

Boyertown Area School District

**Data
Summary
2015-2016**

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High-Performing School Systems

Boyertown Area School District is committed to being a high-performing school system. The best practices of high-performing school systems focus on five specific areas as indicated below:

- **Establish a well-articulated and aligned K-12 curriculum**
- **Select and develop teachers and leaders**
- **Provide the right tools and resources**
- **Use the data – know the students and the numbers**
- **Ensure all students learn (provide immediate and intense interventions)**

(Adopted from National Center for Educational Achievement)

Examining Data

There are a number of questions that we should explore when we examine data:

- What are the trends?
- What are possible casual factors (focus on factors that we control)?
- What are possible remedies?
- What don't we know?
- What are our priorities?
 - Positive, Safe, healthy, Learning Environment
 - Effective Communication and Collaboration Among Stakeholders
 - Learning, Growth, and Empowerment for Every Student's Success
 - Effective and Continuous Learning for All District Personnel
 - Responsible and Effective Use of Resources

Statewide Assessment Requirements

The Pennsylvania Department of Education currently requires the following:

- Assess students in grades 3-8, in English/Language Arts and Mathematics;
- Assess students in science once during grades 4 and 8,
- Asses all students at the conclusion of the following course or at the end of their 11th grade year, whichever comes first.
 - Algebra I
 - Literature
 - Biology

The **Pennsylvania System of School Assessment**, also known as PSSA, measures how well students have achieved in English Language Arts, Mathematics, and Science according to Pennsylvania academic standards. By using these standards, educators, parents and administrators can evaluate their students' strengths and weaknesses to increase students' achievement scores. The PSSA results allow schools and districts to evaluate their students' progress to make full proficiency a reality. This assessment is administered in the following grades and subjects:

Grades 3-8	Math
	English Language Arts
Grades 4 & 8	Science

The **Keystone Exams** are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. These assessments are to be given at the conclusion of these courses or by the conclusion of a student's 11th grade year; whichever occurs first. The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements starting with the class of 2019. Keystone Exams are designed to help school districts guide students toward meeting state standards.

Assessment Results: Both the PSSA and Keystone assessments utilize the following descriptors to report student performance:

- Advanced superior academic performance
- Proficient satisfactory academic performance
- Basic marginal academic performance, work approaching, but not yet reaching satisfactory performance
- Below Basic inadequate academic performance

Pennsylvania School Performance Profile

The PA School Performance Profile provides a quantitative academic score based upon a 100-point scale using the following source data:

- Indicators of Academic Achievement (40%)
- Indicators of Closing the Achievement Gap – (10%) (only included for Science)
- Indicators of Academic Growth / PVAAS (40%)
- Other Academic Indicators (10%)
- Extra Credit for Advanced Achievement (up to 7 points)

The School Performance Profile scores for each building are listed below:

School	SPP
Boyertown Area Senior High	85.5
Boyertown Junior High East	72.9
Boyertown Junior High West	78.2
Boyertown Elementary	80.1
Colebrookdale Elementary	60.9
Earl Elementary	83.4
Gilbertsville Elementary	89.3
New Hanover Upper Fredrick	85.7
Pine Forge Elementary	80.7
Washington Elementary	84.9

On the following pages, you will find the data that contributed to each building's score.

Indicators of Academic Achievement (40%)

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA) Mathematics, English Language Arts, and Science
- Percent Competent or Advanced on industry certification exams) NOCTI: a job ready assessment for career and technical center students)
- Percent Proficient or Advanced on PSSA Grade 3 ELA
- SAT/ACT College Ready Benchmark

	Math	ELA	Science	Industry Standards	Grade 3 Reading	SAT/ACT
BASH	85.61	88.52	82.85	88.89	na	100
JHE	57.98	78.62	75.37	na	na	na
JHW	53.22	70.35	74.17	na	na	na
BES	59.79	71.13	88.66	na	65.88	na
CES	46.28	60.43	75.51	na	57.50	na
EES	72.29	80.24	97.78	na	86.49	na
GES	75.54	80.65	91.97	na	74.07	na
NHUF	69.75	76.16	94.87	na	65.66	na
PFES	74.27	76.61	92.31	na	70.21	na
WES	61.84	71.29	87.65	na	63.75	na

*The performance measure for "SAT/ACT College Ready Benchmark" is determined by converting the percent of Grade 12 students who achieved a total score of 1550 or higher on the SAT and/or a 22 or Higher on the ACT prior to graduation to a scaled score (40% or higher = 100, 30% = 75, 20% = 50, etc.).

Indicators of Closing the Achievement Gap – (10%)

Closing the Achievement Gap is measured for two groups of students:

- All Students (5%)– defined as all students enrolled for a full academic year taking the PSSA
- Historically Low Performing Students (5%)– defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA or Keystones.

The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency.

Once the achievement gap is determined, schools are measured on the success in closing that gap.

- The benchmark for success is defined as closing one half of the achievement gap over a six year period.
- This Performance Measure is calculated annually; if a school is on track or exceeding the cumulative rate needed to close the gap, a score of 100% is earned.
- If a school has closed 80% of the gap, a score of 80% is earned.
- A school not making any progress in closing the gap or even widening the gap earns a score of zero.

Closing the Achievement Gap Performance Measure

	Mathematics/Alg I		ELA/Literature		Science/Biology	
	All Students	H.L.P Students	All Students	H.L.P. Students	All Students	H.L.P. Students
BASH	100	100	61.08	38.05	100	100
JHE	86.67	5.93	8.65	94.72	0	91.51
JHW	100	100	100	100	0	0
BES	100	100	46.98	27.08	0	0
CES	0	0	0	0	0	100
EES	0	0	39.47	100	100	57.14
GES	50.19	78.75	62.88	100	0	0
NHUF	100	100	0	0	100	35.29
PFES	100	100	85.39	5.71	0	0
WES	86.88	75.06	100	45.77	72.15	5.53

Indicators of Academic Growth / PVAAS (40%)

The Pennsylvania Value Added Assessment System (PVAAS) growth index represents the school's impact on the academic progress of groups of students from year-to-year. The key at the bottom of the page helps to identify the extent to which each building has met or not met the expected growth levels of their students.

PVAAS Growth Data by Building and Subject

	Math			Reading/ELA			Science
	Grade 4	Grade 5	Grade 6	Grade 4	Grade 5	Grade 6	Grade 4
BES	4.7 DB	-4.2 R	3.7 DB	-2.1 Y	2.7 DB	2.8 DB	55.3 DB
CES	-6.8 R	-0.5 G	-2.9 Y	-2.5 Y	-4.4 R	2.7 LB	-15.3 G
EES	-4.5 R	4.8 DB	1.8 LB	-2.1 Y	2.1 LB	5.1 DB	12.4 G
GES	2.7 DB	1.1 LB	3.5 DB	4.1 DB	3.1 DB	0.8 G	34.5 DB
NHUF	5.3 DB	2.0 DB	6.7 DB	5.5 DB	0.5 G	5.4 DB	66.3 DB
PFES	4.7 DB	-5.8 R	0.5 G	6.1 DB	-4.0 R	5.2 DB	17.4 LB
WES	3.1 DB	-2.0 Y	7.1 DB	4.5 DB	1.5 G	5.7 DB	26.2 DB

	Math		Reading/ELA		Science	Keystone
	7 th Grade	8 th Grade	7 th Grade	8 th Grade	8 th Grade	Algebra I
JHE	-3.1 R	-4.5 R	-1.6 R	0.2 G	-2.6 G	11.9 DB
JHW	2.4 DB	-2.2 R	-2.2 R	1.5 LB	22.7 DB	9.8 DB

	Algebra I	Literature	Biology
BASH	2.3 LB	0.4 G	-0.2

DB	Significant evidence that the school exceeded the standard for PA academic growth
LB	Moderate evidence that the school exceeded the standard for PA academic growth
G	Evidence that the school met the standard for PA academic growth
Y	Moderate evidence that the school did not meet the standard for PA academic growth
R	Significant evidence that the school did not meet the standard for PA academic growth

Other Academic Indicators (10%)

The final 10% of the School Performance Profile score is made up of the following pieces of information:

- Cohort graduation rate
- Attendance rate
- Advanced Placement (AP) or International Baccalaureate (IB) Diploma or college credit
- PSAT/PLAN Participation

	Cohort Graduation Rate	Promotion Rate	Attendance Rate	Advanced Placement or College Credit *	PSAT/PLAN Participation
BASH	91.49	NA	97.35	100	100
JHE	na	100	95.79	na	na
JHW	na	99.88	95.33	na	na
BES	na	100	96.54	na	na
CES	na	100	95.75	na	na
EES	na	100	96.08	na	na
GES	na	100	96.57	na	na
NHUF	na	99.87	96.51	na	na
PFES	na	100	95.87	na	na
WES	na	100	96.30	na	na

*The performance measure for "Advanced Placement or College Credit" is determined based on the number of offerings (4 core areas is 100%, 3 core areas is 75% etc.).

**The performance measure for "PSAT/Plan Participation" is determined by converting the percent of grade 12 students who have a record of taking either the PSAT or Plan assessment prior to graduation to a scaled score (more than 60% participation results in a scaled score of 100).

Extra Credit for Advanced Achievement (up to 7 points)

In addition to the four sections outlined above, there are also bonus points that a school has the opportunity to earn. Bonus points can be earned in each of the following areas:

- Percent Advanced on Pennsylvania System of School Assessment (PSSA) Mathematics, ELA, and Science
- Percent Advanced on industry standards-based competency assessments (NOCTI : a job ready assessment for career and technical center students)
- Advanced Placement achievement (scores 3 or higher)

	Math	ELA	Science	Industry Standards	AP Exam Achievement*
BASH	35.15	9.84	37.41	72.22	62.87
JHE	31.28	29.68	43.38	na	na
JHW	20.86	19.96	37.92	na	na
BES	27.84	19.59	47.42	na	na
CES	15.96	13.37	36.73	na	na
EES	33.13	28.14	62.22	na	na
GES	43.99	33.98	64.23	na	na
NHUF	30.95	30.56	50.43	na	na
PFES	35.09	26.90	53.85	na	na
WES	25.99	23.10	35.80	na	na

*The performance measure for "Advanced Placement Achievement" is determined by converting the percent of Grade 12 students who achieved a score of 3 or higher on at least one AP exam prior to graduation to a scaled score (40% or higher = 100, 30% = 75, 20% = 50 etc.).

Supplemental Data

On the following pages, there is a collection of tables representing the wide variety of data that the district collects and uses to plan for continuous school improvement.

- Growth
- Achievement
- Demographic

Pennsylvania Value Added Assessment System (PVAAS)

Understanding Value-Added

To understand the concept of value-added analysis and reporting, imagine a child's physical growth curve. Every year, a child stands against the wall; the parent places a ruler on his/her head and measures the child's height at ages 2, 3, 4, and so on. From these data points, the parent can construct a graph to illustrate the height of the child. Often, parents discover that this growth curve does not resemble the smooth line seen on a pediatrician's chart. Instead, there are "dimples" and "bubbles" in this constructed graph. For example, children may have growth spurts. In addition, errors of measurement are possible; the child may not have stood straight or the parent may not have held the ruler level.

Now apply the same process to education. PVAAS utilizes historical test data from years of testing to construct a student's education growth chart. The chart for any group of students will likely exhibit a pattern of dimples and bubbles similar to the physical growth curve seen for an individual child. However, if by aggregating the information on many students we discover a dimple effect occurring in a specific grade and subject, then the dimple is evidence that the curriculum or instruction may need to be examined.

Value-added follows the growth of students over time in order to estimate their growth during a year of schooling. With value-added assessment, educators get a sense of whether they are making appropriate academic growth for their students. More specifically, value-added accomplishes this by following the same students over time thus looking at the growth of groups of students in order to make an accurate estimate of educational effectiveness.

What is Value-Added?

Value-added is a statistical analysis used to measure the district's/school's impact on the academic growth rates of groups of students from year to year. A value-added "score" is calculated in the following manner:

Growth = Current Achievement compared to Prior Achievement

Note: The methodology used in Pennsylvania for value-added assessment is based on the EVAAS methodology. This methodology has been nationally peer-reviewed and published since 1997.

The Benefits of Value-Added

Value-added offers an objective, more accurate way to measure the academic growth of groups of students and the influence districts and schools have on students' educational experiences.

District Wide Growth Data

PSSA Related Growth Data (3-Year Measure by Standards Group)

	Grades 4-8	Grades 9-12
Math/Algebra I	0.4 DB	10.5 DB
ELA/Literature	0.3 DB	2.7 DB
Science/Biology	Grade 4: 21.1 DB	4.9 DB
	Grade 8: 13.0 DB	

2015-16 Growth Data

PSSA Related Growth Data

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Math	2.4 DB	-0.5 Y	3.8 DB	-0.4 Y	-3.4 R
Reading/ELA	2.5 DB	0.9 LB	3.8 DB	-1.9 R	0.8 LB
Science	31.1 DB				4.7 G

Keystone Related Growth Data

Algebra I	7.9 DB
Biology	-.2 G
Literature	.4 G

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

Building Specific Growth Data

	Math			Reading/ELA			Science
	Grade 4	Grade 5	Grade 6	Grade 4	Grade 5	Grade 6	Grade 4
BES	4.7 DB	-4.2 R	3.7 DB	-2.1 Y	2.7 DB	2.8 DB	55.3 DB
CES	-6.8 R	-0.5 G	-2.9 Y	-2.5 Y	-4.4 R	2.7 LB	-15.3 G
EES	-4.5 R	4.8 DB	1.8 LB	-2.1 Y	2.1 LB	5.1 DB	12.4 G
GES	2.7 DB	1.1 LB	3.5 DB	4.1 DB	3.1 DB	0.8 G	34.5 DB
NHUF	5.3 DB	2.0 DB	6.7 DB	5.5 DB	0.5 G	5.4 DB	66.3 DB
PFES	4.7 DB	-5.8 R	0.5 G	6.1 DB	-4.0 R	5.2 DB	17.4 LB
WES	3.1 DB	-2.0 Y	7.1 DB	4.5 DB	1.5 G	5.7 DB	26.2 DB

	Math		Reading/ELA		Science	Keystone
	7 th Grade	8 th Grade	7 th Grade	8 th Grade	8 th Grade	Algebra I
JHE	-3.1 R	-4.5 R	-1.6 R	0.2 G	-2.6 G	11.9 DB
JHW	2.4 DB	-2.2 R	-2.2 R	1.5 LB	22.7 DB	9.8 DB

	Algebra I	Literature	Biology
BASH	2.3 LB	-0.4 G	-0.2 G

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

Pennsylvania System of School Assessments

Percentage of Students Proficient or Above

Pennsylvania State Average

2015			
Grade	ELA	Math	Sci
3	62	49	
4	59	44	77
5	62	43	
6	61	40	
7	59	33	
8	58	30	59

2016			
Grade	ELA	Math	Sci
3	61	54	
4	59	47	76
5	62	44	
6	62	41	
7	62	37	
8	58	31	58

Boyertown Area School District

2015			
Grade	ELA	Math	Sci
3	74	60	
4	70	63	91
5	74	62	
6	80	66	
7	74	56	
8	70	44	78

2016			
Grade	ELA	Math	Sci
3	69	72	
4	73	66	90
5	74	61	
6	82	68	
7	78	64	
8	71	46	75

Proficiency Level – Building and Grade

Boyertown Elementary

English Language Arts – 2015

Grade	BEL	BAS	PRO	ADV
3	10.5	22.1	54.7	12.6
4	8.7	20.4	50.5	20.4
5	5.1	26.3	51.5	17.2
6	6.7	20.0	48.6	24.8

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	4.7	29.4	55.3	10.6
4	8.2	23.7	49.5	18.6
5	9.6	16.3	55.8	18.3
6	2.9	21.6	46.1	29.4

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	26.0	21.9	26.0	26.0
4	11.7	23.3	32.0	33.0
5	18.0	39.0	23.0	20.0
6	9.5	37.1	35.2	18.1

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	3.5	25.9	36.5	34.1
4	12.4	20.6	42.3	24.7
5	19.0	28.6	26.7	25.7
6	14.9	33.7	23.8	27.7

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	4.9	3.9	28.2	63.1

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	6.2	5.2	41.2	47.4

Colebrookdale Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	11.8	15.7	60.8	11.8
4	7.3	25.5	58.2	9.1
5	12.0	30.0	44.0	14.0
6	2.0	26.0	44.0	28.0

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	15.0	27.5	50.0	7.5
4	14.6	25.0	37.5	22.9
5	11.1	37.0	50.0	1.9
6	6.7	20.0	51.1	22.2

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	13.7	21.6	35.3	29.4
4	23.6	25.5	36.4	14.5
5	12.0	28.0	42.0	18.0
6	16.0	28.0	36.0	20.0

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	25.0	20.0	35.0	20.0
4	26.5	30.6	24.5	18.4
5	24.1	37.0	29.6	9.3
6	15.6	33.3	33.3	17.8

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	5.6	11.1	59.3	24.1

Science- 2016

Grade	BEL	BAS	PRO	ADV
4	14.3	10.2	38.8	36.7

Proficiency Level – Building and Grade

Earl Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	0.0	10.4	64.6	25.0
4	6.4	31.9	42.6	19.1
5	8.1	18.9	54.1	18.9
6	0.0	8.3	52.1	39.6

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	0.0	13.5	64.9	21.6
4	0.0	17.8	48.9	33.3
5	6.5	30.4	41.3	21.7
6	5.1	2.6	56.4	35.9

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	4.2	14.6	50.0	31.3
4	8.3	35.4	47.9	8.3
5	8.1	16.2	45.9	29.7
6	0.0	16.7	50.0	33.3

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	2.8	5.6	27.8	63.9
4	6.7	28.9	40.0	24.4
5	10.9	30.4	39.1	19.6
6	5.1	15.4	48.7	30.8

Science – 2015

Grade	BEL	BAS	PRO	ADV
4	0.0	10.4	41.7	47.9

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	0.0	2.2	35.6	62.2

Gilbertsville Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	6.6	17.6	57.4	18.4
4	2.6	23.3	49.1	25.0
5	5.5	10.9	44.5	39.1
6	3.7	10.3	45.8	40.2

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	6.5	19.4	55.6	18.5
4	3.6	17.5	33.6	45.3
5	4.5	9.0	62.2	24.3
6	1.8	14.7	38.5	45.0

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	11.8	18.4	25.7	44.1
4	6.9	22.4	37.9	32.8
5	9.1	15.5	35.5	40.0
6	2.8	14.0	38.3	44.9

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	12.0	13.0	38.0	37.0
4	8.0	13.1	27.7	51.1
5	8.0	16.1	39.3	36.6
6	8.3	20.2	22.0	49.5

Science – 2015

Grade	BEL	BAS	PRO	ADV
4	3.4	1.7	32.8	62.1

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	1.5	6.6	27.7	64.2

Proficiency Level – Building and Grade

New Hanover Upper Frederick Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	8.3	17.5	65.0	9.2
4	3.8	26.9	40.4	28.8
5	2.0	17.3	59.2	21.4
6	1.7	11.9	42.4	44.1

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	8.1	26.3	48.5	17.2
4	3.4	19.7	44.4	32.5
5	5.3	19.5	49.6	25.7
6	0.0	13.6	39.8	46.6

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	20.7	29.8	30.6	19.0
4	12.5	26.9	33.7	26.9
5	12.1	29.3	33.3	25.3
6	2.5	24.6	38.1	34.7

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	9.0	14.0	51.0	26.0
4	11.1	25.6	36.8	26.5
5	11.5	23.0	31.9	33.6
6	5.8	19.4	36.9	37.9

Science – 2015

Grade	BEL	BAS	PRO	ADV
4	3.8	4.8	37.5	53.8

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	2.6	2.6	44.4	50.4

Pine Forge Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	2.3	18.6	62.8	16.3
4	0.0	22.5	52.5	25.0
5	6.8	25.0	54.5	13.6
6	5.1	17.9	48.7	28.2

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	6.4	23.4	66.0	4.3
4	2.6	20.5	25.6	51.3
5	2.4	21.4	59.5	16.7
6	0.0	14.3	45.2	40.5

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	14.0	20.9	23.3	41.9
4	5.0	20.0	45.0	30.0
5	6.8	25.0	43.2	25.0
6	7.7	43.6	33.3	15.4

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	4.3	10.6	44.7	40.4
4	5.1	25.6	28.2	41.0
5	7.1	23.8	47.6	21.4
6	2.4	23.8	35.7	38.1

Science – 2015

Grade	BEL	BAS	PRO	ADV
4	0.0	5.0	35.0	60.0

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	0.0	7.7	38.5	53.8

Proficiency Level – Building and Grade

Washington Elementary

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	8.6	24.7	60.5	6.2
4	6.1	31.8	48.5	13.6
5	8.5	19.5	56.1	15.9
6	3.8	25.5	44.3	26.4

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
3	6.3	30.0	52.5	11.3
4	3.7	30.9	39.5	25.9
5	9.8	18.0	63.9	8.2
6	7.4	8.6	40.7	43.2

Math – 2015

Grade	BEL	BAS	PRO	ADV
3	16.0	30.9	40.7	12.3
4	18.2	24.2	39.4	18.2
5	11.1	27.2	43.2	18.5
6	7.5	30.2	39.6	22.6

Math - 2016

Grade	BEL	BAS	PRO	ADV
3	22.2	21.0	29.6	27.2
4	14.8	27.2	37.0	21.0
5	16.4	29.5	39.3	14.8
6	12.3	11.1	38.3	38.3

Science – 2015

Grade	BEL	BAS	PRO	ADV
4	4.5	7.6	47.0	40.9

Science - 2016

Grade	BEL	BAS	PRO	ADV
4	3.7	8.6	51.9	35.8

Proficiency Level – Building and Grade

Junior High School East

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
7	1.1	19.8	55.2	23.9
8	3.8	20.4	51.2	24.6

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
7	1.7	17.3	49.3	31.6
8	3.3	20.6	48.5	27.6

Math – 2015

Grade	BEL	BAS	PRO	ADV
7	7.4	30.1	40.9	21.6
8	14.2	38.8	34.2	12.7

Math - 2016

Grade	BEL	BAS	PRO	ADV
7	9.2	24.1	36.7	29.9
8	16.7	34.8	36.7	11.9

Science – 2015

Grade	BEL	BAS	PRO	ADV
8	7.3	12.0	36.3	44.4

Science - 2016

Grade	BEL	BAS	PRO	ADV
8	9.6	15.1	32.0	43.4

Junior High School West

English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
7	2.6	30.2	52.8	14.5
8	3.3	31.6	49.5	15.6

English Language Arts - 2016

Grade	BEL	BAS	PRO	ADV
7	2.9	22.2	53.8	21.1
8	3.8	30.8	46.7	18.8

Math – 2015

Grade	BEL	BAS	PRO	ADV
7	13.7	37.2	34.2	15.0
8	15.6	43.6	27.6	13.1

Math - 2016

Grade	BEL	BAS	PRO	ADV
7	7.3	30.7	34.7	27.4
8	21.8	35.3	29.4	13.4

Science – 2015

Grade	BEL	BAS	PRO	ADV
8	6.9	16.7	39.6	36.7

Science - 2016

Grade	BEL	BAS	PRO	ADV
8	8.4	17.6	36.0	38.1

Keystone Exams - Boyertown Area School District

Junior High School East - First Time Test Takers

Year	Subject	BEL	BAS	PRO	ADV
2012-2013	Algebra I	7%	41%	38%	14%
2013-2014	Algebra I	1%	20%	42%	37%
2014-2015	Algebra I	0%	14%	36%	50%
2015-2016	Algebra I	0%	12%	33%	54%

Junior High School West - First Time Test Takers

Year	Subject	BEL	BAS	PRO	ADV
2012-2013	Algebra I	11%	46%	27%	17%
2013-2014	Algebra I	0%	14%	39%	47%
2014-2015	Algebra I	0%	11%	39%	50%
2015-2016	Algebra I	0%	19%	31%	45%

Boyertown Area Senior High School - First Time Test Takers

Year	Subject	BEL	BAS	PRO	ADV
2012-2013	Algebra I	26%	48%	21%	5%
2012-2013	Literature	3%	20%	65%	12%
2012-2013	Biology	12%	28%	39%	22%

Year	Subject	BEL	BAS	PRO	ADV
2013-2014	Algebra I	50%	33%	0%	17%
2013-2014	Literature	5%	18%	67%	10%
2013-2014	Biology	11%	18%	39%	31%

Year	Subject	BEL	BAS	PRO	ADV
2014-2015	Algebra I	22%	55%	22%	0%
2014-2015	Literature	2%	18%	70%	10%
2014-2015	Biology	6%	17%	39%	38%

Year	Subject	BEL	BAS	PRO	ADV
2015-2016	Algebra I	6%	20%	35%	39%
2015-2016	Literature	1%	20%	69%	10%
2015-2016	Biology	1%	77%	17%	1%

Note: Due to the math sequence, the Algebra I Keystone exam is administered to students at different times over the course of 9th and 10th grade years. In contrast the Biology and Literature Keystone exam data included all 10th grade students.

11th Grade Keystone Proficiency

Subject	2012-2013	2013-2014	2014-2015	2015-2016
Algebra I	75%	78%	79%	86%
Literature	86%	84%	82%	89%
Biology	51%	70%	74%	83%

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

A Brief Primer

The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) measures used to regularly monitor the development of pre-reading and early reading skills. The DIBELS measures were specifically designed to assess early literacy through the use of 4 different assessments. In Boyertown, we administer the DIBELS to all kindergarten and grade one students as well as those grade two students who had been in Literacy First classrooms in grade one. Below is a brief description of each of the subtests.

Initial Sound Fluency

Initial Sound Fluency (ISF) is a measure that assesses phonemic awareness skills. Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read. In this assessment the teacher presents four pictures to the child, names each picture, and then asks the child to identify the picture that begins with the sound produced orally by the teacher. For example, the teacher says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" and the student points to the correct picture.

Letter Naming Fluency

DIBELS Letter Naming Fluency (LNF) is a measure that determines if students can name the upper- and lower-case letters of the alphabet. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can.

Phoneme Segmentation Fluency

The DIBELS Phoneme Segmentation Fluency (PSF) assesses a student's ability to segment words with three and four different sounds into their individual sounds. For example, the teacher says "sat," and the student makes the sound of the /s/, the /a/ and the /t/ to receive three possible points for the word. The PSF measure has been found to be a good predictor of later reading achievement.

Nonsense Word Fluency

The DIBELS Nonsense Word Fluency (NWF) is a measure that assesses a student's understanding that words are composed of letters that represent sounds and how the sounds work together to make words. In this assessment a student is presented with a sheet of paper with nonsense words on it (e.g., sig, rav, ov). Students are to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. The student is allowed 1 minute to produce as many nonsense words as he/she can.

Oral Reading Fluency

The DIBELS Oral Reading Fluency (DORF) is a measure that assesses fluency with text, the ability to translate letters-to-sounds-to-words fluently and effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning

DIBELS DATA

Kindergarten Percent of students scoring proficient			
School	2013-14	2014-15	2015-16
Initial Sound Fluency	68	70	71
Nonsense Word Fluency	64	58	63
Phonemic Segmentation	78	78	83

First Grade Percent of students scoring proficient			
School	2013-14	2014-15	2015-16
Correct Letter Sounds	60	60	61
Whole Words Read	64	64	66
Oral Reading Words Correct	71	71	69

Second Grade Percent of students scoring proficient			
School	2013-14	2014-15	2015-16
Oral Reading Words Correct	66	70	70

ELL Student Assessment Summary Background:

Beginning with the 2006-2007 school year, all Pennsylvania public school districts were mandated to administer a new assessment to students receiving services in ELL programs. The new test is “ACCESS for ELL; English Language Proficiency Test”.

The test covers listening, speaking, reading and writing. These subtests are combined to provide levels for oral language, literacy, comprehension and an overall score. All scores/levels are delineated as follows: 1–Entering, 2–Beginning, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching. An overall score of 5 or 6 is needed to consider development of an ESL exit plan for a student.

English Language Learners (Assessment covers listening, speaking, reading and writing)							
2015-2016							
	Students	Entering	Beginning	Developing	Expanding	Bridging	Reaching
Elementary	13	0	1	3	2	6	1
Junior High	3	0	0	1	0	2	0
Senior High	2	0	0	0	0	1	1
Total	18	0	1	4	2	9	2
2014-2015							
Elementary	15	1	4	3	2	3	2
Junior High	2	0	0	0	1	1	0
Senior High	1	0	0	0	0	1	0
Total	18	1	4	3	3	5	2
2013-2014							
Elementary	11	0	1	5	4	1	0
Junior High	3	0	0	1	1	0	1
Senior High	1	0	0	1	0	0	0
Total	15	0	1	7	5	1	1
2012-2013							
Elementary	13	2	2	3	3	3	0
Junior High	2	0	0	0	0	2	0
Senior High	2	0	0	1	1	0	0
Total	21	2	2	4	4	5	0
2011-2012							
Elementary	11	3	1	3	2	2	0
Junior High	1	0	0	0	1	0	0
Senior High	1	0	0	0	1	0	0
Total	13	3	1	3	4	2	0
2010-2011							
Elementary	11	1	1	4	0	5	0
Junior High	2	0	0	1	1	0	0
Senior High	5	0	1	4	0	0	0
Total	18	1	2	9	1	5	0
2009-2010							
Elementary	12	0	0	1	6	5	0
Junior High	1	0	0	0	1	0	0
Senior High	2	0	0	1	1	0	0
Total	15	0	0	2	8	5	0

SAT Results

Year	Number of Students Participating	BASD Mean Score	Number of Graduates	% of Students Going on to Post-Secondary Education
SAT Critical Reading				
2016	307	509	498	73
		PA MEAN SCORE 497		
2015	311	502	472	77
		PA MEAN SCORE 499		
2014	365	501	539	71
		PA MEAN SCORE 497		
2013	363	499	530	71
		PA MEAN SCORE 494		
2012	385	499	538	80
		PA MEAN SCORE 491		
2011	381	500	534	75
		PA MEAN SCORE 493		
2010	329	496	507	73
		PA MEAN SCORE 492		
2009	351	505	531	72
		PA MEAN SCORE 493		
2008	382	501	563	72
		PA MEAN SCORE 494		
2007	364	494	523	66
2006	360	507	495	77
SAT Writing				
2016	307	495	498	73
		PA MEAN SCORE 480		
2015	311	501	472	77
		PA MEAN SCORE 482		
2014	365	492	539	71
		PA MEAN SCORE 480		
2013	363	495	530	71
		PA MEAN SCORE 482		

Year	Number of Students Participating	BASD Mean Score	Number of Graduates	% of Students Going on to Post-Secondary Education
2012	385	495	538	80
		PA MEAN SCORE 480		
2011	381	492	534	75
		PA MEAN SCORE 479		
2010	329	487	507	73
		PA MEAN SCORE 480		
2009	351	492	531	72
		PA MEAN SCORE 483		
2008	382	485	563	72
		PA MEAN SCORE 483		
2007	364	482	523	66
2006	360	491	495	77
SAT Math				
2016	307	527	498	73
		PA MEAN SCORE 504		
2015	311	510	472	77
		PA MEAN SCORE 504		
2014	365	515	539	71
		PA MEAN SCORE 504		
2013	363	526	530	71
		PA MEAN SCORE 504		
2012	385	517	538	80
		PA MEAN SCORE 501		
2011	381	514	534	75
		PA MEAN SCORE 501		
2010	329	512	507	73
		PA MEAN SCORE 501		
2009	351	511	531	72
		PA MEAN SCORE 501		
2008	382	511	563	72
		PA MEAN SCORE 501		

Year	Number of Students Participating	BASD Mean Score	Number of Graduates	% of Students Going on to Post-Secondary Education
2007	364	506	523	66
2006	360	508	495	77
2005	364	514	511	68
2004	322	525	478	69
2003	287	516	435	65
2002	311	526	463	66
2001	311	514	166	69
2000	310	526	416	58
1999	281	520	420	70

Advanced Placement Results

Advanced placement tests are scored on a 5 point scale. Students who score a “3” or higher may be able to obtain college credit from the college or university they attend.

Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher	
2016	Biology	27	15	
	Calculus AB	44	32	
	Calculus BC	20	16	
	Chemistry	37	21	
	Computer Science A	8	2	
	English Language & Composition	59	40	
	English Literature & Composition	29	22	
	European History	21	18	
	Microeconomics	113	58	
	Music Theory	11	5	
	Physics	24	14	
	Statistics	108	58	
	Studio Art - 2D Design	2	2	
	U.S. History	27	24	
	Studio Art – Drawing	14	11	
	World History	1	0	
	TOTAL		545	338 (66%)
	Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
	2015	Biology	31	19
Calculus AB		52	37	
Calculus BC		14	14	
Chemistry		27	17	
Computer Science A		11	6	
English Language & Composition		70	61	
English Literature & Composition		43	33	
Environmental Science		15	6	
European History		11	9	
Microeconomics		90	52	
Music Theory		16	7	
Physics		20	14	
Statistics		72	34	
Studio Art - 2D Design		10	9	
U.S. History		39	30	
US Government & Politics		1	1	
TOTAL			522	349 (67%)

Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher	
2014	Biology	36	20	
	Calculus AB	45	40	
	Calculus BC	15	13	
	Chemistry	32	21	
	English Language & Composition	74	53	
	English Literature & Composition	31	25	
	Environmental Science	23	15	
	European History	8	4	
	Macroeconomics	1	0	
	Microeconomics	109	63	
	Music Theory	6	4	
	Physics	18	16	
	Statistics	91	52	
	Studio Art - 2D Design	11	10	
	U.S. History	39	34	
	US Government & Politics	1	1	
	TOTAL	540	371 (69%)	
	Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
	2013	Biology	32	19
		Calculus AB	58	35
Calculus BC		21	19	
Chemistry		22	18	
Computer Science A		7	7	
English Language & Composition		43	33	
English Literature & Composition		45	30	
Environmental Science		18	11	
European History		21	15	
Macroeconomics		1	1	
Microeconomics		101	78	
Music Theory		3	1	
Physics		27	18	
Psychology		1	1	
Statistics		63	35	
Studio Art - 2D Design		10	9	
U.S. History		44	29	
TOTAL		517	359 (69%)	
Year		Exam	# of Students Participating	# of Students Scoring 3 or Higher
2012		Biology	36	18
	Calculus AB	62	49	
	Calculus BC	22	21	

	Chemistry	23	15
	English Lit/Comp	41	34
	Environmental Science	12	9
	European History	26	18
	Microeconomics	120	70
	Music Theory	13	10
	Physics	16	15
	Statistics	48	34
	Studio Art - 2D Design	7	4
	U.S. History	48	36
	TOTAL	474	333 (70%)
Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2011	Biology	35	13
	Calculus AB	64	49
	Calculus BC	12	12
	Chemistry	22	12
	Computer Science A	8	8
	English Lit/Comp	62	44
	Microeconomics	80	56
	Environmental Science	11	9
	Music Theory	12	5
	Physics C: Mechanicals	18	13
	Statistics	42	24
	Studio Art - 2D Design	2	2
	U.S. History	45	29
	World History	1	1
	TOTAL	414	277 (67%)
Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2010	Biology	20	13
	Calculus AB	29	27
	Calculus BC	14	12
	Chemistry	10	8
	Computer Science A	1	1
	English Lit/Comp	26	24
	Environmental Science	8	4
	Microeconomics	32	29
	Physics C: Mechanics	15	12
	Statistics	19	15
	Studio Art - 2D Design	5	2
	U.S. History	31	27
	TOTAL	210	174 (83%)

Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2009	Biology	27	12
	Calculus AB	29	28
	Calculus BC	10	10
	Chemistry	13	11
	Computer Science A	10	9
	English Lit/Comp	36	32
	Environmental Science	15	13
	Macroeconomics	5	2
	Microeconomics	40	36
	Music Theory	1	1
	Statistics	21	6
	Studio Art - Drawing	3	2
	Studio Art - 2D Design	5	1
	U.S. History	18	16
	TOTAL	233	179 (77%)
Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2008	Biology	18	7
	Calculus AB	18	16
	Calculus BC	9	8
	Chemistry	9	8
	Computer Science A	8	5
	English Lit/Comp	33	30
	Environmental Science	18	13
	Macroeconomics	3	0
	Microeconomics	48	39
	Physics C: Mechanics	10	10
	Statistics	29	19
	Studio Art - 2D Design	14	4
	U.S. History	22	14
	TOTAL	239	173 (72%)
	Year	Exam	# of Students Participating
2007	Biology	11	5
	Calculus AB	27	13
	Calculus BC	6	4
	Chemistry	14	8
	English Lit/Comp	34	32
	Environmental Science	7	5
	Macroeconomics	5	1
	Microeconomics	37	33
	Music Theory	1	1
	Physics C: Mechanics	13	11

	Psychology	1	1
	Spanish Language	1	0
	Statistics	11	7
	Studio Art - Drawing	4	3
	Studio Art - 2D Design	4	0
	Studio Art - 3D Design	1	0
	U.S. History	12	9
	TOTAL	189	133 (70%)
Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2006	Biology	7	3
	Calculus AB	20	17
	Calculus BC	1	1
	Chemistry	13	4
	Computer Science A	6	5
	English Lit/Comp	26	23
	Macroeconomics	1	0
	Microeconomics	24	24
	Music Theory	1	1
	Statistics	34	32
	Studio Art - Drawing	2	1
	Studio Art - 2D Design	6	2
	U.S. History	26	13
	TOTAL	174	132 (76%)
Year	Exam	# of Students Participating	# of Students Scoring 3 or Higher
2005	Biology	19	14
	Calculus AB	16	14
	Chemistry	6	3
	Comp Science AB	5	3
	English Lit/Comp	32	24
	Environmental Science	7	6
	French Language	1	1
	Govt & Pol – U.S.	3	1
	Macroeconomics	4	4
	Microeconomics	48	38
	Physics C: Mechanics	16	9
	Physics C: E & M	16	6
	Statistics	28	26
	Studio Art - Drawing	10	3
	Studio Art - 2D Design	2	1
	Studio Art - 3D Design	1	0
	U.S. History	11	10
	World History	1	1
	TOTAL	228	164 (72%)

Dual Enrollment
Boyertown Area School District and
Montgomery County Community College

Students who are enrolled in these courses may be eligible to receive both high school credit and college credit.

School Year	Course Name	Credits	Length of Course	Number of Students
15-16	Advanced Drawing	3	Semester	18
14-15				24
13-14				15
12-13				19
11-12				18
10-11				19
09-10				16
08-09				15
15-16	Advanced Painting	3	Semester	0
14-15				9
13-14				0
12-13				9
08-09				7
15-16	Astronomy	4	Full Year	24
14-15				9
13-14				12
12-13				14
11-12				13
10-11				21
09-10				14
08-09				26
15-16	Basic Nutrition	3	Semester	23
14-15				12
13-14				24
12-13				13
15-16	Computer Applications	3	Semester	22
14-15				0
13-14				34
12-13				16
11-12				13
10-11				16
08-09	CPR	3	Semester	23

School Year	Course Name	Credits	Length of Course	Number of Students
15-16	CPR / First Aid	3	Semester	25
14-15				27
13-14				14
12-13				14
11-12				23
10-11				33
09-10				12
15-16	English Composition I	3	Semester	29
14-15				20
12-13				14
11-12				23
10-11				14
09-10				36
13-14				27
15-16	English Composition II	3	Semester	29
14-15				20
13-14				25
15-16	Environmental Science	3	Full Year	0
14-15				16
13-14				31
12-13				35
11-12				40
10-11				46
09-10				18
08-09				77
15-16	Intro to Education	3	Semester	23
14-15				26
13-14				29
12-13				38
11-12				39
10-11				41
09-10				10
08-09				9
07-08				1
07-08	Intro to Political Science	3	Semester	1
15-16	College Algebra CE	3	Semester	6
14-15				0

School Year	Course Name	Credits	Length of Course	Number of Students
15-16	U.S. History CE	3	Semester	13
15-16	Spanish III	6	Full Year	39
14-15				46
13-14				43
12-13				51
11-12				61
10-11				62
09-10				73
15-16	Spanish IV	6	Full Year	20
14-15				47
13-14				22
12-13				24
11-12				34
10-11				22
09-10				34
08-09				27
07-08				11

School Year

Individual Students Participating

15-16	271
14-15	256
13-14	276
12-13	247
11-12	272
10-11	274
09-10	213
08-09	184
07-08	74

Demographics

The Boyertown Area School District is situated on the northwestern edge of the greater Philadelphia suburban sprawl in southeastern Pennsylvania. About 45 miles northwest of Philadelphia, it is just 20 miles south of Allentown and 20 miles east of Reading, straddling the Montgomery-Berks County line. When BASD was formed as a jointure in 1953, it was one of the largest school districts in the state, covering nearly 100 square miles. BASD encompasses Colebrookdale, Douglass, Earl and Washington Townships and the boroughs of Bally, Bechtelsville and Boyertown in Berks County, plus the townships of Douglass, New Hanover and Upper Frederick in Montgomery County.

The district has been shifting from a rural-type community to a suburban-type bedroom community. Many residents find their employment outside the district boundaries - in the King of Prussia, Exton, Allentown and Reading areas. The easy access to U.S. Route 422, a major artery into the Philadelphia area, which just barely brushes the southern edge of the district, has caused more rapid growth on the eastern, or Montgomery County side. Pennsylvania State Routes 100, 73 and 562 provide the other major traffic arteries across the district. According to recent data, 41,559 people make up the Boyertown school community. Rural, small town and suburban environments combine within the district.

Student Enrollment Data									
Grade	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012	Sept. 2013	Sept. 2014	Sept. 2015
K	461	511	496	491	509	480	482	492	418
1	512	473	554	522	520	573	526	521	522
2	522	525	457	562	538	519	568	510	526
3	566	533	529	477	571	544	534	582	514
4	499	583	533	539	496	578	546	538	576
5	498	513	589	545	549	491	589	529	548
6	558	523	514	583	572	551	504	589	533
7	553	571	532	522	600	585	559	520	580
8	571	559	568	544	523	594	593	559	519
9	570	590	565	586	534	533	586	575	553
10	560	563	585	576	591	531	546	582	589
11	565	530	541	578	569	575	512	523	563
12	580	542	510	537	577	555	572	501	502
TOTAL	7015	7016	6973	7087	7149	7109	7117	7021	6943

Graduation Rate:

2006-07	95.2%
2007-08	95.0%
2008-09	94.5%
2009-10	88.3%*
2010-11	92.3%*
2011-12	93.4%*
2012-13	92.1%*
2013-14	92.5%*
2014-15	91.5%*
2015-16	90.0%**

** Unofficial

* Federal law requires Pennsylvania, and all other states, to transition to a **new calculation method for determining high school graduation rates**. The “4-Year Cohort Graduation Rate” calculation will replace the “4-Year Leaver Graduation Rate” calculation. The “cohort” calculation method generates a different rate than the “leaver rate calculation” currently in use. The cohort calculation is almost always a lower percentage of graduates based on a different calculation methodology. It is important for stakeholders to understand, and to be able to communicate, why the publicly-reported numbers may look different even though there is no fundamental or underlying change in a school’s circumstances. The difference is the result of the method used to calculate the rate. The new methodology provides a more uniform and precise measure of the high school graduation rate – one which can then be used for comparison with other states.

Ethnic Data												
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indian/ Alaska Native	8	<1%	8	<1%	7	<1%	5	<1%	6	<1%	4	<1%
Asian/Pacific Islander	130	<2%	123	<2%	130	<2%	123	<2%	121	<2%	115	<2%
Black (Non-Hispanic)	105	1%	105	1%	109	<2%	102	<2%	103	<2%	108	<2%
Hispanic	75	<1%	112	2%	127	2%	139	2%	169	<2%	194	2.4%
Multi-Racial	62	<1%	87	<1%	109	<1%	124	<2%	131	<2%	140	2%
White (Non-Hispanic)	6719	95%	6709	94%	6648	93%	6638	93%	6500	93%	6390	92%

Student Attendance Rates									
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	
Elementary Schools	97%	97%	97%	97%	96%	97%	96%	96%	
Junior High Schools	96%	96%	96%	96%	95%	96%	96%	96%	
Senior High School	94%	94%	95%	95%	95%	97%	97%	97%	

Extra-Curricular Activities

Students attending schools in the Boyertown Area School District have an extensive list of academic choices and opportunities as they experience kindergarten through their senior year. In addition to academics, Boyertown Area School District provides opportunities for students to participate in many activities, clubs and programs.

The totals may include the same students involved in more than one activity.

Student Sports Participation 2015-2016					
	Level		Number of Participants		Total
	Varsity/JV	Jr. High	Boys	Girls	
Baseball	38	89	127	-	127
Basketball	46	131	92	85	177
Cheerleading	25	76	-	101	101
Cross Country	50	-	33	17	50
Football	68	87	154	1	155
Field Hockey	37	67	-	104	104
Golf	24	-	16	8	24
Lacrosse	88	107	51	144	195
Soccer	89	132	114	107	221
Softball	30	40	-	70	70
Spring Track	103	172	153	122	275
Swimming	38	-	15	23	38
Tennis	45	-	17	28	45
Winter Track	52	-	27	25	52
Wrestling	31	58	86	3	89
Total	764	959	885	838	1723

Student Music & Theater Participation 2015-2016			
	Level		Total
	Senior High	Junior High	
Band	105	-	105
Band Front	13	22	35
Chamber Choir	20	-	20
Chorus 7	-	200	200
Concert Choir	100	258	358
Jazz Ensemble	29	38	67
Marching Band	99	138	237
JH Musical	-	65	65
Productions	35	-	35
Senior Class Play	-	-	-
Show Choir	50	69	119
String Ensemble	21	28	49
String Quartet	44	-	44
Orchestra	81	87	168
Treble Singers	-	-	-
Vocal Ensemble 7	20	78	98
Total	617	983	1600

Student Clubs and Activities Participation 2015-2016		
	Level	
	Senior High	Junior High
Academic Challenge	0	-
Advanced Computer Topics	-	-
Activate Club	0	-
Anime Club	30	-
ARC Club	25	-
Art Enrichment	-	-
Arts Expo	30	-
AV Club	3	-
Bear Ambassadors	-	69
Bike Club	0	-
Builders Club	-	22
Chess Club	-	-
Computer Enrichment	-	-
Crafts Club	-	-
Dare to Care	-	24
Desktop Publishing	-	-
Elementary Aides	-	14
Envirothon Team	0	-
FBLA-Future Business Leaders	52	-
FCCLA – Family, Career & Community Leaders	0	-
FCS Enrichment	-	-
FCA (Fellowship of Christian Athletes)	43	-
Fur, Fish, Game & Archer	-	29
German Club	10	-
Handball Club	0	-
Health Club	0	-
Interact Club	17	-
Intramurals	-	300
Key Club	97	-
Leader Corp	-	78
Library Club	18	22
Literary Magazine Club-Accent	-	-
Leo Club	-	28
Maritime Heritage	-	-
Math Counts	-	36
Math Team	20	-
Mixed Tape Club	0	-
Musical Theater Appreciation	-	-
National Honor Society	60	-
Newspaper	15	88
No Place for Hate	25	-
Open Art Studio	-	48

Phys. Ed. Enrichment	-	-
Planetarium Club	-	22
Read & Feed Club	-	-
Reading Olympics	-	17
Rock & Roll Club	0	-
SADD Club	28	14
School Store	20	3
Science Olympiad	10	22
Select Crafts	-	32
Stage Crew	24	43
Stealth Club	20	-
Student Council	110	81
Studio 428	3	-
Study Club	-	761
Tech, Media & Internet	-	-
Tech. Ed. Enrichment	-	-
TSA-Technology Student Assoc.	42	64
Teen Health Zone	-	-
TV Club	19	32
Weight Training	-	170
Yearbook Club	18	33
Yoga		24
Youth/Model Government	35	74
Total	774	2150
*The totals may include the same students involved in more than one activity.		

Unique Students Participating in Music, Theatre, or Sport		
	Total Number of Students	Percent of Total Population
JH East	462	55%
JH West	415	51%
BASH	577	35%
Total Participation in Grades 7 - 12		44%

Plans for the Class of 2016

Name	Male	Female	Total
Junior and or Community College	39	41	80
Public Colleges and Universities in PA	82	63	145
Private Colleges and Universities in PA	24	37	61
Colleges and Universities outside of PA	24	30	54
Trade or Technical Schools	13	10	23
Nursing Schools	0	0	0
Waiting Acceptance	0	1	1
Armed Services	12	3	15
Life skills	0	0	0
Employed	35	27	62
Seeking Employment	32	22	54
Other	0	2	2
Total	261	236	497

*As reported by students

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Ran	Level	Type	Total
Montgomery County Community College	1	2-year	Public	386
Pennsylvania State University	2	4-year	Public	198
Kutztown University	3	4-year	Public	129
Temple University	4	4-year	Public	76
Bloomsburg University of Pennsylvania	5	4-year	Public	56
West Chester University	6	4-year	Public	51
Millersville University of Pennsylvania	7	4-year	Public	49
Alvernia University	8	4-year	Private	41
Shippensburg University	9	4-year	Public	38
University of Pittsburgh	10	4-year	Public	31
Reading Area Community College	11	2-year	Public	30
Pennsylvania College Of Technology	12	4-year	Public	28
Ursinus College	13	4-year	Private	27
Indiana University Of Pennsylvania	14	4-year	Public	24
Drexel University	15	4-year	Private	23
Albright College	16	4-year	Private	21
East Stroudsburg University	17	4-year	Public	19
Lock Haven University	18	4-year	Public	19
York College Of Pennsylvania	19	4-year	Private	17
Eastern University	20	4-year	Private	16
Elizabethtown College	21	4-year	Private	14
Gwynedd Mercy University	22	4-year	Private	14
Automotive Training Center	23	2-year	Private	13
Wilkes University	24	4-year	Private	12
Messiah College	25	4-year	Private	11

*Data is based on last 4 years of graduates