
<i><b>Grade Level Mean - 514</b></i>						
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Lexile</b></i>	<i><b>First Test Date</b></i>	<i><b>Lexile</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Lexile</b></i>
	6	415	8/27/2013	397	5/6/2014	(18)
	6	25	9/12/2013	224	5/22/2014	199
	6	128	8/23/2013	188	5/22/2014	60
	6	325	8/23/2013	181	5/19/2014	(144)
	6	339	8/23/2013	431	5/22/2014	92
	6	256	8/23/2013	284	5/19/2014	28
<i><b>Grade level Mean - 558</b></i>						
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Lexile</b></i>	<i><b>First Test Date</b></i>	<i><b>Lexile</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Lexile</b></i>
	7	244	8/26/2013	536	5/2/2014	292
	7	99	8/26/2013	229	5/2/2014	130
	7	607	8/27/2013	723	5/6/2014	116
	7	825	8/27/2013	925	5/2/2014	100
	7	638	9/17/2013	735	4/10/2014	97
	7	556	8/27/2013	638	5/2/2014	82
	7	273	8/27/2013	318	5/2/2014	45
	7	501	8/26/2013	419	5/6/2014	(82)
	7	305	8/26/2013	226	5/2/2014	(79)
	7	216	8/27/2013	158	5/2/2014	(58)
<i><b>Grade level Mean - 662</b></i>						
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Lexile</b></i>	<i><b>First Test Date</b></i>	<i><b>Lexile</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Lexile</b></i>
	8	292	8/21/2013	573	5/15/2014	281
	8	804	8/21/2013	903	5/15/2014	99
	8	645	8/26/2013	664	5/15/2014	19
	8	881	8/21/2013	946	5/15/2014	65
	8	405	8/21/2013	467	5/15/2014	62
<i><b>Grade level Mean - 831</b></i>						

On average students are expected to grow approximately 75-100 Lexiles per year. Of the thirty (30) students that participated in READ 180, thirteen (13) students met or exceeded the average gain in Lexile points anticipated. Eight (8) additional students showed positive Lexile gains, but not to the level anticipated. Nine (9) students showed a negative growth pattern.

Special Education Program  
STAR ASSESSMENT READING SCALED SCORES  
2013-2014

<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Scaled Score</b></i>	<i><b>First Test Date</b></i>	<i><b>Scaled Score</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Scaled Score</b></i>
	5	277	10/3/1900	365	5/7/2014	88
	5	319	8/23/2013	485	5/7/2014	166
	5	391	8/27/2013	506	5/7/2014	115
	5	580	8/27/2013	624	5/6/2014	44
	5	264	9/5/2013	527	5/7/2014	263
	5	240	8/27/2013	375	5/15/2014	135
	5	265	8/27/2013	369	5/7/2014	104
	5	268	8/27/2013	349	5/7/2014	81
	5	572	8/27/2013	683	5/7/2014	111
	5	255	8/27/2013	203	5/7/2014	(52)
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Scaled Score</b></i>	<i><b>First Test Date</b></i>	<i><b>Scaled Score</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Scaled Score</b></i>
	6	398	9/3/2013	478	5/7/2014	80
	6	266	9/3/2013	399	5/7/2014	133
	6	328	9/3/2013	396	5/7/2014	68
	6	93	9/3/2013	249	5/7/2014	156
	6	358	9/3/2013	348	5/7/2014	(10)
	6	276	9/3/2013	413	11/12/2013	137
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Scaled Score</b></i>	<i><b>First Test Date</b></i>	<i><b>Scaled Score</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Scaled Score</b></i>
	7	313	8/29/2013	529	5/7/2014	216
	7	399	8/29/2013	455	5/7/2014	56
	7	348	8/29/2013	378	5/7/2014	30
	7	430	8/29/2013	686	5/7/2014	256
	7	555	8/29/2013	428	5/7/2014	(127)
	7	518	8/26/2013	705	5/7/2014	187
	7	677	8/29/2013	706	5/7/2014	29
	7	654	8/26/2013	816	5/7/2014	162
	7	342	8/26/2013	471	5/7/2014	129
	7	559	8/26/2013	546	5/7/2014	(13)
	7	248	8/29/2013	257	1/13/2014	9
	7	555	8/29/2013	598	5/7/2014	43
	7	224	8/29/2013	296	5/7/2014	72
	7	468	8/26/2013	419	5/7/2014	(49)
	7	652	9/4/2013	546	5/13/2014	(106)
<i><b>Student</b></i>	<i><b>Grade</b></i>	<i><b>Scaled Score</b></i>	<i><b>First Test Date</b></i>	<i><b>Scaled Score</b></i>	<i><b>Last Test Date</b></i>	<i><b>Growth in Scaled Score</b></i>
	8	668	11/15/2013	861	1/14/2014	193
	8	608	8/28/2013	719	1/14/2014	111
	8	898	8/28/2013	882	1/14/2014	(16)
	8	398	8/28/2013	581	5/14/2014	183
	8	803	8/28/2013	926	5/14/2014	123
	8	711	8/28/2013	894	1/14/2014	183
	8	469	8/28/2013	627	5/12/2014	158
	8	964	8/28/2013	1059	5/12/2014	95
	8	720	11/15/2013	639	1/15/2014	(81)
	8	379	8/28/2013	578	5/14/2014	199

# BERMUDIAN SPRINGS SCHOOL DISTRICT

## MONTHLY ENROLLMENT SUMMARY 2013-2014

GRADE LEVEL	YOG	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	# OF CLASSES
K	2026	141	143	143	140	140	143	141	141	141	141	141	7
1	2025	146	143	143	141	139	139	137	138	138	138	138	6
2	2024	163	165	165	162	160	160	159	160	162	161	161	7
3	2023	137	137	137	138	136	140	140	140	141	140	140	6
4	2022	166	166	164	166	166	167	167	167	166	166	166	7
K-4 TOTAL		753	754	752	747	741	749	744	746	748	746	746	33
5	2021	150	149	148	149	148	149	149	150	150	148	148	8
6	2020	155	151	151	150	149	151	150	150	148	148	148	8
7	2019	169	169	168	171	171	171	171	172	171	171	171	7
8	2018	150	149	149	151	151	152	150	154	153	152	152	8
MS TOTAL		624	618	616	621	619	623	620	626	622	619	619	31
9	2017	153	153	149	146	146	146	148	147	146	147	147	.....
10	2016	169	171	169	169	170	165	165	165	163	163	163	.....
11	2015	171	169	165	164	163	163	163	162	163	162	162	.....
12	2014	154	154	154	154	152	153	153	152	152	152	152	.....
HS TOTAL		647	647	637	633	631	627	629	626	624	624	624	.....
DIST TOTAL		2024	2019	2005	2001	1991	1999	1993	1998	1994	1989	1989	.....
PREV YR TOTAL		2049	2035	2027	2026	2027	2025	2014	2003	2003	2001	2000	.....