

Boyertown Area School District

Data  
Summary  
2014-2015

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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 11<sup>th</sup> 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:

<b>Grades 3-8</b>	<b>Math</b>
	<b>English Language Arts</b>
<b>Grades 5 &amp; 8</b>	<b>Writing</b>
<b>Grades 4 &amp; 8</b>	<b>Science</b>

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 11<sup>th</sup> 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 2017. 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

In addition to reporting state assessment results, PDE also reports data related to the **School Performance Profile** which is used to measure the academic progress of all public schools. The School Performance Profile provides a building-level academic score based on multiple indicators. The indicators include student performance on the Pennsylvania System of School Assessment and Keystone Exams, closing the achievement gap, graduation rate, promotion rate, and attendance rate. This score provides a more comprehensive overview of a school’s program compared to the previous system.

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%)
- Indicators of Academic Growth / PVAAS (40%)
- Other Academic Indicators (10%)
- Extra Credit for Advanced Achievement (up to 7 points)

Due to the implementation of the PA Core Aligned PSSA PDE has taken a one year hiatus from reporting SPP scores for schools without grade 11. Therefore we only received an SPP score for Boyertown Area Senior High for the 2014-15 school year.

School	SPP
Boyertown Area Senior High	84.3

On the following pages, you will find the data that contributed to the BASH building 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 Reading
- SAT/ACT College Ready Benchmark

	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Industry Standards</b>	<b>SAT/ACT</b>
<b>BASH</b>	78.83%	82.33%	73.69%	87.50%	100.00%

\*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 or Keystones.
- 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

	Algebra I		Literature		Science	
	All Students	H.U.P. Students	All Students	H.U.P. Students	All Students	H.U.P. Students
<b>BASH</b>	84.3	82.78	0	0	100	100

## 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 Subject

Algebra I	-1.9 Y
Biology	10.0 DB
Literature	2.2 LB

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

### Indicators of Academic Growth Performance Measures

	Algebra I	Literature	Science
<b>BASH</b>	67	88	100



## 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

	<b>Cohort Graduation Rate</b>	<b>Attendance Rate</b>	<b>Advanced Placement or College Credit *</b>	<b>PSAT/PLAN Participation</b>
<b>BASH</b>	92.32	96.69	100	100

\*This performance measure represents the percent of students in the school who graduate in four years with a regular high school diploma. The value represented for the reported year is the graduation rate calculated for one year previous to the reported year due to availability of this data.

\*\*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) or Keystone Exams
- 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)

	<b>Math</b>	<b>Literature</b>	<b>Biology</b>	<b>Industry Standards</b>	<b>AP Exam Achievement*</b>
<b>BASH</b>	17.34%	9.64%	30.72%	66.07%	59.60%

\*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	.8 DB	8.3 DB
ELA/Literature	.2 LB	5.5 DB
Science/Biology	Grade 4: 15.9 DB	7.4 DB
	Grade 8: 13.9 DB	

## 2014-15 Growth Data

### PSSA Related Growth Data

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Math	-0.1 G	-0.0 G	6.2 DB	-2.4 R	-1.2 R
Reading/ELA	-1.7 R	-0.3 G	2.2 DB	-4.5 R	-0.2 G
Science	11.3 DB				17.6 DB

### Keystone Related Growth Data

Algebra I	12.6 DB
Biology	8.9 DB
Literature	1.7 LB

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	-0.7 G	-4.4 R	5.7 DB	-4.9 R	0.2 G	0.7 G	17.1 LB
CES	-3.6 R	6.5 DB	1.2 G	-2.2 Y	-4.8 R	4.2 DB	-28.7 Y
EES	-1.8 Y	6.1 DB	8.6 DB	-2.0 Y	-2.6 Y	1.6 G	13.9 G
GES	-2.7 R	-2.5 R	8.3 DB	-2.5 R	2.3 LB	1.0 G	-1.3 G
NHUF	3.2 DB	1.0 G	8.2 DB	1.1 G	2.1 LB	4.3 DB	60.1 DB
PFES	0.2 G	0.5 G	3.7 DB	1.8 G	-3.1 Y	2.4 LB	18.9 LB
WES	4.0 DB	0.6 G	4.5 DB	-1.4 G	-1.5 Y	1.9 LB	2.9 G

	Math		Reading/ELA		Science	Keystone
	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Algebra I
JHE	-4.1 R	0.2 G	-4.7 R	0.5 G	28.8 DB	21.8 DB
JHW	-0.3 G	-2.7 R	-4.3 R	-0.9 Y	19.4 DB	21.7 DB

	Algebra I	Literature	Biology
BASH	-1.9 Y	2.2 LB	10.0 LB

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**

<b>Grade</b>	<b>English Language Arts</b>	<b>Math</b>	<b>Science</b>
3	62	49	
4	59	44	77
5	62	43	
6	61	40	
7	59	33	
8	58	30	

**Boyertown Area School District**

<b>Grade</b>	<b>English Language Arts</b>	<b>Math</b>	<b>Science</b>
3	74	60	
4	70	63	91
5	74	62	
6	80	66	
7	74	56	
8	70	44	78

## Proficiency Level – Building and Grade

### Boyertown Elementary

#### 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

#### 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

#### Science - 2015

Grade	BEL	BAS	PRO	ADV
4	4.9	3.9	28.2	63.1

### Colebrookdale Elementary

#### 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

#### 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

#### Science - 2015

Grade	BEL	BAS	PRO	ADV
4	5.6	11.1	59.3	24.1

### Earl Elementary

#### 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

#### English Language Arts - 2015

Grade	BEL	BAS	PRO	ADV
3	0.00	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

#### Science - 2015

Grade	BEL	BAS	PRO	ADV
4	0.0	10.4	41.7	47.9



## Proficiency Level – Building and Grade

### Gilbertsville Elementary

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	3.4	1.7	32.8	62.1

### New Hanover Upper Frederick Elementary

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	3.8	4.8	37.5	53.8

### Pine Forge Elementary

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	0.0	5.0	35.0	60.0

Washington Elementary

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
4	4.5	7.6	47.0	40.9

Junior High School East

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
8	7.3	12.0	36.3	44.4

Junior High School West

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

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

Science - 2015

Grade	BEL	BAS	PRO	ADV
8	6.9	16.7	39.6	36.7

PSSA Percent Comparison  
District Science

	2015				2014				2013			
<i>Percentage</i>	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
District Report - Grade 4	3.60%	5.50%	38.30%	52.60%	2.42%	3.77%	34.89%	58.92%	2.80%	5.40%	35.10%	56.80%
<b>* Proficiency Totals</b>	<b>9.10%</b>		<b>90.90%</b>		<b>6.19%</b>		<b>93.81%</b>		<b>8.20%</b>		<b>91.90%</b>	
	2012				2011				2010			
<i>Percentage</i>	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
	0.40%	3.40%	36.10%	60.00%	1.49%	5.59%	35.01%	57.91%	3.18%	5.61%	35.33%	55.89%
	<b>3.80%</b>		<b>96.10%</b>		<b>7.08%</b>		<b>92.92%</b>		<b>8.79%</b>		<b>91.22%</b>	

	2015				2014				2013			
<i>Percentage</i>	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
District Report - Grade 8	7.30%	14.50%	38.0%	40.2%	9.45%	14.60%	41.65%	34.30%	8.10%	15.50%	40.90%	35.50%
<b>* Proficiency Totals</b>	<b>21.80%</b>		<b>78.20%</b>		<b>24.05%</b>		<b>75.95%</b>		<b>23.60%</b>		<b>76.40%</b>	
	2012				2011				2010			
<i>Percentage</i>	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
	7.80%	15.00%	43.50%	33.70%	8.72%	18.41%	44.19%	28.68%	13.33%	20.53%	40.35%	25.79%
	<b>22.80%</b>		<b>77.20%</b>		<b>27.13%</b>		<b>72.87%</b>		<b>33.86%</b>		<b>66.14%</b>	

\* Proficiency Totals = Below Basic and Basic Total and Proficient and Advanced Total

PSSA Percent Comparison  
Grade 4 – Science

	2015				2014				2013			
	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
Boyertown Elementary	4.90%	3.90%	28.20%	63.10%	0.00%	7.40%	36.80%	55.80%	5.90%	5.00%	30.70%	58.40%
<b>* Proficiency Totals</b>	<b>8.80%</b>		<b>91.30%</b>		<b>7.40%</b>		<b>92.60%</b>		<b>10.90%</b>		<b>89.10%</b>	
Colebrookdale Elementary	5.60%	11.10%	59.30%	24.10%	7.80%	3.90%	29.40%	58.80%	2.10%	6.30%	47.90%	43.80%
<b>* Proficiency Totals</b>	<b>16.70%</b>		<b>83.40%</b>		<b>11.70%</b>		<b>88.20%</b>		<b>8.40%</b>		<b>91.60%</b>	
Earl Elementary	0.00%	10.40%	41.70%	47.90%	0.00%	0.00%	27.50%	72.50%	2.10%	4.20%	33.30%	60.40%
<b>* Proficiency Totals</b>	<b>10.40%</b>		<b>89.60%</b>		<b>0.00%</b>		<b>100.00%</b>		<b>6.30%</b>		<b>63.70%</b>	
Gilbertsville Elementary	3.40%	1.70%	32.80%	62.10%	0.90%	2.70%	30.40%	66.10%	0.90%	4.70%	29.20%	65.10%
<b>* Proficiency Totals</b>	<b>5.10%</b>		<b>94.90%</b>		<b>3.60%</b>		<b>96.50%</b>		<b>5.60%</b>		<b>94.40%</b>	
New Hanover UF Elementary	3.80%	4.80%	37.50%	53.80%	1.00%	7.60%	35.20%	56.20%	1.60%	1.60%	37.90%	58.90%
<b>* Proficiency Totals</b>	<b>8.60%</b>		<b>91.30%</b>		<b>8.60%</b>		<b>91.40%</b>		<b>3.20%</b>		<b>96.80%</b>	
Pine Forge Elementary	0.00%	5.00%	35.00%	60.00%	2.40%	2.40%	50.00%	45.20%	7.50%	7.50%	45.00%	40.00%
<b>* Proficiency Totals</b>	<b>5.00%</b>		<b>95.00%</b>		<b>4.80%</b>		<b>95.20%</b>		<b>15.00%</b>		<b>85.00%</b>	
Washington Elementary	4.50%	7.60%	47.00%	40.90%	4.80%	2.40%	34.90%	57.80%	1.00%	7.80%	32.40%	58.80%
<b>* Proficiency Totals</b>	<b>12.10%</b>		<b>87.90%</b>		<b>7.20%</b>		<b>92.70%</b>		<b>8.80%</b>		<b>91.20%</b>	
District Report	3.60%	5.50%	38.30%	52.60%	2.42%	3.77%	34.89%	58.92%	2.80%	5.40%	35.10%	56.80%
<b>* Proficiency Totals</b>	<b>9.10%</b>		<b>90.90%</b>		<b>6.19%</b>		<b>93.81%</b>		<b>8.20%</b>		<b>91.90%</b>	

\* Proficiency Totals = Below Basic and Basic Total and Proficient and Advanced Total

PSSA Percent Comparison  
Grade 4 – Science

	2012				2011				2010			
	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
Boyertown Elementary	0.00%	9.50%	33.30%	57.10%	2.13%	6.38%	27.66%	63.83%	5.94%	6.93%	33.66%	53.47%
<b>* Proficiency Totals</b>	<b>9.50%</b>		<b>90.40%</b>		<b>8.51%</b>		<b>91.49%</b>		<b>12.87%</b>		<b>87.13%</b>	
Colebrookdale Elementary	0.00%	5.70%	28.60%	65.70%	4.17%	12.50%	33.33%	50.00%	10.20%	6.12%	32.65%	51.02%
<b>* Proficiency Totals</b>	<b>5.70%</b>		<b>94.30%</b>		<b>16.67%</b>		<b>83.33%</b>		<b>16.32%</b>		<b>83.67%</b>	
Earl Elementary	0.00%	2.10%	31.90%	66.00%	2.38%	0.00%	45.24%	52.38%	0.00%	2.86%	25.71%	71.43%
<b>* Proficiency Totals</b>	<b>2.10%</b>		<b>97.90%</b>		<b>2.38%</b>		<b>97.62%</b>		<b>2.86%</b>		<b>97.14%</b>	
Gilbertsville Elementary	0.00%	1.00%	28.80%	70.20%	1.85%	0.93%	32.41%	64.81%	5.00%	4.00%	30.00%	61.00%
<b>* Proficiency Totals</b>	<b>1.00%</b>		<b>99.00%</b>		<b>2.78%</b>		<b>97.22%</b>		<b>9.00%</b>		<b>91.00%</b>	
New Hanover UF Elementary	0.00%	2.90%	39.20%	57.80%	0.00%	7.55%	30.19%	62.26%	0.00%	4.63%	37.96%	57.41%
<b>* Proficiency Totals</b>	<b>2.90%</b>		<b>97.00%</b>		<b>7.55%</b>		<b>92.45%</b>		<b>4.63%</b>		<b>95.37%</b>	
Pine Forge Elementary	2.50%	2.50%	55.00%	40.00%	0.00%	4.35%	43.48%	52.17%	0.00%	3.51%	42.11%	54.39%
<b>* Proficiency Totals</b>	<b>5.00%</b>		<b>95.00%</b>		<b>4.35%</b>		<b>95.65%</b>		<b>3.51%</b>		<b>96.50%</b>	
Washington Elementary	0.00%	2.30%	40.70%	57.00%	2.11%	7.37%	43.16%	47.37%	1.14%	9.09%	40.91%	48.86%
<b>* Proficiency Totals</b>	<b>2.30%</b>		<b>97.70%</b>		<b>9.48%</b>		<b>90.53%</b>		<b>10.23%</b>		<b>89.77%</b>	
District Report	0.40%	3.40%	36.10%	60.00%	1.49%	5.59%	35.01%	57.91%	3.18%	5.61%	35.33%	55.89%
<b>* Proficiency Totals</b>	<b>3.80%</b>		<b>96.10%</b>		<b>7.08%</b>		<b>92.92%</b>		<b>8.79%</b>		<b>91.22%</b>	

\* Proficiency Totals = Below Basic and Basic Total and Proficient and Advanced Total

PSSA Percent Comparison  
Grade 8 – Science

	2015				2014				2013			
	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
Junior High East	7.30%	12.0%	36.3%	44.4%	8.90%	16.00%	40.60%	34.50%	8.10%	16.60%	40.00%	35.30%
<b>* Proficiency Totals</b>	<b>19.30%</b>		<b>80.70%</b>		<b>24.90%</b>		<b>75.10%</b>		<b>24.70%</b>		<b>75.30%</b>	
Junior High West	6.90%	16.70%	39.6%	36.7%	10.00%	13.20%	42.70%	34.20%	7.40%	14.20%	42.20%	36.20%
<b>* Proficiency Totals</b>	<b>23.60%</b>		<b>76.30%</b>		<b>23.20%</b>		<b>76.90%</b>		<b>21.60%</b>		<b>78.40%</b>	
District Report	7.30%	14.50%	38.0%	40.2%	9.45%	14.60%	41.65%	34.30%	8.10%	15.50%	40.90%	35.50%
<b>* Proficiency Totals</b>	<b>21.80%</b>		<b>78.20%</b>		<b>24.05%</b>		<b>75.95%</b>		<b>23.60%</b>		<b>76.40%</b>	
	<b>2012</b>				<b>2011</b>				<b>2010</b>			
	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv	Bel Bas	Basic	Prof	Adv
	5.60%	13.20%	44.00%	37.20%	7.91%	18.97%	43.87%	29.25%	11.63%	17.61%	40.53%	30.23%
	<b>18.80%</b>		<b>81.20%</b>		<b>26.88%</b>		<b>73.12%</b>		<b>29.24%</b>		<b>70.76%</b>	
	10.30%	16.70%	42.90%	30.00%	9.51%	17.87%	44.49%	28.14%	13.81%	23.88%	41.04%	21.27%
	<b>27.00%</b>		<b>72.90%</b>		<b>27.38%</b>		<b>72.63%</b>		<b>37.69%</b>		<b>62.31%</b>	
	7.80%	15.00%	43.50%	33.70%	8.72%	18.41%	44.19%	28.68%	13.33%	20.53%	40.35%	25.79%
	<b>22.80%</b>		<b>77.20%</b>		<b>27.13%</b>		<b>72.87%</b>		<b>33.86%</b>		<b>66.14%</b>	

\* Proficiency Totals = Below Basic and Basic Total and Proficient and Advanced Total

**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%

**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%

**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%

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.

**11<sup>th</sup> Grade Keystone Proficiency**

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

## **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 January and May 2015 Kindergarten					
School	January Initial Sound Fluency	January Nonsense Word Fluency	May Nonsense Word Fluency	January Phonemic Segmentation	May Phonemic Segmentation
Boyertown Elementary	57% Proficient 43% Not Proficient	65% Proficient 35% Not Proficient	58% Proficient 42% Not Proficient	72% Proficient 28% Not Proficient	73% Proficient 27% Not Proficient
Colebrookdale Elementary	75% Proficient 25% Not Proficient	68% Proficient 32% Not Proficient	69% Proficient 31% Not Proficient	64% Proficient 36% Not Proficient	76% Proficient 24% Not Proficient
Earl Elementary	89% Proficient 11% Not Proficient	89% Proficient 11% Not Proficient	77% Proficient 23% Not Proficient	98% Proficient 2% Not Proficient	79% Proficient 21% Not Proficient
Gilbertsville Elementary	82% Proficient 18% Not Proficient	82% Proficient 18% Not Proficient	58% Proficient 42% Not Proficient	83% Proficient 17% Not Proficient	86% Proficient 14% Not Proficient
NHUF Elementary	63% Proficient 37% Not Proficient	78% Proficient 22% Not Proficient	55% Proficient 45% Not Proficient	77% Proficient 23% Not Proficient	72% Proficient 28% Not Proficient
Pine Forge Elementary	55% Proficient 45% Not Proficient	57% Proficient 43% Not Proficient	54% Proficient 46% Not Proficient	57% Proficient 43% Not Proficient	49% Proficient 51% Not Proficient
Washington Elementary	76% Proficient 24% Not Proficient	63% Proficient 37% Not Proficient	46% Proficient 54% Not Proficient	80% Proficient 10% Not Proficient	91% Proficient 9% Not Proficient

DIBELS DATA January and May 2015 Grade 1					
School	January Correct Letter Sounds	May Correct Letter Sounds	January Whole Words Read	May Whole Words Read	January Oral Reading Words Correct
Boyertown Elementary	51% Proficient 49% Not Proficient	55% Proficient 45% Not Proficient	46% Proficient 54% Not Proficient	47% Proficient 53% Not Proficient	70% Proficient 30% Not Proficient
Colebrookdale Elementary	68% Proficient 32% Not Proficient	64% Proficient 36% Not Proficient	30% Proficient 70% Not Proficient	64% Proficient 36% Not Proficient	43% Proficient 57% Not Proficient
Earl Elementary	79% Proficient 21% Not Proficient	72% Proficient 28% Not Proficient	61% Proficient 39% Not Proficient	69% Proficient 31% Not Proficient	79% Proficient 21% Not Proficient
Gilbertsville Elementary	67% Proficient 33% Not Proficient	60% Proficient 40% Not Proficient	68% Proficient 32% Not Proficient	69% Proficient 31% Not Proficient	82% Proficient 18% Not Proficient
NHUF Elementary	67% Proficient 33% Not Proficient	62% Proficient 38% Not Proficient	83% Proficient 17% Not Proficient	76% Proficient 24% Not Proficient	73% Proficient 27% Not Proficient
Pine Forge Elementary	37% Proficient 63% Not Proficient	42% Proficient 58% Not Proficient	48% Proficient 52% Not Proficient	42% Proficient 58% Not Proficient	50% Proficient 50% Not Proficient
Washington Elementary	63% Proficient 37% Not Proficient	59% Proficient 41% Not Proficient	71% Proficient 29% Not Proficient	63% Proficient 37% Not Proficient	82% Proficient 18% Not Proficient

<b>DIBELS DATA</b> <b>January and May 2015</b> <b>Grade 2</b>		
<b>School</b>	<b>January Oral Reading Words Correct</b>	<b>May Oral Reading Words Correct</b>
Boyertown Elementary	73% Proficient 27% Not Proficient	73% Proficient 27% Not Proficient
Colebrookdale Elementary	53% Proficient 47% Not Proficient	51% Proficient 49% Not Proficient
Earl Elementary	87% Proficient 13% Not Proficient	80% Proficient 20% Not Proficient
Gilbertsville Elementary	72% Proficient 28% Not Proficient	69% Proficient 31% Not Proficient
NHUF Elementary	82% Proficient 18% Not Proficient	75% Proficient 25% Not Proficient
Pine Forge Elementary	64% Proficient 36% Not Proficient	67% Proficient 33% Not Proficient
Washington Elementary	67% Proficient 33% Not Proficient	69% Proficient 31% Not Proficient

## 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)								
	Students	Entering	Beginning	Developing	Expanding	Bridging	Reaching	n/a
<b>2014-2015</b>								
Elementary	15	1	4	3	2	3	2	0
Junior High	2	0	0	0	1	1	0	0
Senior High	1	0	0	0	0	1	0	0
<b>Total</b>	<b>18</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>2013-2014</b>								
Elementary	11	0	1	5	4	1	0	0
Junior High	3	0	0	1	1	0	1	0
Senior High	1	0	0	1	0	0	0	0
<b>Total</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>2012-2013</b>								
Elementary	13	2	2	3	3	3	0	0
Junior High	2	0	0	0	0	2	0	0
Senior High	2	0	0	1	1	0	0	0
<b>Total</b>	<b>21</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>2011-2012</b>								
Elementary	11	3	1	3	2	2	0	0
Junior High	1	0	0	0	1	0	0	0
Senior High	1	0	0	0	1	0	0	0
<b>Total</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>2010-2011</b>								
Elementary	11	1	1	4	0	5	0	0
Junior High	2	0	0	1	1	0	0	0
Senior High	5	0	1	4	0	0	0	0
<b>Total</b>	<b>18</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>2009-2010</b>								
Elementary	12	0	0	1	6	5	0	0
Junior High	1	0	0	0	1	0	0	0
Senior High	2	0	0	1	1	0	0	0
<b>Total</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>2008-2009</b>								
Elementary	13	0	0	2	6	5	0	0
Junior High	0	0	0	0	0	0	0	0
Senior High	4	0	1	0	2	1	0	0
<b>Total</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>

## SAT Results

Year	Number of Students Participating	BASD Mean Score	Number of Graduates	% of Students Going on to Post-Secondary Education
<b>SAT Critical Reading</b>				
2015	311	502	472	77
		<b>PA MEAN SCORE 499</b>		
2014	365	501	539	71
		<b>PA MEAN SCORE 497</b>		
2013	363	499	530	71
		<b>PA MEAN SCORE 494</b>		
2012	385	499	538	80
		<b>PA MEAN SCORE 491</b>		
2011	381	500	534	75
		<b>PA MEAN SCORE 493</b>		
2010	329	496	507	73
		<b>PA MEAN SCORE 492</b>		
2009	351	505	531	72
		<b>PA MEAN SCORE 493</b>		
2008	382	501	563	72
		<b>PA MEAN SCORE 494</b>		
2007	364	494	523	66
2006	360	507	495	77
<b>SAT Writing</b>				
2015	311	501	472	77
		<b>PA MEAN SCORE 482</b>		
2014	365	492	539	71
		<b>PA MEAN SCORE 480</b>		
2013	363	495	530	71
		<b>PA MEAN SCORE 482</b>		
2012	385	495	538	80
		<b>PA MEAN SCORE 480</b>		
2011	381	492	534	75
		<b>PA MEAN SCORE 479</b>		

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

<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2015</b>	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
	<b>TOTAL</b>	<b>522</b>	<b>349 (67%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2014</b>	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
	<b>TOTAL</b>	<b>540</b>	<b>371 (69%)</b>

<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2013</b>	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
	<b>TOTAL</b>	<b>517</b>	<b>359 (69%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2012</b>	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
	<b>TOTAL</b>	<b>474</b>	<b>333 (70%)</b>



<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2011</b>	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
	<b>TOTAL</b>	<b>414</b>	<b>277 (67%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2010</b>	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
	<b>TOTAL</b>	<b>210</b>	<b>174 (83%)</b>

<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2009</b>	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
	<b>TOTAL</b>	<b>233</b>	<b>179 (77%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2008</b>	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
	<b>TOTAL</b>	<b>239</b>	<b>173 (72%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2007</b>	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
	<b>TOTAL</b>	<b>189</b>	<b>133 (70%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2006</b>	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
	<b>TOTAL</b>	<b>174</b>	<b>132 (76%)</b>
<b>Year</b>	<b>Exam</b>	<b># of Students Participating</b>	<b># of Students Scoring 3 or Higher</b>
<b>2005</b>	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
	<b>TOTAL</b>	<b>228</b>	<b>164 (72%)</b>

**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	Course Name	Credits	Length of Course	Number of Students
14-15	1022	<b>Advanced Drawing</b>	3	Semester	24
13-14					15
12-13					19
11-12					18
10-11					19
09-10					16
08-09					15
14-15	1068	<b>Advanced Painting</b>	3	Semester	9
13-14					0
12-13					9
08-09					7
14-15	0155	<b>Astronomy</b>	4	Full Year	9
13-14					12
12-13					14
11-12					13
10-11					21
09-10					14
08-09					26
14-15	ESW206	<b>Basic Nutrition</b>	3	Semester	12
13-14					24
12-13					13
14-15	CIS110	<b>Computer Applications</b>	3	Semester	0
13-14					34
12-13					16
11-12					13
10-11					16
08-09	0274	<b>CPR</b>	3	Semester	23
14-15	0275	<b>CPR / First Aid</b>	3	Semester	27
13-14					14
12-13					14
11-12					23
10-11					33

School Year	Course	Course Name	Credits	Length of Course	Number of Students
09-10					12
14-15	ENG101	<b>English Composition I</b>	3	Semester	20
12-13					14
11-12					23
10-11					14
09-10					36
13-14					27
14-15	ENG102	<b>English Composition II</b>	3	Semester	20
13-14					25
14-15	0197	<b>Environmental Science</b>	3	Full Year	16
13-14					31
12-13					35
11-12					40
10-11					46
09-10					18
08-09					77
14-15	EDU100	<b>Intro to Education</b>	3	Semester	26
13-14					29
12-13					38
11-12					39
10-11					41
09-10					10
08-09					9
07-08					1
07-08	POL101	<b>Intro to Political Science</b>	3	Semester	1
14-15	MAT160	<b>College Algebra CE</b>	3	Semester	0
14-15	0654	<b>Spanish III</b>	6	Full Year	46
13-14					43
12-13					51
11-12					61
10-11					62
09-10					73
14-15	0664	<b>Spanish IV</b>	6	Full Year	47
13-14					22
12-13					24
11-12					34
10-11					22

School Year	Course	Course Name	Credits	Length of Course	Number of Students
09-10					34
08-09					27
07-08					11

<u>School Year</u>	<u>Individual Students Participating</u>
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. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012	Sept. 2013	Sept. 2014
K	493	461	511	496	491	509	480	482	492
1	520	512	473	554	522	520	573	526	521
2	557	522	525	457	562	538	519	568	510
3	484	566	533	529	477	571	544	534	582
4	487	499	583	533	539	496	578	546	538
5	558	498	513	589	545	549	491	589	529
6	541	558	523	514	583	572	551	504	589
7	575	553	571	532	522	600	585	559	520
8	569	571	559	568	544	523	594	593	559
9	562	570	590	565	586	534	533	586	575
10	602	560	563	585	576	591	531	546	582
11	584	565	530	541	578	569	575	512	523
12	541	580	542	510	537	577	555	572	501
TOTAL	7073	7015	7016	6973	7087	7149	7109	7117	7021

**Graduation Rate:**

<b>2006-07</b>	<b>95.2%</b>
<b>2007-08</b>	<b>95.0%</b>
<b>2008-09</b>	<b>94.5%</b>
<b>2009-10</b>	<b>88.3%*</b>
<b>2010-11</b>	<b>92.3%*</b>
<b>2011-12</b>	<b>93.4%*</b>
<b>2012-13</b>	<b>92.1%*</b>
<b>2013-14</b>	<b>92.5%*</b>
<b>2014-15</b>	<b>90%**</b>

\*\* 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.

<b>Ethnic Data</b>														
	<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indian/Alaska Native	12	<1%	6	<1%	8	<1%	8	<1%	7	<1%	5	<1%	6	<1%
Asian/Pacific Islander	117	<2%	118	<2%	130	<2%	123	<2%	130	<2%	123	<2%	121	<2%
Black (Non-Hispanic)	83	<2%	83	1%	105	1%	105	1%	109	<2%	102	<2%	103	<2%
Hispanic	58	<1%	64	1%	75	<1%	112	2%	127	2%	139	2%	169	<2%
Multi-Racial			62	1%	62	<1%	87	<1%	109	<1%	124	<2%	131	<2%
White (Non-Hispanic)	6743	96%	6657	94%	6719	95%	6709	94%	6648	93%	6638	93%	6500	93%

<b>Student Attendance Rates</b>								
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Elementary Schools	96%	97%	97%	97%	97%	96%	97%	96%
Junior High Schools	96%	96%	96%	96%	96%	95%	96%	96%
Senior High School	94%	94%	94%	95%	95%	95%	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.

<b>Student Sports Participation 2014-2015</b>					
	Level		Number of Participants		Total
	Varsity/JV	Jr. High	Boys	Girls	
<b>Baseball</b>	35	91	126	-	<b>126</b>
<b>Basketball</b>	46	131	89	88	<b>177</b>
<b>Cheerleading</b>	23	54	-	77	<b>77</b>
<b>Cross Country</b>	63	-	32	31	<b>63</b>
<b>Football</b>	61	105	166	-	<b>166</b>
<b>Field Hockey</b>	35	78	-	113	<b>113</b>
<b>Golf</b>	26	-	16	10	<b>26</b>
<b>Lacrosse</b>	101	78	63	116	<b>179</b>
<b>Soccer</b>	75	123	99	99	<b>198</b>
<b>Softball</b>	30	50	-	80	<b>80</b>
<b>Spring Track</b>	109	167	126	150	<b>276</b>
<b>Swimming</b>	32	-	13	19	<b>32</b>
<b>Tennis</b>	60	-	31	29	<b>60</b>
<b>Winter Track</b>	52	-	22	30	<b>52</b>
<b>Wrestling</b>	27	42	66	3	<b>69</b>
<b>Total</b>	<b>775</b>	<b>919</b>	<b>849</b>	<b>845</b>	<b>1694</b>

<b>Student Music &amp; Theater Participation 2014-2015</b>			
	Level		Total
	Senior High	Junior High	
<b>Band Front</b>	13	20	33
<b>Chamber Choir</b>	40	-	40
<b>Chorus 7</b>	-	237	237
<b>Concert Choir</b>	100	231	331
<b>Jazz Ensemble</b>	27	62	89
<b>Marching Band</b>	93	150	243
<b>JH Musical</b>	-	54	54
<b>Senior Class Play</b>	-	-	-
<b>Show Choir</b>	50	75	125
<b>String Ensemble</b>	22	26	48
<b>String Quartet</b>	4	-	4
<b>Orchestra</b>	84	85	169
<b>Treble Singers</b>	-	-	-
<b>Vocal Ensemble 7</b>	60	70	130
<b>Total</b>	<b>576</b>	<b>1010</b>	<b>1586</b>

<b>Student Clubs and Activities Participation 2014-2015</b>		
	<b>Number of Students Participating at:</b>	
	<b>Senior High</b>	<b>Junior High</b>
<b>Academic Challenge</b>	<b>15</b>	<b>-</b>
<b>Activate Club</b>	<b>5</b>	<b>-</b>
<b>Advanced Computer Topics</b>	<b>-</b>	<b>-</b>
<b>Animal Lover Club</b>	<b>-</b>	<b>-</b>
<b>Animal Appreciation Club</b>	<b>-</b>	<b>-</b>
<b>Anime Club</b>	<b>25</b>	<b>-</b>
<b>Art Expo</b>	<b>30</b>	<b>-</b>
<b>Arts Expo-Artists (Sr. Spotlights)</b>	<b>-</b>	<b>-</b>
<b>Arts Expo-General Art Students</b>	<b>-</b>	<b>-</b>
<b>AV Club</b>	<b>5</b>	<b>-</b>
<b>ARC Club</b>	<b>20</b>	<b>-</b>
<b>Bear Ambassadors</b>	<b>-</b>	<b>66</b>
<b>Bingo Club</b>	<b>-</b>	<b>-</b>
<b>Builders Club</b>	<b>-</b>	<b>44</b>
<b>Bike Club</b>	<b>4</b>	<b>-</b>
<b>Card Players</b>	<b>-</b>	<b>-</b>
<b>Chess Club</b>	<b>-</b>	<b>-</b>
<b>Comedy Acting Club</b>	<b>-</b>	<b>-</b>
<b>Comedy Flicks</b>	<b>-</b>	<b>-</b>
<b>Community Service Cluster</b>	<b>-</b>	<b>-</b>
<b>Cosmetology Club</b>	<b>-</b>	<b>-</b>
<b>Crafts Club</b>	<b>-</b>	<b>-</b>
<b>Creative Artists</b>	<b>-</b>	<b>-</b>
<b>Dance Club</b>	<b>-</b>	<b>-</b>
<b>Desktop Publishing</b>	<b>-</b>	<b>-</b>
	<b>Senior High</b>	<b>Junior High</b>
<b>Disney Cartoon Club</b>	<b>-</b>	<b>-</b>
<b>Diversity Club</b>	<b>-</b>	<b>-</b>
<b>Drama Club</b>	<b>-</b>	<b>-</b>
<b>Environthon Team</b>	<b>-</b>	<b>-</b>
<b>FBLA-Future Business Leaders</b>	<b>51</b>	<b>-</b>
<b>FCCLA-Family Career &amp; Community Leaders of America</b>	<b>-</b>	<b>-</b>
<b>FCS Cluster</b>	<b>-</b>	<b>-</b>
<b>Fiesta Club</b>	<b>-</b>	<b>-</b>
<b>FCA – Fellowship of Christian Athletes</b>	<b>28</b>	<b>-</b>
<b>Football Club</b>	<b>-</b>	<b>-</b>
<b>Fur, Fish, Game &amp; Archer</b>	<b>-</b>	<b>50</b>
<b>Games Club</b>	<b>-</b>	<b>-</b>
<b>Guitar Club</b>	<b>-</b>	<b>-</b>

<b>German Club</b>	<b>15</b>	<b>-</b>
<b>Health &amp; Nutrition Club</b>	<b>-</b>	<b>-</b>
<b>Intramurals</b>	<b>-</b>	<b>401</b>
<b>Interact Club</b>	<b>15</b>	<b>-</b>
<b>Jewelry Club</b>	<b>-</b>	<b>-</b>
<b>Juggling</b>	<b>-</b>	<b>-</b>
<b>Key Club</b>	<b>102</b>	<b>-</b>
<b>Lead West</b>	<b>-</b>	<b>-</b>
<b>Leader Corp</b>	<b>-</b>	<b>60</b>
<b>Leo Club</b>	<b>-</b>	<b>23</b>
<b>Library Club</b>	<b>20</b>	<b>-</b>
<b>Literary Magazine Club-Accent</b>	<b>-</b>	<b>-</b>
<b>Maritime Heritage</b>	<b>-</b>	<b>-</b>
<b>Math Counts</b>	<b>-</b>	<b>22</b>
<b>Math Team</b>	<b>20</b>	<b>-</b>
<b>Musical Theater Appreciation</b>	<b>-</b>	<b>-</b>
<b>Mystery/Science Fiction Club</b>	<b>-</b>	<b>-</b>
<b>National Honor Society</b>	<b>46</b>	<b>-</b>
<b>Newspaper</b>	<b>8</b>	<b>128</b>
<b>No Place for Hate</b>	<b>20</b>	<b>-</b>
<b>Open Art Studio</b>	<b>-</b>	<b>300</b>
<b>PA Sportsman Club</b>	<b>-</b>	<b>-</b>
<b>Photography Club</b>	<b>-</b>	<b>-</b>
<b>Planetarium Club</b>	<b>-</b>	<b>51</b>
<b>Presentation Club</b>	<b>-</b>	<b>-</b>
<b>Puzzle Club</b>	<b>-</b>	<b>-</b>
<b>Read &amp; Feed Club</b>	<b>-</b>	<b>-</b>
<b>Reading Club</b>	<b>-</b>	<b>-</b>
<b>Reading Olympics</b>	<b>-</b>	<b>17</b>
<b>SADD-Students Against Drunk Driving</b>	<b>25</b>	<b>-</b>
<b>SAVE-Students Against Violation of the Earth</b>	<b>-</b>	<b>-</b>
	<b>Senior High</b>	<b>Junior High</b>
<b>School Store</b>	<b>-</b>	<b>1</b>
<b>Science Olympiad</b>	<b>13</b>	<b>12</b>
<b>Scrabble Club</b>	<b>-</b>	<b>-</b>
<b>Scrapbooking</b>	<b>-</b>	<b>-</b>
<b>Select Crafts</b>	<b>-</b>	<b>37</b>
<b>Sign Club</b>	<b>-</b>	<b>-</b>
<b>Sports Century</b>	<b>-</b>	<b>-</b>
<b>Sports Cluster</b>	<b>-</b>	<b>-</b>
<b>Sports Debate</b>	<b>-</b>	<b>-</b>
<b>Stage Crew</b>	<b>25</b>	<b>45</b>

<b>Star Wars Club</b>	<b>-</b>	<b>-</b>
<b>Stealth Club</b>	<b>15</b>	<b>-</b>
<b>Student Council</b>	<b>100</b>	<b>96</b>
<b>Studio 428</b>	<b>1</b>	<b>-</b>
<b>Study Club</b>	<b>-</b>	<b>757</b>
<b>Technology &amp; Engineering</b>	<b>-</b>	<b>-</b>
<b>Tech, Media &amp; Internet</b>	<b>-</b>	<b>-</b>
<b>Technology Cluster</b>	<b>-</b>	<b>-</b>
<b>TSA-Technology Student Assoc.</b>	<b>38</b>	<b>67</b>
<b>Teen Health Issues</b>	<b>-</b>	<b>24</b>
<b>TV Club</b>	<b>19</b>	<b>-</b>
<b>Virtual Stock Market</b>	<b>-</b>	<b>-</b>
<b>Weight Training</b>	<b>-</b>	<b>105</b>
<b>Yearbook Club</b>	<b>12</b>	<b>33</b>
<b>Youth and Government Club</b>	<b>17</b>	<b>74</b>
<b>Total</b>	<b>694</b>	<b>2413</b>

## Plans for the Class of 2015

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Junior and or Community College</b>	39	44	<b>83</b>
<b>Public Colleges and Universities in PA</b>	61	71	<b>132</b>
<b>Private Colleges and Universities in PA</b>	38	44	<b>82</b>
<b>Colleges and Universities outside of PA</b>	21	24	<b>45</b>
<b>Trade or Technical Schools</b>	16	13	<b>29</b>
<b>Nursing Schools</b>	0	0	<b>0</b>
<b>Armed Services</b>	10	2	<b>12</b>
<b>Lifeskills</b>	0	0	<b>0</b>
<b>Employed</b>	24	31	<b>55</b>
<b>Seeking Employment</b>	27	17	<b>44</b>
<b>Other</b>	0	0	<b>0</b>
<b>Total</b>	236	246	<b>482</b>

This year, 77% of Boyertown Area School District graduates will pursue higher education.