

BERMUDIAN SPRINGS SCHOOL DISTRICT  
SUPERINTENDENT'S ANNUAL REPORT  
TO THE BOARD  
OF  
SCHOOL DIRECTORS

2011 - 2012



Submitted by

Dr. Shane D. Hotchkiss, Superintendent



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

**Annual Report 2011-2012**

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## CENTRAL OFFICE ANNUAL REPORT 2011 - 2012

The information contained in this report is an overview of the organizational and educational activities of the 2011-12 school year, and will identify goals that have been established for the 2012-13 year. The following sections appear in the *Annual Report*: central office, special education, elementary school, middle school, and high school. The athletic report appears in the high school report. After reading the *Annual Report*, you will likely agree that the school district had another stellar year in providing the best learning opportunities for our students.

### A Year of Transition

The 2011-12 school year found us in a state of transition. In August Dr. Paul Healey announced his retirement and a search for his replacement lasted more four months. However, the new Superintendent was no stranger to Bermudian Springs. Dr. Shane Hotchkiss previously the Assistant Superintendent, was named as the new Superintendent. A search for a new Assistant Superintendent began in mid-January. Dr. Michele Spurgeon Hartzell was named as our new Assistant Superintendent in March and began working at the end of April.

In February our Director of Technology position also became vacant. Following a series of interviews, Mr. James Geruntho was selected as our new Director of Technology and he began working in mid-April. Finally, we experienced an opening in our high school administrative team as our assistant principal position became vacant. Mr. Jon DeFoe served as our acting assistant principal for almost 5 months before being named as our permanent High School Assistant Principal.

While we have experienced numerous administrative changes, we are very excited about the new members of our team and look forward to continuing to move the Bermudian Springs School District in a positive direction.



## **Learning Focused Schools Initiative**

Our LFS initiative continues to progress throughout the school district. The focus this year was on writing lesson plans in the EATS format in all content areas. In addition, we emphasized vocabulary development, continued use of summarization techniques, and the development of curriculum pacing guides. These areas were monitored and advanced through workshops, meetings, and classroom walk-throughs.

The administration continues to focus on the accountability loop by reviewing lesson plans and looking for evidence of LFS implementation in the classrooms. As we look to the 2012-13 school year, we anticipate connecting the LFS planning with our alignment to the Pennsylvania Common Core Standards. The use of the published learning maps and resources from the SAS system as well as other district resources will aid in the attainment of this goal.

## **Programs & Achievements**

The district achieved Adequate Yearly Progress (AYP) for the eight consecutive year. In reading, the state required that 72% of students reach the proficient level or above. All groups with the exception of our special education sub-group in the Grade 6-8 span were above this threshold with the percentage of proficient students ranging from 60% to 79%. In mathematics, the state required that 67% of students reach the proficient level or above. All grades, except 11<sup>th</sup> grade, were above the threshold with percentages ranging from 52% to 81% proficient. AYP attendance and participation goals were reached at all levels once again.

The need to continue improvements in student achievement as required by No Child Left Behind (NCLB) was addressed by implementing, continuing or improving a number of programs during the year. Of notable importance was the implementation of reading intervention groups at the elementary school and the completion of the State's School Improvement Planning process at the middle and high school. Building teams were assembled to examine data, to look for root causes, and to construct a multiple year plan to improve scores at each grade level. The building teams then shared their results at the District level in order to look for similarities and differences and their impact on curriculum and instruction.

The need to focus on examining data will be a yearly process and we have already begun the discussions for next year as we await the release of the Spring 2012 PSSA results. In addition, we will continue to hone our programs that are already in place which will enhance student achievement such as; the EDK program, tutoring programs, implementation of Read 180 program, instructional support team process, a high school academic review team, Plato and Study Island software programs, and implement our School Improvement Plans at the middle and high schools.

### **Committees**

During the 2011-12 school year, the following district-wide committees met to address the many initiatives undertaken in the district.

**Curriculum Council** (Met three times this school year: Oct. 19, January 18, and April 25).

One of the major focuses of was to review the Kindergarten and First Grade standards based report cards. In addition we discussed the requirements of the Salutatorian and Valedictorian, listened to overviews of the school improvement plans, and examined the impact of the honor roll changes made previously. During the 2012-13 school year this committee will be reviewing the curriculum developed over the summer months that is aligned to the Pennsylvania Common Core Standards. In addition, we will revisit the honor roll expectations, course advancement procedures, and our mathematics course sequence.

**Differentiated Supervision** (Met on October 18 and March 17)

This committee reviews and discusses the options for professional growth of teachers through our differentiated supervision options. This year, we focused on monitoring the new addition of Book Talks to the options. Once again this became a popular option especially across all buildings. In addition, this committee reviewed the preliminary information regarding the proposed Teacher Effectiveness Tool that the state is developing as an evaluation tool for all professional staff.

**Professional Development Committee** (Met on September 8, December 8, March 1 and May 3)

Much of our time this year was spent on planning for the county-wide in-service day that was held on October 10th and planning for the January 16th in-service. We were successful in planning for the October in-service in that many opportunities were provided for all professional staff members. Our goal was to make sure that all staff members were provided choices, including teachers in the specialty areas. The committee also planned another very successful January inservice program that provided our district teachers an opportunity to develop pacing guides for their

content areas. Our efforts next year will focus on sustaining the Learning Focused Framework across the District, refinement of our district curriculum that is aligned to the PACC, and training on the use of the new Teacher Effectiveness Tool.

**Wellness Committee** (Met September 20, February 7, and April 3)

The committee works throughout the school year to offer healthy suggestions and wellness activities for the staff. We offered a “Maintain, No Gain” program, supported Relay for Life, completed a HERO scorecard analyzing our district offerings, and offered CPR / AED for all professional and non-certificated staff.

**School Health Council** (Met on October 27 and March 12)

The focus of this committee is to continue to discuss nutrition options for our students both in the cafeteria and across the buildings. Our Food Service Director has been a welcome addition to this committee and keeps us apprised on any new regulations or procedures. In addition, we discussed throughout the course of the school year our procedures for handling our students who did not update their immunizations as required by the state.

**Safety Committee** (meets monthly throughout the school year)

Representation on this committee consists of staff members from all levels and administration. The Business Manager is the present Chair of this committee and each month we review incident reports as well as other safety concerns across the District. The committee conducts two facility inspections during the year and develops action plans for remediating any concerns. We do plan to update our Emergency Management Plan which will be re-distributed to all staff members this coming Fall.

**Staff Recognition Committee** (met September 29, December 1, April 11, and May 16).

The main goal of this committee is to plan and facilitate the Staff Recognition and Retirement Night. Our culminating event was the banquet which was held on May 22<sup>nd</sup> where we honored our retirees and years of service of present employees. This annual event is a highlight for our staff and retirees. This year we actually received several large monetary donations to offer financial support to this event.

**Technology Committee** (Met on October 12, January 4, and April 18)

The committee spent some time this year discussing our implementation of the Bring Your Own Technology initiative. Phase 1 and Phase 2 of the project were completed and we will be opening up a pilot phase in the Fall of 2014 for our professional staff and then for our students. In addition the committee discussed the new library software, Distiny, and how it can support all of our libraries across campus from basically anywhere. The committee was also involved in the implementation of the iPad cart in the elementary school – which has now expanded to included two full carts (60 iPads).

**Supervisor of Special Education  
2011-2012**

The information contained in this report highlights the educational activities and initiatives of the special education program for this year and will help identify future goals for the coming year. The accomplishment of the 2011-2012 goals reflect a combined effort of regular and special education teachers alike, who have put forth consistent effort and hard work to help students achieve success in the classroom.

**Adams County Consortium**

The first year for the Adams County Consortium including Fairfield, Bermudian Springs and Upper Adams school districts provided another educational option for some of our students in specialized programs that have been operated by the Lincoln Intermediate Unit. Students enrolled in three specialized programs now have the opportunity to move with their peers through a comprehensive program in one of the three school districts to attend life skills, emotional support and neurological impaired programs. Each Adams County Consortium program offers mainstreaming in a public school setting, eliminating the need for students to change school districts when enrollment trends shift in the county. Students in the learning support program, who are identified with a neurological learning disability, attend Fairfield Area School District beginning in the fifth grade. Students needing Life Skills Support receive services in Upper Adams from kindergarten to the twelfth grade, and students needing an



Emotional Support program at the secondary level, attend Bermudian Springs High School beginning in ninth grade. All three programs provide specialized instruction in the core content areas as well as the related services needed to support academic skills including; fine motor skills, speech and language, social skill training, functional life skills, English as a Second Language, and behavioral support. This first year has been successful one for students and our school districts alike, providing comprehensive support services to students, in the local community, at a reasonable cost to our districts.

### **Completion of the Special Education Monitoring and Action Plan**

Student achievement and program improvements for our students with disabilities have been a focus of the special education department in all buildings. A district action plan was developed following the monitoring of our special education program by the Department of Education. The goal was to make improvements and up-date any procedures or practices that were identified during the monitoring. On-site visits were conducted by the Department of Education. A review of students records was conducted randomly to assure compliance with the procedures at each building level. The monitoring and associated action plan have been completed and closed after the last site visit in May of 2012.

### **Gifted Monitoring**

Cyclical monitoring of our gifted program also occurred last year resulting in an action plan addressing the development of more measureable Gifted Individual Education Plan goals and adjustments to the annual notice given to

parents. The gifted monitor from the Pennsylvania Department of Education reviewed our Gifted Written Reports and process for screening and evaluation. No corrective action was required as a result of the file review and review of the procedures used for identifying gifted education students. Those procedures and policies will be up-dated coincide with the changes made to our Gifted program at the high and middle school during the revision of the Strategic Plan.

### **PIMS and PENN- DATA Data - Base Management**

In order to improve the maintenance of student data for state Child Accounting and Special Education reports our local MMS data base has been maintained and extended to contain information on all students that will be reported to the state in PIMS for the December Child count and end of year reporting. Tracking of individual students, in out of district programs takes many hours of scrutiny and comparison in order to ensure that accurate student data was being maintained and recorded in the correct format. Accuracy of child attendance and special education records are cross-checked to ensure no loss of data occurs because two separate systems are maintained for state reporting. In the future, special education records data will be expanded in the PIMS system.

**Elementary School Principal**

The 2011-12 school year was a year of change and great success at the elementary school. The most significant changes to the daily schedule since the opening of the elementary school twenty one years ago were necessary to accomplish our goals of implementing a reading intervention program. The success we had could not have been accomplished without the cooperation of every staff member in the building from the custodians and kitchen staff, to the classroom teachers. Recess, lunch, and special class schedules were turned upside down in order to allow all third and fourth grade students to receive an intervention based on their specific needs. Thirteen different groups were created utilizing a variety of staff- classroom teachers, reading specialists, librarian, gifted teacher, IST teacher, and a phys. ed. teacher. Data driven instruction became a true reality with our third and fourth grade teachers meeting every other week, with our reading specialists to discuss individual and group data. Our initial Fountas and Pinnell data shows that the students made excellent progress throughout the year. The proof will be in our PSSA scores which we anxiously anticipate.

Our PTO as usual had a huge impact on the elementary school. This year their contribution was to our academic programs, in the form of donating a thirty station iPad Cart. The cart was immediately a huge success. Students were able to pick them up and with little to no instruction, and be able to manipulate and navigate their iPad. Over two thousand dollars in educational apps were loaded onto them. They were invaluable to our intervention process being used as small group stations. During our many times of student assessment, they also were useful as an activity for the students not being worked with individually at that time. Our teachers and students are finding many creative new ways to utilize the different functions of the iPads. The biggest problem we now have is thirty iPads are not enough to go around for a building of seven hundred forty students.

The PTO is helping with that issue as well approving a second cart to be purchased this summer for next year.

Four talented new teachers were added to our already very young staff this year. Each of them distinguished themselves in different ways and we are excited about the impact they will have on our students for years to come. With these four new teachers we now stand at forty two percent of our regular classroom teachers having five years or less experience at BSES. We are also in the midst of a second baby boom with three teachers who took child rearing leave and required substitutes. We were fortunate to find very capable long-term substitutes who were able to fill their roles.

Sadly this year we saw the loss of two true leaders in our building. Steve Smith retired from our library in January after forty and a half years of service to the students of BSES. We chose to rename the Publishing Center Award of Excellence after Mr. Smith because of the huge impact he was able to have on student writing at the elementary school, as well as his leadership in many other areas of the building. In addition Pam Miller, first grade teacher, retired after twenty three years of outstanding service to our children. Pam was also a true leader in the building serving with distinction on several district committees for many years. Both of Pam and Steve will be greatly missed by our students and by me personally.

Next year will bring new challenges to our staff. Curriculum writing will be the focus beginning this summer and throughout the school year. We are also looking to “tweak” the daily schedule to better accommodate some other areas of the building. Expanding the intervention process to the primary grades will be a challenge, without additional personnel, but we will make every effort to do so.

I would be remiss if I did not thank Dr. Hotchkiss for his nomination of me as a National Distinguished Principal candidate. I have been fortunate to serve under many fine leaders both at the administrative and board levels, who have served as both mentors and inspiration to me as an administrator. To win the award has been both humbling and exciting, and I look forward to the events surrounding the honor which will occur next school year.

**Elementary School Assistant Principal**

The year began with “urgency”. Throughout the summer an intervention and guided reading schedule was developed that increased the amount of time students would spend reading at their instructional level. This caused us to dialogue with teachers and reading specialists about what a guided reading lesson might look like that included intervention groups for all students.

The use of data was at the forefront when discussing students’ placement in and out of intervention groups. We increased the amount of time teachers were able to meet to look at data by having our special teachers cover the regular classroom teacher on Wednesday mornings from 8:30 until 9:00. We rotated each week with grades 3 and 4. Various teachers thrived in this type of collaborative environment while others felt imprisoned. I believe we all learned a lot about how to be better listeners and problem solvers.

We have experienced a few growing pains in that the intervention groups were too large for particular interventions (eg. Soar to Success). The challenge next year will be to find as many interventionists within the building that we can find. I would like to thank Dr. Hotchkiss for his assistance in sharing with us any resources he has whether they are monetary or experiential.

I continue to be pleased with the Fountas and Pinnell Benchmark Assessments in grades K-4. Throughout the year the teachers have been able to assess and focus on specific areas of reading problems. The teachers have been able to utilize good corrective pieces to use in their daily teaching.

The Book Study Differentiated Supervision plans have provided an additional layer of professional development. We have read with the fourth grade teachers the current research on homework. There have been various groups of K-2 teachers reading about the teaching and assessment of comprehension. Conversations held at the Mid/End of Year Differentiated Supervision meetings have focused on how they are using this new knowledge in their classrooms. The

various strategies/initiatives or new knowledge is evident during walk thru observations. As we begin to prepare for next year there is a continued interest in reading books offered thru Association for Curriculum and Development (ASCD) by various faculty members. It is encouraging to hear our non tenured teachers asking for copies of the book so they can participate on top of the rigors of the clinical supervision model.

Throughout the year and as part of the Curriculum Council we have presented and planned a new standards based report card for first grade. We also utilized the new Literacy Section to the Kindergarten report card that is standards based. Excellent dialogue ensued about standards based teaching and assessment. We have begun to prepare grade two for their report card revision. There task may prove to be even harder with the possible elimination of grades. We will be meeting with central office administrators to determine the feasibility of being able to write their report card in one year.

An additional target area was developing a new approach to teaching writing to Kindergarten students. After reading the book, Talking, Drawing, Writing by Martha Horn and Mary Ellen Giacobbe and attending the August training with Tina McGuff from Upper Adams School District I collaborated with the kindergarten teachers and the ESL teacher. Subsequently we developed lesson plans that support and enrich the area of writing.

**Lindsay Bishop  
Danica Boyer  
Nicolena Bryden  
Maurisa Fasick  
Beth Lockhart  
A. Jean Yiengst**

### **Kindergarten**

LFS plans written in correlation with the standards and using the curriculum as a reference were utilized in math, science, and reading. Extended Day Kindergarten continued to supplement 47 targeted students. Early Reading Intervention was implemented as an intervention across kindergarten. Phonemic Awareness Assessments, ERI assessments and Fountas and Pinnell Benchmark Assessments were utilized in planning appropriate reading instruction. Math checklists were also administered to provide teachers with student data. A variety of special events were coordinated to further enhance all areas of the kindergarten curriculum.

Following our summer training of *The First Six Weeks of School* by Paula Denton and Roxann Kriete, all kindergarten teachers implemented a more developmentally appropriate transition into kindergarten. The first few weeks of school were spent getting to know each other, establishing and practicing classroom expectations, and introducing the materials used throughout the year. This provided students and teachers with a better foundation for a successful learning environment.

We continue to utilize Houghton's Emergent Reader Survey as a screening device for placement in the EDK program during the first weeks of school. The assessment focuses on letter identification and phonemic awareness skills. It is administered mid-year and year-end as well with the addition of concepts of print and sight words to track student progress.

Kindergarten teachers implemented a standards based reading curriculum in which the learning focused plans were revised as the year progressed. Our reading instruction was supplemented with small groups. During this time, we utilized the ERI kits and the guided reading books purchased by the PTO. Our

Early Reading Intervention kits were used daily by the teacher and aide in both AM and PM classes. All students completed ERI at the re-teach, regular, or accelerated pace before moving on to guided reading groups. All EDK students received ERI in EDK. This intervention provided all students with phonemic and handwriting practice.

In addition to completing ERI, the EDK program provided daily practices with all phonemic skills, listening and reading comprehension skills, as well as letter and word study. Early in the year, the EDK units mimic those taught in the regular kindergarten classes including concepts of print, character and setting, problem and solution, and sequencing story events. By mid-year, the daily shared reading LFS plans are more focused on themes as they relate to early reading comprehension skills. By year end, EDK teachers were able to incorporate word work on initial letter blends and creating word families.

The kindergarten team also trained in *Talking, Drawing, and Writing* by Martha Horn and Mary Ellen Giacobbe. We applied these strategies as an introduction to kid writing. We began focusing on telling stories by having all students bring in a few objects from home that related to a summer experience that they could tell the class about. We then moved to drawing detailed pictures to tell our stories. Labels were added next to parts of our picture to begin making letter-sound connections. All of these steps were completed before moving to using sentences to tell a story. Throughout our daily kid writing, students were able to apply their mastery of letter-sound relationships, concepts of print, and knowledge of high frequency words throughout the year. Mini-lessons were taught to introduce sight words and conventions of writing using student work as examples.

LFS plans based on The Everyday Math curriculum were utilized in conjunction with the electronic files organized for each unit on the shared drive. The team administered thorough assessments at the beginning of the year, mid-year, and year-end to track student progress. Some teachers incorporated Math Days into their schedule each cycle which provided an extended timeframe for



math instruction. Students were provided additional practice with the math concepts taught during arrival work throughout the rest of the cycle.

Four units of study were implemented from Science Companion. The first month of school focused on 'Growing and Changing'. During this time, students learn about themselves and their body. The unit culminated with learning about the five senses. Our field trip to King's Gap Environmental Education Center introduced our 'Fall Collections' unit through observation and discussion of the changing seasons as related to the five senses. Throughout the fall months, students were engaged in making collections and exploring nature. 'All About Animals' in the winter consists of identifying characteristics of animals and their habitats before moving into caring for pets. Over the spring months, 'Dirt, Sand, and Water' provided students with hands on experiences and exploration.

The homework system implemented during the 2009-2010 school year continues to be highly motivating for students and appreciated by parents. Kindergarten students were given a homework bag to take home each Friday. These bags included family activities and all materials needed. The activities incorporated all areas of our curriculum, including reading, writing, math and science.

Data Days were utilized to create academic goals for the students in both Language Arts and Math. The data collected allowed our team to better accommodate the needs of the students in our classes. Instruction was adapted in hopes of successfully accomplishing the goals set forth.

A variety of additional programs and materials further supplemented our curriculum. Our team took part in the "Here I Come, Kindergarten!" Nights at the East Berlin Library. Our annual May Day concert was held with great success. The dental hygienist presented proper dental care and good food choice lessons for the students. We also participated in Track and Field, the Race for Education, and planetarium shows at the high school.

**2012-2013 Goal:**

The kindergarten team will be working to improve ERI implementation next year. We are working to make changes with the assessment timeline at the beginning of the year so that our ERI groups can begin sooner. All students will be given the ERI placement assessment during the first weeks of school so that groups can be started earlier in the regular classroom and as soon as EDK starts. We will also be giving students appropriate book tests to determine if an accelerated schedule of lessons is appropriate. Making these accommodations will likely result in a longer amount of time spent on guided reading.

## **ANNUAL REPORT**

## **ELEMENTARY SCHOOL**

**Jessica Bennett  
Tara Cornwall  
Kay Helm  
Pam Miller  
Kristen Robins  
Sarah Wadsworth**

### **First Grade**

It was another eventful year in first grade. Our students this year engaged in many meaningful activities, as well as being instructed with sound curriculum. The following report serves to recap our year in first grade.

We were delighted to welcome Jessica Bennett to our first grade team. Jessica has been a real team player. Her computer skills were most helpful as the first grade team spent countless hours devising a Standards Based Report Card to be implemented in the 2012-13 school year.

We added reading intervention time to our schedules this year. We found this to be most beneficial, but also felt it took away from our writing block time. Our team realizes that our students this year do not have some of the basic skills normally seen in writing because of the lack of instructional time. We are hopeful this will be addressed next year.

Lunch schedules were changed this year. The students had recess prior to lunch. The change allowed the children to eat lunch without rushing to get outdoors. They also had the opportunity to have more choices to their school bought lunches.

Our major reading assessments this year included Words Their Way, Houghton Mifflin Reading Theme Tests, and the Fountas and Pinnell Benchmark Reading Assessment. The SWEEP team helped to administer the middle and end of the year data. We appreciate the fast pace of this data collection. The unfortunate part this year was that we lost a great deal of instructional time due to the smaller size of the SWEEP team.

Mrs. Padfield did a wonderful job speaking to the students again this year. The students enjoyed lessons on S'more friends and heart talks. Mrs. Padfield

also came into our rooms to present a program called “It’s Your Body: You’re in Charge”.

The High School Student Council and the National Honor Society spent time again in our classrooms. They read stories and did crafts. We continue to have Peer Tutors from the Middle School and our third and fourth grades work with our first graders on academic skills.

Many school activities continued such as: Jump Rope for Heart, Read Across America, Book Fair, Track and Field Day, and Race for Education. A highlight for the students was their first grade February Concert. This year the theme of their concert was Animals. They enjoy singing and performing for family and friends.

Our field trips included visits to local landmarks- Miller’s One-Room Schoolhouse and Peter’s Orchard. We also traveled to Messiah College to visit their Oakes Museum. These trips all support our science and social studies curriculum.

We are saddened that we will be losing a valuable team member at the end of this school year to retirement. Pam Miller, a first grade teacher for 23 years will be leaving BSES to spend more time with her family and to travel. Her expertise and wisdom will be sorely missed by this team.

In the upcoming school year, we are hopeful that the administration will look at the needs of the upcoming first grade class and give us extra support in working with these low ability students. Smaller classes would be most beneficial. We look forward to using our new Standards Based Report Card and our new Instructional Progress form. The team is certain our benchmarks will be beneficial to the new members of the first grade team.

As a team we look forward to collaborating on the new challenges that will face us in the 2012-13 school year and will look forward to meeting the new members that will join our dynamic team.

## ANNUAL REPORT

## ELEMENTARY SCHOOL

**Megan Aiello  
Tori Berwager  
Lindsay Feeser  
Lori King  
Amanda Marriott  
Ryan Marriott  
Robin Sherman  
Lora Sisock  
William Smith**

### **Second Grade**

Learning Focused plans continue to guide our instruction. We implemented Social Studies and Writing this year. We included lesson plans, graphic organizers, and Powerpoints for each. We also incorporated non-fiction plans for specific lessons. As a team, we are also teaching from our Learning Focused plans previously developed. English, Math, and Science continue to be utilized and adapted as needed.

In the fall, we go on a field trip to the rock quarry in Hanover. This year, we also added a tour of the UTZ factory. This coincides with our social studies curriculum and gives them a visual experience that a book cannot provide.

For our first math data day, we worked on increasing students' achievement when counting money both under and over \$1. For reading, our first goal stated that 80% of a specific focus group will achieve at least 75% mastery of a short vowel and diagraphs list. We gave a pretest prior to determining this group. Remediation lessons were developed centering on word building activities. The students were responsible for graphing the results of these assessments. Our second math data day goal focused on telling time. Our second reading data day goal was that 80% of second grade students will achieve at least 75% mastery of reading comprehension questions. For this goal, all teachers used the gradual release model to teach reading comprehension skills. We spent time teaching them how to revisit the text to gain information. The teacher modeled skills twice a week for two weeks. The skill was followed up with peer practice for the next two assignments. This was then followed by

individual practice and work for three weeks with a minimum of five assessments given. Again, students graphed their results. We then used these same Read Naturally probes to develop reading fluency. Students read the stories, reread with partners, and listened to readings.

For our final math data day goal, we worked on double digit subtraction with and without trading. Our final reading data day goal focused on demonstrating competency in language mechanics. In years past, we've focused on this goal in preparation for the Terra Nova exams. However, this is the first year that second grade did not administer the Terra Nova exams. We only administered the InView (IQ) part of the test. This information will be useful to students going through the Instructional Support Process and for gifted screening.

A huge initiative focused on the implementation of the Daily 5. Our entire team participated in training this summer with Mrs. Miller and Mrs. Hermes. This training gave us a jump start in preparing our classrooms for this change. We had to purchase a lot of materials and organize books by themes and levels. This is a program developed by Gail Boushey and Joan Moser. The Daily 5 focuses on the following areas: read to self, read to someone, work on writing, word work, and listen to reading. It has been an amazing development to watch our students become very independent in each of these areas. Mrs. Myers was able to work with her budget to purchase listening stations for each of our classrooms. They have been a wonderful asset in the development of this new format. During this time, each teacher meets with small groups, flex groups, or individual students. At the same time, students are able to choose which activity they will work on. By the end of the year, all 2<sup>nd</sup> grade students can work in one of the five areas for twenty minutes independently. We taught them to build their stamina in each area and created I charts so that each child knows what the skill should look like, sound like, and produce.

The Daily 5 has also given us the opportunity to incorporate intervention groups into our schedule. We have a specific block of time set aside for intervention groups each day where we provide additional reading instruction to

our struggling readers. For the first half of the year, we worked with our own students. For the second half of the year, the reading specialists helped group our students and we switched students to form groups that were on similar reading levels that need extra support. We have worked hard throughout the year to create instruction and activities during our intervention time to meet the needs of the students.

Mrs. Aiello used the Words Their Way spelling lists for all of her students. The other teachers used portions of the Words Their Way for their intervention groups.

Mrs. Sisock and Mrs. Feeser worked collaboratively on a Peer Coaching program. They focused on small group, instructional strategies, in addition to time on task during Daily 5. This year, together with Mrs. Fasnacht and Mrs. Black, several members of our team (Mrs. Berwager, Mrs. King, Mr. Smith, and Mrs. Sherman) participated in the book study program. We read Preventing Misguided Reading by Jan Miller Burkins and Melody M. Croft. Throughout the year, we read chapters of the book and met to discuss them. We also incorporated instructional strategies from the book into our reading instruction. We tried some of the techniques and strategies discussed in our book as we progressed through the year.

Mrs. Berwager, Mrs. Sisock, and Mr. Smith have worked diligently with Mrs. Green this year to provide ESL instruction to our many students. Mrs. Aiello worked with students and Mrs. Smith to meet the needs of several gifted children. Mrs. King worked in an inclusion/mainstreamed setting with Mrs. Schwalm to provide supported instruction to those identified as needing an Individualized Education Program.

Mrs. Feeser unexpectedly began her maternity leave in March of this year. Mr. Ryan Marriott came in as a long term substitute. He handled the unexpected change with professionalism and care during this challenging time for the children. Mrs. Aiello left on maternity leave in April. Mrs. Amanda Marriott came in as her long term substitute. She has done an amazing job keeping the structure and flow of the classroom consistent with that of Mrs. Aiello's room.

As a team, we continued to incorporate summarizing into our daily teaching. This was again done with a variety of methods including: exit slips, think-pair-share, ticket out the door, learning logs, essential questions, and white board activities.

We have also worked hard to fulfill our urgency initiative this year. During SWEEP weeks when the reading specialists were not able to pull groups, we continued to switch students for intervention groups. As the end of the year approaches, we are continuing to teach new skills and review previously learned skills. Our students are enjoying writing animal and biography reports throughout the month of May.



**ANNUAL REPORT**

**ELEMENTARY SCHOOL**

**Allison Davis  
Michael Doutrich  
Rebecca Fowler  
Claudia Helman  
Karen Hutchison  
Summer  
Langeheine  
Amanda Miller  
Westly Welty**

**Third Grade**

**Reading—Houghton Mifflin Year 7**

Similar to last year, the seventh year of the program continued to run smoothly. Power Points focusing on vocabulary and reading skills were utilized for every story. Teachers began to use additional strategies and better tools to enhance leveled readers used during guided reading. The guided reading library and Scholastic News provided more opportunities for students to be exposed to a variety of fiction and non-fiction texts.

*Reading Assessments*

Fountas and Pinnell reading assessments were administered in the fall and spring (to all students) and winter (to on- or below-grade level students). Based on the data, the 3rd grade team was able to plan and design specific lessons to meet the needs of the students better. Noticeable areas to work on included non-fiction comprehension, as well as “beyond the text” and “about the text” related questions (refer to chart below).

Within the Text	Beyond the Text	About the Text
*Solving Words *Monitoring & Correcting *Searching for & Using Information *Summarizing *Maintaining Fluency *Adjusting	*Predicting *Making Connections (Personal, World, Text) *Inferring *Synthesizing	*Analyzing *Critiquing

Furthermore, based on 4-Sight Assessments, Fountas and Pinnell scores, and teacher observations, remediation areas to strengthen included difficult skills such as cause/effect, main idea/supporting details, and inferencing. As a result, teachers continued the use of supplemental teacher created activities to fill in the gaps of Houghton Mifflin. Also, intervention reading groups were created by reading specialists, based on data, to specifically impact all students. These groups met for daily reading instruction, with one day a cycle dedicated to Study Island, a web- and standards-based program.

### *LFS and Nonfiction*

Last, the 3rd grade team reorganized and realigned the reading curriculum based on several factors.

#### **1. Utilization of additional non-fiction pieces**

Based on PA State Standards, teacher created EATS lesson plans were utilized to teach text features and text structures. Students were required to identify text features, comprehend within and beyond the text, and recognize the purpose behind each nonfiction piece. Cause and effect, sequence of events, problem and solution, and compare and contrast were also taught using teacher created EATS plans and materials.

#### **2. Removing certain stories in place of non-fiction pieces**

Team members examined the current reading series to identify excessively repetitive strategies and skills taught throughout the year. After identifying these areas, fiction stories were removed to be replaced with non-fiction texts.

#### **3. Teaching by reading strategies and skills and not themes/stories**

Team members created EATS plans based on the strategies and skills taught, as opposed to the story used to teach them. While particular stories were referenced, EATS plans were designed with graphic organizers and vocabulary that could be applied to a variety of stories.

#### **4. Cross Curricular: Science and Social Studies Integration**

The third grade team continued to utilize books from the guided reading library relating to science and social studies themes such as the moon,

Native Americans, and life cycles. Scholastic News also provided current events related to science and social studies.

### **Writing**

Continuing this year, several classrooms utilized EATS lesson plans based on the 6 + 1 Traits of Writing. A unit was used to teach and practice each trait, and the 4-square graphic organizer was a tool used throughout the year.

To introduce and practice the writing process, students wrote *Adventure Stories* as part of the Publishing Center Books, which was also combined with the SWAT program this year. Each student edited, revised, and rewrote his or her writing pieces based on the glows and grows supplied by their SWAT coaches to understand that writing can always be improved. At the end of the year, each classroom picked the strongest piece and entered it into a grade wide contest. All 3rd graders also read and created book reports based on biographies. These reports were presented in the form of speeches at “living wax museums” in each classroom.

### **English**

It was noted that the English curriculum should be streamlined to maximize effectiveness. This would involve aligning the content in the Houghton Mifflin series with our supplemental activities in a more developmental sequence. This year, Power Points with interactive practice were continued to be used matching to the current Reading story.

### **Words Their Way**

The team decided to replace the Houghton Mifflin spelling lists with the Words Their Way spelling program. By administering the Words Their Way Spelling Inventory three times throughout the year, students were placed into spelling groups based on their spelling stage. Sorts focusing on each group’s needs were utilized, along with classroom practice activities and nightly homework. Students were then tested on a selection of words from each category within the sort.

## **Science**

The fifth year of the science program continued to have mixed feelings. As noted last year, we felt that the modules (Life Cycles, Light, and the Solar System) were appropriate, but the content is lacking. The lessons do not go into great depth on any one topic, and they seem to be presented with no continuity. As a result, student journals were purchased which proved to be beneficial for solar systems and light.

We continued to utilize many supplemental materials to enhance the lessons and fill the holes in the program. Such materials included, PowerPoints to expand on concepts and content related leveled readers. In addition, our life cycle projects (chicks, butterflies, tadpoles) were student favorites and still met multiple state standards. Our field trip to the Appalachian Trail enhanced student knowledge of plant life cycles and ecology.

LFS for Science was used in all classrooms. Furthermore, several classes focused on teaching and applying the scientific method in greater detail. By doing so, students gained a scientific foundation to help organize, interpret, and draw conclusions from.

New this year, grades were given for the second and fourth marking periods, using the traditional letter grade scale. This was helpful, as our time to teach this subject area was extremely limited, due to our schedule changes.

## **Social Studies**

With the use of LFS in several classrooms, the social studies curriculum continues to be reconstructed. We recreated a time line to address the following content based on standards: Natural Resources, Geography (landforms), Communities, Mexico, Native Americans, Jamestown and Colonial Times and narrowed down some former LFS lessons. The Social Studies standards are broad and wide, horizontally and vertically. The EATS addressed many standards within History, Geography, Economics, and Environmental Science.

At the same time, we had to actively research and implement updated material. Based on our current curriculum and text (resource), many of the statistics were outdated and obsolete. Guided reading books and Scholastic

News were utilized to focus on specific themes within each unit. Supplemental activities were used to enhance and expand on concepts such as nonfiction pieces, theme days, mini field trips around the school, and interactive websites. Multimedia resources included Google Earth, videos, and simulations.

New this year, grades were given for the second and fourth marking periods, continuing to use the traditional letter grade scale. This was helpful, as our time to teach this subject area was extremely limited, due to our schedule changes.

### **PATHS**

PATHS character traits were introduced monthly, often supplemented with read aloud and discussions related to the traits. Each teacher utilized their own behavior management plan to further foster good choices.

### **Field Trips**

This year the third grade went on four field trips to enrich the curriculum. We traveled to the East Berlin Historical Society to support local history as well as the social studies curriculum. In addition, we traveled to an apple orchard to learn about the pollination process. We also attended the Harrisburg Symphony Orchestra, in conjunction with lessons taught during the students' music classes. Lastly, we hiked on the Appalachian Trail in the spring to support science.

Continuing this year, internal field trips were introduced and taught. In the fall, Wanda Gallimore, author of *Lions in the Moonlight*, came to the school and talked with students about being an author. In the spring, *Smokey the Bear* lessons were taught and ended with special guests, Smokey and a Park Ranger, visiting the school to give a presentation to students. Mr. Fox made a guest appearance as Benjamin Franklin, highlighting important facts about his inventions. Shirley Smith came in and presented to the students about Native Americans and Africa with the use of a PowerPoint presentation and artifacts.

## **Math**

*Everyday Math* continues to support state standards, but also goes well beyond the requirements of third graders. This makes it difficult to ensure students are proficient in all mastery level skills, as there are so many skills introduced. Checklists are used daily and are a reference for Friday Flexing. Friday flexing is designed to give teachers time to support students who are struggling with the week's skills. Students who have had successes are doing enrichment and fact practice. Quarterly updated checklists are standards driven. Math lessons are supported by power points which begin with an appropriate LEQ, include mental math, vocabulary, slides to further enhance and aid in the lesson, and end with the LEQ. Other supplementary tools used to "drive standards" are math grids to assist in fact knowledge, extra word problem sheets, and basic fact problems on the back of each homelink (homework assignment). The team continues to support weaknesses shown on the 4 sight tests on a regular basis. In the winter, the team held 3rd grade wide FLEX days and teachers switched classrooms to teach students a specific skill the grade level showed a weakness in, based on results of 4-Sight data.

## **Technology**

With the addition of the iPad cart to the building, the team was able to enrich all subject areas with a variety of apps and websites. Intervention groups also visited the computer lab once a cycle to practice reading skills on Study Island. Teachers continued to instruct students on basic computer skills and applications during their additional computer time once a cycle.

**Miranda Kutz  
Andrea Dowell  
Mark Herzing  
Amber Hunsinger  
Alicia Llewellyn  
Lori Smith  
Bertha Wright**

**Fourth Grade**

**Highlights**

- ❖ Bertha Wright hosted a student teacher during the spring semester.

**Staff**

This year we welcomed Miranda Kutz, a graduate of Messiah College, to the 4<sup>th</sup> grade team! She has been a great addition to our grade level and our building! Teachers paired off to teach the content areas of science and social studies, with Mrs. Llewellyn's room being self-contained for all content areas.

New this year, guided reading was held for **all** students in the regular classroom 6 days per cycle. To provide differentiated instruction to students at all levels, intervention groups were implemented by reading specialists and regular classroom teachers. This allowed for students below, on, and above grade level to be working with peers on their own level on a variety of reading skills. Groups ranged from phonics instruction to comprehension skills to literature circles. These groups were created through the use of F&P assessments, PSSA scores, 4-Sight, and Words Their Way. Groups were reassessed mid-year, with changes being made to those who needed bumped to a higher or lower group. Wednesday meetings were held bi-weekly to discuss progress, Kid-Talk students, and look over data.

Mrs. Wright's and Miss Hunsinger's classrooms represented the full inclusion classrooms for fourth grade. Mrs. Shambach provided learning support services for the students in Mrs. Wright's, Miss Hunsinger's, Mrs. Llewellyn's, and Miss Kutz's classrooms. Mrs. Dowell provided instruction to the fourth grade English Language Learners. Those who qualified for services met with Mrs.

Green for 45 minutes daily. Multiple classrooms provided part time instruction to emotional support students from Ms. Sponseller's room.

### **Curriculum**

This year, we continued on with our Houghton Mifflin reading series, aided by LFS plans to incorporate skills that would be assessed on the PSSAs. Areas included, but were not limited to, using text features to read and comprehend non-fiction, a focus on prefixes, suffixes, and root words, understanding literary elements in fiction, looking for author's purpose within the text, making inferences, drawing conclusions, finding the main idea and details, and summarizing. The computer program, Study Island, was used to practice these skills during computer time, intervention groups, and at home. Students also took the 4Sight exam twice to assess their progress, which was then monitored and discussed on Data Day. From Data Day, 4<sup>th</sup> grade teachers charted progress and came up with a plan to meet the needs of our students.

In math, we continued to focus on the skills needed to be taught prior to the PSSAs in the spring. We have addressed certain areas that are not taught in time, and continue our efforts to teach those skills in mini-lessons prior to the exams (i.e. elapsed time, data/charts, and fractions). 4<sup>th</sup> grade teachers continue to focus on identifying concerns found through homework and classroom observations to meet the needs of struggling students through the IST process, small group help, before/after school tutoring, and adapted assignments.

In science and social studies, teachers continued to help students make connections with their past and the environment around them. In science, students continued to learn in a hands-on setting that created meaningful learning. In social studies, teachers used clips from United Streaming, trade books, and group learning to help students understand the content.

New this year, students completed their Publishing Center Stories on the topic of "Heroes". Teachers agree that this new topic presented some fresh ideas and touching stories from the students. The SWAT team spent a great deal of time working with students and editing stories for publication. Parents and librarian/aides did a wonderful job making these stories into works of art!



Keyboarding continued to be taught/ used this year, and most students excelled very far into the program. With the help of Miss Rock, the teachers are able to track student progress which helps to steer some students in the right direction.

### **Field Trips**

As in past years, the fourth grade planned and attended a field trip to Nixon Park Environmental Center. The field trip to Nixon Park proved once again to be a fun-filled, hands-on science experience. The information gathered on this trip further enriches the Science curriculum.

Fourth grade students also traveled to the York Historical Society in May. This trip aligns with the PA History curriculum taught in the 2<sup>nd</sup> half of the school year. Students enjoyed learning about colonists, their homes, and their way of living hundreds of years ago.

### **Goals**

Our Goals for the 2012-2012 school year are as follows (in no particular order):

- ❖ Focus on vocabulary and have visual word/definition/picture cards available for each subject area.
- ❖ Continue writing and editing LFS plans in the area of writing and social studies.
- ❖ Align our current curriculum to that of the new Common Core Standards.
- ❖ Continue to place high focus and awareness on Language Arts, Mathematics, Writing, and Science to prepare for the PSSAs in the spring.
- ❖ Monitor and address homework completion of all 4<sup>th</sup> graders

**Traci Black  
Julie Hermes  
Kelly Hoffman  
Lynne Miller**

### **Reading**

The reading specialists supported the kindergarten teachers with the beginning of the year assessments. The classroom teachers administered parts of the assessments while the reading specialists continued the regular classroom instruction. Then the reading specialists completed the assessments while the classroom teachers resumed regular instruction. Together, they analyzed assessment data and met with the Extended-Day Kindergarten (EDK) selection team to share assessment results and to recommend students for the EDK classrooms.

A new schedule was implemented this year to accommodate guided reading and intervention groups in grades 1-4. As a result, teachers in grades 1-4 are teaching guided reading every day, in addition to an intervention or enrichment group every day. At the beginning of the school year, the Fountas and Pinnell (F&P) Benchmark Assessment was administered to students in grades 2-4. Reading specialists and the Sweep team assisted the classroom teachers in completing the assessments. All students were also given a Words Their Way spelling inventory. Finally, reading specialists assessed additional students using the Houghton Mifflin Decoding Screening. These assessments were used to determine guided reading groups and intervention groups at the beginning of the year.

The reading specialists worked together to look at all of the available data to form intervention and enrichment groups for all students in grades 3 and 4. All data was recorded in a database to track and manipulate student data throughout the year. Phonics groups were formed based on non-proficiency on all or most assessments, and other students reading below grade level were placed into a comprehensive reading program called *My Sidewalks*. Students showing weaknesses with nonfiction were placed in groups that were instructed

with *Read For Real*, which is a nonfiction, comprehension-focused program. Read Naturally, a fluency-based program, was utilized with students who demonstrated a low reading rate. Finally, students who were reading above grade level formed Literature Circle and Great Books enrichment groups. Progress monitoring was used to track student progress in all intervention groups.

Teachers were trained on the new intervention materials in September. Reading specialists worked with small groups of teachers to prepare for their intervention groups, which began in early October. Guided reading groups in grades 1-2 also began at the beginning of October, with the reading specialists working with students who were reading below grade level. Intervention groups for low first- and second-grade students were also formed, and they began in late October.

The reading specialists also organized and led weekly data meetings for third and fourth grade teachers. The purpose of the meetings was to analyze current assessment data, discuss and make decisions about individual students, and de-brief about intervention groups.

Prior to leaving for Christmas break, the F&P Benchmark assessment was administered for the second time to students in grades 2-4 who were reading on or below grade level in the fall. All first grade students were given the F&P in January. Again, the Sweep team was utilized to streamline the process. Also in January, the reading specialists re-visited the new data and formed new intervention groups in grades 3-4, based on student strengths and weaknesses as reflected on the recent assessments. New intervention groups began in early February. At the end of April, the F&P assessment was given to all students in grades 1-4 to gather end-of-year data. All Kindergartners were also assessed using the F&P in May.

The first grade parent workshop was offered in December with seven parents attending. The workshop provided information to parents on reading and decoding strategies, the “chunk worm,” and sight words. In addition, the first and second grade parent workshops, “Race to Reading” and “Jumpstart

Into Summer,” were held in May. Eight parents attended and enjoyed lunch and an informative workshop. Fun and interactive activities were presented, and parents were given many materials in an effort to keep students actively learning over the summer.

Currently, the reading specialists are analyzing data, in addition to re-visiting and revising the new intervention model, to plan for continued student success and achievement during the 2012-13 school year.

**Physical Education**

The students participated in individual and group activities utilizing many different skills in physical education that enhanced their exposure to the curriculum. As always good sportsmanship and appropriate social interaction are an integral part of our program. We continue to incorporate wellness and health into our physical education program.

In grades K-2 the students practiced their hand-eye and foot-eye coordination through individual and group activities that involved catching, kicking, throwing and dribbling. The activities also incorporated locomotor movements and manipulative skills. With continued repetitions, the students improve their basic skills. These skills and movements are the foundation for our entire program.

In grades 3-4 the students reviewed the different manipulative skills, such as catching and kicking, and applied them to individual and group activities. In the elementary physical education program, the students are required to maintain a very high level of sportsmanship. It is also an excellent environment in which the students can demonstrate their cooperative and social skills as they interact with each other.

The elementary physical education staff this year was teaching select health lessons periodically throughout the school year. Some of the health topics are about the food pyramid, drugs, and disease prevention. We plan to improve and expand this program every year.

The PTO provided all elementary students and staff with T-shirts for our annual track and field days. We went with a more generic theme this year compared to other years. The rainy weather made for interesting track and field days!

In our eighth year of doing Jump Rope for Heart as a school wide event our students raised over \$6000. The event was a complete success. The students have raised over \$55,000 for the American Heart Association over the past eight years.

**Library**

Since one aspect of the Getting Results building plan focused on reading comprehension, the theme of this year's primary library curriculum was comprehension. Students discussed eight strategies to increase comprehension—making connections, visualizing, monitoring, questioning, inferring, summarizing, determining importance and evaluating. Stories were based on the strategy discussed each week and library displays reinforced the skills and essential questions. Kindergarten classes concentrated on fairy tales and classic authors and the fourth graders began instruction in library and technology skills to prepare them to effectively use library resources for research assignments in the middle and high schools. LFS/EATS lesson plans, student learning maps, graphic organizers and a focus on vocabulary were used to increase learning. We are using the SMART Board which combines an ultra-short-throw projector with a widescreen interactive whiteboard. The SMART Board is an extremely effective tool for class presentations and Intervention Enrichment Groups for student interaction.

Second and fourth grade Intervention Groups were also incorporated into the weekly library schedule. These groups consist of top readers and aim at offering higher-level thinking skills through literature to students who have not qualified for the gifted seminar classes, but are academically advanced in reading and thinking skills. This year 12 second graders participated in the classes which met once during each cycle. Thirteen fourth graders met every day for their Intervention Enrichment Group.

Fourteen fourth graders participated in a seminar-type class, leading to the publication of an annual school newspaper. The students studied journalistic writing techniques, brainstormed ideas for the layout of the paper, researched and wrote their articles, took photographs, and participated in group editing. The Screamin' Eagle was "published" in May and distributed to all elementary students.

Our annual book fair was held in April. This year's fair again featured a family night during parent-teacher conferences with costumed book characters and door prizes. Each child was given \$5 by the PTO to purchase at least one book from the fair. Proceeds from the book fair are used to support our publishing center and summer library programs as well as to purchase new technologies.

Budget allocations were used to purchase biography, pet, and animal books which are used by several groups of teachers as part of their book report lesson plans. Our elementary library now houses over 34,020 books and audio-visual materials. In addition to information which is now accessed electronically, over 32,000 materials were circulated this year.

Our Electronic Card Catalog was replaced in December with a new System called Destiny. Destiny is a Web based electronic card catalog system that was implemented throughout the district. The system interconnected the districts three libraries allowing you to view all materials available.

The summer reading program is held each Tuesday evening and Thursday morning for eight weeks over the summer hiatus. In conjunction with the summer school program, the theme this year is "Join the Summer Reading Team: "Learn, Read, and Succeed." Students will participate in various activities to win prizes and guest storytellers will present their favorite stories during the eight-week program. Summer school students will also participate. In addition, we will be partnering with the East Berlin public library to present two assembly programs in the elementary school gym for our summer library participants as well as the public library participants. On June 21<sup>st</sup> Jim Rule will be presenting his show of singing and telling children stories and on July 12<sup>th</sup> Dream Big Acts of Kindness Theater will present a show acting out and singing children's books. Last summer, 196 participants circulated approximately 1356 books.

The Publishing Center completed its nineteenth year. Approximately 600 student stories were bound into "published" books this year. Each homeroom submitted one book as a finalist in the Publishing Center Awards of Excellence Contest. Each finalist's book was judged by a panel of three judges, using



rubrics based on the district writing curriculum. The highest-scoring book on each grade level was presented the Award of Excellence at a Celebration Tea on May 30th in the library. Over 100 guests were in attendance.

Our Elementary Librarian of 40 ½ years, Stephen M. Smith, retired in January.

Jennifer Fulkroad was hired as a long term sub to finish out the 2011-2012 school year.

**Health Report**

The 2011-2012 school year started with one main goal, to have all students in the elementary school meet the new Department of Health immunization requirements. In addition to the kindergarten students needing to have all required immunizations, all students in all grades were also required to have two doses of the Varicella (chicken pox) vaccine. Students needed to have documentation turned in to the nurse's office before the end of the eight month provisional enrollment period which was on April 30<sup>th</sup> or face exclusion from school. At the start of the school year there were approximately 70 students that did not meet these requirements. After letters being sent out on a monthly basis, phone calls being made on a monthly basis after returning from Christmas break and face-to-face meetings with parents during parent/teacher conferences, all students were compliant with the immunization regulations by April 12<sup>th</sup>, two weeks before the initial exclusion deadline.

When returning from Easter break we were all given a good reminder about how dependent we are on technology and how valuable it is. When the district servers went down, our worked stopped. The health rooms had no means of accessing student health information or continuing our daily documentation of health room visits and medication administration. With the number of students that are seen daily in the elementary health room it would have been devastating not to be able to document each visit on those days. With our program, Healthetools for Schools, being an internet based program meant that if we could get internet access, we could still use our program. Thankfully with Mr. Stroup's approval, I was able to bring in my home portable Wi-Fi hook-up and laptop computer and continue have my office operate without any interruptions. It was also valuable because the nurses from the High School and Middle School were also able to come to my office and input their documentation on the early dismissal days which also kept them on track.

Next year the health rooms will be faced with making the decision of keeping Healthtools for Schools, for a fee or trying to find another computer program that meets our needs like the current program does. The grant from Highmark which has allowed us to use this program for free over the past 4 years will expire at the end of next school year. Even though the nurses love how this program meets almost all of our needs we still want to explore what other options there are in health room programs. With the permission of Dr. Hotchkiss some of our in-service time will hopefully be spent going to districts that use other programs to see what they are like, how they work, and if the nurses using them like how they work.

**Guidance**

The elementary school started the school year with the theme of “Getting Along.” This saying was displayed at the library bulletin board. The bulletin board displayed the letters of the alphabet. As the months went by examples of getting along went up with its corresponding letter. This was also the theme for the parent handbook folders sent home at the start of the year.

Several school wide activities took place around the theme of Getting Along. During American Education Week we had a Mix It Up Lunch day, unity day, and assembled a paper quilt where each class decorated a square to represent getting along. This was displayed in the cafeteria for the remainder of the year.

This was the 6th year that the elementary school participated in “No Place For Hate”. The school held a number of activities to promote diversity and acceptance. One of those examples was “Mix It Up Lunch”. The elementary school hosted a mix it up lunch based on the character traits. When students entered the cafeteria they were “mixed up” and sat with students from other classes based on various character traits. Parent volunteers helped make this a success by helping students find their table, and encouraging communication. By taking a new seat in the cafeteria students can meet new people, and we can teach children that no matter what our differences we can all be friends.

PATHS is a wonderful way to teach and model social-emotional skills every day in the classroom. Teachers were encouraged to continue teaching PATHS lesson in their classroom. The PATHS library is a good resource for teachers to make the PATHS lesson appropriate for the concerns and skills that need taught in their particular classroom. Many teachers continue to play The Good Behavior Game. The PATHS Kid Lunch -During lunchtime the PATHS Kids’ names were announced along with the reason they were chosen. This was a monthly celebration recognizing students for making good choices and thinking about other’s feelings. Class lessons were taught at each grade level, and 1<sup>st</sup>

and 2<sup>nd</sup> grade students had a lesson on personal safety/good touch/bad touch. An anxiety group was offered to help students in grades 1-4 learn strategies to deal with this concern.

IST referrals were up this year (59). For each IST referral a parent interview was conducted to gain background information, help parents feel comfortable with the process, answer questions and provide support for parents.

The Angel Tree Project had another successful year helping provide gifts, food, and necessities at Christmas time to approximately 210 individual angles (students) and 20 entire families. Also I sent 52 families to Toys for Tots for a total of 395 children helped. The counselor also worked with families to help send children to a summer camp "Camp Ladore" sponsored by the Salvation Army, and LIU Summer Academy. A local church contacted me and wanted to help give food to families in need. I piloted a program that for now I called "Summer Food Project" in which 25 families received a large bag of food to start their summer (non perishable food such as canned goods, PB&J, cereal, pasta etc). This seemed to go well, and I hope they will want to partner next year to offer this again. The counselor also had a station at kindergarten registration.

The RIAS was used again this year as a screener for gifted students. The gifted teacher and I worked together to screen students. We had a family lose their home due to a fire. I took up a collection from the elementary staff, the family was very grateful.

Core Essentials is a character/value program that I have been reviewing. My committee was given ½ professional day to work on planning for next year and kicking off this new program. I am very appreciative of the support and time to allow the committee to work on this. I am looking forward to next year and the impact this new program will have on our school.

**Instructional Support Team/IST**

IST at the elementary school has had a successful year with continued intensive involvement with parents, students, and staff. This school year 59 students were referred to this remedial process for academic and/or behavioral concerns. Academic or behavioral plans were developed based on the needs expressed by the teacher and/or parent. For each student family interviews were conducted by school counselor, summary meetings were held, instructional strategies recommended, and follow-up plans were conducted. The principals and I meet with each kindergarten teacher mid year to review testing data and discuss academic/behavioral challenges.

The Peer Tutoring Program continues to be a very rewarding activity for many students grades 4 th-9th. This year 53 middle school/high schools students and 10 fourth grade students had the opportunity to tutor in the elementary school. The peer tutors who remained with the program the entire school year were invited to a luncheon and presented with a peer tutor shirt.

Mrs. Lockhart and I conducted two parent-training sessions during the month of September. Twenty-four parent volunteers attended the Kid Writing Training Workshops. The purpose of the training is for parents to gain knowledge and skills for proper implementation of the emergent writing program. These parents left the workshop with ideas, materials, and strategies to help foster emergent writers when volunteering in the classroom and helping their child at home.

A new event I arranged this school year was an informational meeting for Extended Day Kindergarten parents. Dinner was provided for the families. Once dinner was completed the children were escorted to another room while the parents received materials and suggestions as to how to help their child at home with basic number and reading readiness skills.

Once again, this school year I have served on the Adams County United Way, Ready to Learn Committee. We meet once a month to help develop seamless

transitions as children move from early learning to the elementary school systems in Adams County. The purpose is to increase the awareness of the school environment for incoming kindergarten students and families for the fall of 2012.

Our Bermudian Springs community engagement group, Community Partners, a collection of district, local representatives from childcare centers, Head Start, and LIU preschool staff, meet once a year. At this year's meeting, Sharon, from the Tourette Syndrome Alliance of South Central PA, explained in detail what intervention services and resources they provide throughout the tri-county area. Sharon's presentation also included suggestions for the classroom teacher.

A kindergarten transition activity, Playground Night was scheduled for May but due to rain, even the rain date was cancelled. We were all disappointed but we have high hopes for a wonderfully sunny evening next year!

**Art****Art Curriculum K-4**

Art classes followed PSEA and NAEA standards. Throughout the school year students experienced a variety of art, artists, techniques and mediums to continually broaden their horizons and hone their artistic abilities. The theme of our art units this year was nature. This theme was inspired by my experience with the DCNR course “Growing Up Wild” and book study on the life and art of Vincent van Gogh. A culminating activity was our enormous art show themed: *The Art of Nature*.

All art units were cross curricular and educationally stimulating. Our travels through the natural world encompassed an exploration of art history, styles, media and techniques that helped inspire young artists as they continue to discover the world in and beyond their backyard. Students learned about people, places, beliefs, traditions, science and nature, mathematics and literature, social studies, history, archaeology, anthropology and geography all through the artist’s scope; discovering how it applies to them and the world they live in. This diverse approach to art education is designed to inspire students to become well-rounded, conscientious citizens and artists alike.

In October to December 2011 I had the opportunity to work with art student teacher Jason Sload from Shippensburg University. I helped Jason develop well-rounded, rich lesson plans using a variety of media and guided him through the rigors of being an elementary art teacher. I attended a wonderful in-service in October with other Adams County Visual Arts teachers. I hope more collaborative art in-services will be available in the future.

In April 2012 art enrichment was extended to Girl Scout troop 85517. I worked with the girls after school on various drawing and painting activities en-route to earning their Art Badge.



## Artwork

Artwork was professionally displayed in the art room, hallways and art showcase throughout the year. I completed art displays in the administrative board room as well.

Several 3<sup>rd</sup> and 4<sup>th</sup> grade artists participated in the Adams County Arts Council's Annual Recyclable Art Contest in April 2012. Top prizes were awarded to Hailey Lamo (1<sup>st</sup> place), Aleah Martin (2<sup>nd</sup> place) and Brandon Rivera (3<sup>rd</sup> place). Additionally, at least one work of art from grades 1-4 was selected as part of our *BSES Permanent Art Display*. This is an ongoing tradition and an opportunity to showcase the talent of our students while inspiring younger generations of artists. I met with PTO President Sherri Feeser to select the finalists for the display in May 2012. We have so much talent in our school this was a tough decision. I am so very thankful for the PTO's support. I hope support of *The Arts* in our school including supplies, matting and framing costs necessary to operate a well-rounded art program can continue.

There was one immense art show held during the entire month of April to coincide with spring conferences, musical events and kindergarten registration. This immense display featured at least one work of art from every student in grades K-4. This totaled nearly 1,000 works of art and was quite a job! The theme of our art show was *The Art of Nature*. Artwork celebrated diversity through the seasons in mixed-media, line, pattern, color and shape. Pictures and articles featuring our students and their artwork were featured in the Gettysburg Times. Additionally, our art show was digitally documented and posted on our district web page to share with the community.

Our annual art show, in addition to the plethora of art displays and opportunities we are involved in, take many months of preparation both in and out of school with little to no help. I was granted one professional leave day to finish preparing and displaying the student artwork prior to the start of the annual art show, which is greatly needed and appreciated. Due to my physical limitations and the sheer mass of artwork to display I used the help of four dedicated art volunteers during my one professional leave day to complete the art displays.

These few volunteers did a beautiful job. As recommended this year we also started the displays two weeks early to compensate for the shortage of help and my full teaching schedule. However this was constant maintenance and over 200 pieces of original artwork were damaged and needed to be repaired or replaced. In a high traffic school of our size this is not a viable option for the future. Due to limited support it will become necessary in the future to revamp this art event: either expand the professional leave to 2 or more days or limit the size of the art show to maintain the emphasis of *quality*, not quantity.

I am very thankful for Bev Miller, my assistant and the few volunteers who came in to help. As students grow up and move on to middle and high school, so do the volunteers. I always look forward to meeting new volunteers and to having more help and support in the future.

### **Studio Art**

Studio Art is an enrichment class designed to accommodate students with *exceptional* artistic skills who show initiative and interest in pursuing artistic endeavors beyond regular art time in the six-day cycle of classes. There was 1 studio art class this year we met on Day 6 from 2:15-3:00, often with extended class time for greater enrichment and to accommodate the large and in-depth artwork that was being created. Studio Art is a very special opportunity and it is only offered to a small number of students in grades 3 and 4. In selecting these students their creativity, artistic talent, leadership skills, ability to handle responsibility, good behavior, and good academics are taken into consideration. Some of the areas we covered this year included: painting, drawing, sculpture, pottery, color theory and blending, print making, paper art, found object art, mixed media art and much more. The students worked together to create a large art installation in the front lobby of the elementary school which featured a tree sculpted entirely of recyclable materials. Students also created an owl, nest, owlet and numerous recycled flowers for the garden surrounding the tree sculpture.

The Studio Art class went on a field trip to the National Gallery of Art in Washington, DC on April 10, 2012. Because art is multi-faceted and life-enriching

it requires advanced planning and preparation especially for field trips. This trip was a great opportunity for the students to experience original *famous* works of classical and modern art first hand. We all wished for more time to explore the immense museum which consists of thousands of works of art spread through two enormous buildings, over two city blocks and an entire sculpture garden. We were glad to share a bus to DC with the seminar class but because we also followed their travel schedule we only had 2 ½ hours to explore.

### **Art & Technology**

I used the projector system and airliner throughout the school year to bring video and imagery to my students. This tool allowed “virtual art” to be shared with a large group of students, including visits to a variety of on-line museums, and virtual tours of historically, artistically and architecturally significant spaces, exploration of artist web sites, making works of art large enough for everyone to see, the capability to draw and write directly on a work of art and much more. Because every student in the school experienced art in my classroom these tools allowed the wide world of art to be opened to several hundred young minds: enhancing their art experience and education.

The digital camera was used to document our art shows, student artwork, displays and special art events throughout the school year.

### **Art Supplies**

Art Supplies for the art classes and the entire elementary school were ordered, maintained and disbursed by Bev Miller and I. Art bids were completed in January 2012 for the 2012-2013 school year. This is an extremely time consuming process, most of which is done on my own personal time, after school. The bid sheets do not coincide with the newest art catalogs and supplies. I tried to do this as efficiently as possible to cover supplies for all 36 elementary art class (over 800 students grade K-4) as well as supplies for all 36 individual classroom teachers for use in their own class projects. I feel it would be beneficial for classroom teachers to purchase and maintain their own art supplies according to their individual curricula or specialized projects so that the art budget and resources can focus solely on the art classes. Additionally I am

willing to work with our custodial staff to devise a new system for the ordering, maintenance and disbursement of supplies in a more efficient manner for our school.

### **Summary & Goals**

The 2011-2012 school year presented many new challenges and was an exciting adventure. We were able to participate in several art adventures while continuing our daily art routine of motivation, exploration, expression, inventiveness and scholarship. This was successful school year. Art education is a key part of a student's survival and communication. I am proud to be an artist and art teacher: to have the unique opportunity to bring art into the lives of young people. I hope that next year there will be more support and respect for the arts in our school, demonstrated by more parental and administrative involvement in the arts, greater understanding and support of arts education by classroom teachers and the inclusion of more interdisciplinary connections to the arts in the regular classroom curricula.

Bev Miller continued to be an aide in the art room for a maximum of 2 ½ hours every day. I greatly appreciate Bev's help and look forward to working with her again next year. With the multitude of duties that extend well beyond just "teaching" art, her help is crucial to the continued success of our art program. I look forward to the 2012-2013 school year. I am excited to continually open doorways and broaden the horizons of my student's imaginations through art!

**Vocal Music**

In the Elementary School this year, many resources were utilized in the music classrooms, including the textbook series, Spotlight on Music, as well as folk music collections and various Orff and Kodaly resources. LFS teaching strategies were used in several grade levels. Both Mrs. Lehn and Mrs. Swartzbaugh attended the District 7 PMEA Professional Development Day in October. Mrs. Swartzbaugh also attended the State Music Educator's Professional Development Conference in April. Both teachers worked to have their lessons fit the National Standards for Music Education and the Pennsylvania State Standards for the Arts and Humanities as well as the district curriculum. Student progress was measured through performance-based assessments. In all grade levels the students worked towards these standards with singing, movement, instrument playing, listening and music reading.

The Kindergarten curriculum focused on learning to identify the “musical opposites”: high/low (pitch), long/short (rhythm), loud/soft (dynamics), and fast/slow (tempo). They learned to identify a singing voice from other voices (speaking, shouting, humming). A variety of singing games were learned and the students also began to learn about AB form.

In an effort to follow a Kodaly and Orff based philosophy of music education, the first graders learned about music by starting with some pre-reading activities including identifying the steady beat and differentiating between beat and rhythm. They moved onto reading a “ta” (quarter note), “ti-ti” (eighth notes), and “rest” (quarter rest). The children accompanied songs and poems throughout the year by playing classroom instruments using steady beat and rhythmic patterns appropriate for their development. Melodically, the children continued learning under the Kodaly philosophy where students are prepared by learning a wealth of song literature containing specific melodic patterns before those melodic elements are introduced. (Think: “sound before the symbol”) In the

case of first grade, the children learned numerous songs containing the “sol-mi” intervals. They went on to learn the characteristics of the elements, the relationship between the two sounds, where they are placed on the staff, and how to sing a melody containing those elements.

The second graders continued work in the Orff and Kodaly inspired program as well. They continued to move ahead with music reading skills both rhythmically and melodically. They were able to read very simple folk songs as well as rhythms in various meters. The music textbooks provided meaningful listening experiences as the children heard selections from *The Nutcracker* and *Carnival of the Animals* as well as many others. The students also listened to several excerpts from the radio show “From the Top” which features performances by exemplary student musicians.

The third graders learned to play the recorder again this year, thereby strengthening their music reading skills and developing their fine motor skills. The recorders provided an opportunity for more advanced ensemble playing where children accompanied their singing with a basic Orff instrumentarium. They played Orff xylophones as well as recorders, plus various unpitched percussion instruments. This practice develops stronger musicians who are able to maintain independence on their parts. From their texts, the students also heard various listening selections including segments from the radio show “From the Top”. This led to an addition to the curriculum where the students did an in depth study of the instruments of the band and orchestra in preparation for the Fourth Grade Instrumental program next year.

The fourth graders also played recorders again this year. They continued to refine their music skills from their third grade year both rhythmically and melodically. They sang and played Orff inspired ensemble pieces using recorders as well as the full line of classroom percussion instruments. They experienced both singing and playing in various meters, including 2/4, 3/4, 4/4 and 6/8 meter. They studied works by master composers including Bach and Handel. They worked on developing their part singing skills as they sang several rounds and two part songs. They covered various styles of music including a

brief introduction to jazz, which included the students playing a beginning jazz piece on their recorders.

All grades continued to learn international folk dancing. Grades 2-4 learned several beginning folk dances, as grades K-1 learned the preparatory skills. Incorporating these movement activities helps students better understand musical form, musical style, phrasing, spatial awareness, builds coordination and contributes to a more complete understanding of various world cultures.

All grade levels performed in concerts this year. Concert highlights of the year included the Second Grade Veteran's Day performance in November and the First Grade Concert in February. The Fourth Graders performed two holiday concerts in December and the Vocal Ensemble traveled to the State Capitol to give a performance as well. The Third Graders performed a concert in March to celebrate Music In Our Schools Month. One highlight of this concert was a performance of "Baroque and Blue" from the Jazz Suite for Flute and Piano written by Claude Bolling. This was done by guest soloists Karen and Duane Botterbusch, (grandparents of Bryce Botterbusch), Thomas Kittinger (grandfather of Brianna Kittinger), and Derek Boyce (father of Ryan Boyce). The year ended with the Kindergarten May Day concerts and the Fourth Grade Vocal Ensemble Spring Concert.

**Dental Hygiene Services**

The following services and classroom presentations were conducted during the **2011-2012** school year under an approved program of the PA Department of Health-Division of School Health.

**Kindergarten** - Oral health evaluations for those not returning a Family Dentist Report were completed. A dental health lesson emphasizing the relationship of consuming sugar laden foods with the potential for the start of cavities was taught. After a model demonstration with a puppet for effective tooth brushing tailored to the 5-6 year age group, each child brushed with carrots. A USDA Center for Nutrition and Promotion Sheet- "10 tips to decrease added sugars" went home with students; as well as a toothbrush and sample toothpaste tube for home use with a 5 week tracking chart.

**First Grade** - Smile checks with parental permission were completed. This serves as a follow-up to kindergarten for those children who did not receive dental care since entry to school. PPT presentation using United Streaming technology was utilized. Brushing chart and toothbrushes were distributed.

**Second Grade** - Identification of the types of teeth with emphasis in maintaining the dentition for life was the focus. A website was used with the PPT lesson from the National Institute of Health called Open Wide Trek Inside. Toothbrushes and toothpaste were given for home use with a tooth brushing chart.

**Third Grade** - Oral Health Evaluations for those who didn't return the Family Dentist Report were completed. A classroom demonstration evolved around the use of dental floss. A classroom PPT lesson was presented relating dental plaque to caries, gum disease, and possibly heart disease.

**Fourth Grade** - Smile checks with parental permission were completed. This serves as a follow-up to reviewing flossing with the child individually. Classroom visits for special project PPT lesson focusing around identification of sugar grams in servings of cereal. A follow-up work sheet was also presented at the end of the school year.



**Fifth Grade** - Review of oral hygiene habits and PPT lesson about the need for a daily calcium requirement of 1300mg for 9-17 year olds. In class exercise for calculating the daily requirement with examples of calcium percentages and foods containing milligrams of calcium was a focus this year.

**Sixth Grade** - pH testing of soda, fluoride rinse, milk, vinegar, and water to determine how these items relate to tooth enamel dissolution, gingivitis, and tooth decay. Each student participated in the testing of the items with an individual test strip. Review of oral hygiene habits. A PPT presentation showing the harmful effects of drinking excessive soda and sports drinks was shown.

**Seventh Grade** - Oral health evaluation of those who did not return the family dentist report was completed. Distribution of a newsletter emphasizing cariogenic foods in relationship to daily food intake with a description of drinks often consumed by teenagers which cause the most amount of damage to tooth structure.

**Eighth Grade** - Review of oral hygiene habits with discussion of the hazards of smokeless tobacco through a PPT presented in the science classes.

**Ninth-Twelfth Grade** - Dental Health Newsletter with emphasis on information about quitting tobacco use and informing students about how tobacco companies market to kids from the "Campaign for Tobacco-Free Kids"- [www.tobaccofreekids.org](http://www.tobaccofreekids.org).

The Mobile Dentists of Michigan saw 57 elementary/middle school students for dental care in March. This continues to be a valuable service and an adjunct to the Dental Hygiene Services Program as it serves as an added referral system for children needing further dental repairs.

A cooperative effort this fall (during the parent/teacher conferences) teamed with the Adams Co. Penn State Extension Educator in presenting table talk information about Nutrition Fact Labeling relating to sugar grams in cereals and other food products.

**English as a Second Language (ESL)**

Prior to beginning ESL services for the 2011-2012 school year 31 students were screened. An additional 5 students were screened during the year. Of the 31 students screened, 10 qualified for English Second Language (ESL) services. A total of 36 students received ESL services during this school year, and 47 students were monitored. Four students withdrew and moved from the district and one student returned to the district.

Early in the school year a document camera was purchased with Title III funds. This piece of technology has provided many opportunities to add a new dimension to instruction. Since auditory instruction is often limited by the students' level of language proficiency, having the document camera has greatly improved my ability to add another means of delivering instruction that focuses on the visual learner.

Last year's focus on the 4<sup>th</sup> grade curriculum and the inclusion of skills relative to PSSA/WIDA testing has been expanded this year to include 3<sup>rd</sup> grade. LFS plans for 3<sup>rd</sup> grade were developed to provide direct instruction in comprehension strategies such as previewing, chunking, using context clues, and predicting. Additionally attention was given to writing, specifically to ongoing consistent instruction and practice in writing both comparison and opinion paragraphs since writing has historically been a weak area for our English language learners (ELLs).

A second target area was developing a new approach to teaching writing to kindergarten students. After reading the book, Talking, Drawing, Writing by Martha Horn & Mary Ellen Giacobbe and attending the August training I collaborated with the kindergarten teachers. Subsequently I developed plans

and an overview of the lessons that are critical to providing support for our kindergarten ELLs in the area of writing.

The final student project for the year was related to Cinco de Mayo. Our creations were then displayed in the showcase by the library. Following the completion of the projects students published a book chronicling the experience. Multiple copies of our book have been circulated among students so that each student has had an opportunity to take the book home and share it with family members.

I have greatly appreciated the opportunity to attend professional development workshops this year. The WIDA workshop on assessment gave me a preview of the new WIDA language proficiency standards and explored the alignment to common core standards. The PATTAN webinars provided a basic review of current theory. The “hot topics” this year were vocabulary development and building academic content language for our ELLs.

Once again, we have not received the results of the WIDA ACCESS testing. A brief summary of the 2011 WIDA-ACCESS test scores is attached. As the ESL curriculum is updated to reflect current state standards this summer I plan to add and revise my current grade level plans as necessary.

### **WIDA ACCESS Overview**

Research tells us that students gain English language proficiency in 3-5 years and academic language proficiency in 4-7 years. This being said, I was very pleased with our students’ success on the WIDA ACCESS.

The results are included in the following table.

<b><i>Grade level</i></b>	<b># Students tested</b>	<b>% of Students scoring language proficient</b>
Kindergarten	7	29%
1 <sup>st</sup> Grade	9	22%
2 <sup>nd</sup> Grade	7	43%
3 <sup>rd</sup> Grade	8	50%
4 <sup>th</sup> Grade	8	50%
<b><i>Totals</i></b>	39	36%

I feel a large part of this outstanding performance is due to:

- 1) linking language acquisition instruction to content
- 2) targeting skills related to both the PSSA and WIDA assessments
- 3) having the technology (the SMART Board, Notebook software, and the projection system) to support a highly visual delivery of instruction.

**Gifted Seminar**

During the 2011-2012 school year, fifteen BSES students, thirty-six BSMS students and twelve BSHS students participated in the Gifted Education seminars and/or enrichment opportunities offered by gifted support teacher Sarah Smith. Emphasis was placed on a love of learning, the value of putting talents and gifts to use, development of divergent and higher level thinking, and enrichment and broadening of the regular curriculum.

Students in grades 7-12 were invited to attend a field trip that was complimentary to their regular education history curriculum and extended their knowledge of American history. The students visited Philadelphia, PA in March and went to the National Constitution Center, saw the Liberty Bell, and had a guided tour through Independence Hall.

Students in grades 2-6 were invited to attend a field trip to the International Spy Museum in Washington, DC in May. Students completed activities prior to the trip to understand how spies impacted history, and learned about important spies throughout history.

**Elementary School:**

The elementary students all participated in the following enrichment units of study:

Archaeology: The elementary gifted seminar began with a study of archaeology. Students learned about historical time periods, and what type of materials and skills were acquired in each time period. Students learned about how to date artifacts, and had the pleasure of working with, cleaning, and documenting actual artifacts from a 19<sup>th</sup> century inn and pub. The elementary students also visited Fort Hunter in Harrisburg, PA to see an archaeological dig site and learn more about the American Indians who had lived in the area.

Creative Writing: During the second marking period, elementary students studied creative writing techniques. They also learned a more complicated view of plot structure that helped them to develop their own writing. Students had the opportunity to share creative stories orally, and created a final written science fiction piece at the end of the marking period.

Stock Market Game: Students participated in the 10 week stock market game. Students were instructed in the buying and selling of stocks, bonds, and funds, and were then allowed to use a variety of research sources on the computer to research and invest in a variety of stocks. Students also studied business models during this time, and created an original idea for a profitable business, and presented it to a team of “investors” for consideration.

Drama: For the final marking period, students studied drama. They began with an investigation into what it take to put a production together by visiting the high school musical set several times in various stages of completeness to form an understanding of the steps and work to prepare for a production. After the production, they also met with some of the student actors and asked them a series of questions. In class, students had the opportunity to participate in a number of improvisational activities to help them building their acting techniques, learn how to convey a story line, and generally build comfort in acting.

All elementary students also participated in a variety of cognitive skills building activities, including building their abilities through deductive reasoning, figural and verbal analogies, etc. Students worked through mathematic puzzles and riddles as well to challenge their thinking and push them to explore new and different ways to problem solve. This year, students also learned the game of chess, and several class chess tournaments were held.

A total of four gifted students were also serviced in guided reading groups in the elementary school with other non-gifted students that met five days per cycle. Students read a variety of fiction and non-fiction and responded in appropriate ways. Students built comprehension skills and reading strategies and had the opportunity to read material and work through vocabulary far above grade level.

A total of seven gifted students were also serviced in intervention reading groups in the seminar classroom with other non-gifted students who were reading at similar levels. These students worked through the *Junior Great Books* program and were exposed to classical works of literature, and engaged in meaningful discussion and analysis on that literature.

Two elementary gifted students worked with the gifted teacher for two thirty minute blocks per work on social studied enrichment. These students had the opportunity to build their knowledge base through the use of iPad apps, as well as a variety of teacher-directed activities related to geography.

An additional child worked with the gifted teacher (for the last marking period) for a total of sixty minutes to receive math enrichment.

The gifted support teacher worked with classroom teachers to supplement and enrich students in the regular classroom, teaching lessons to supplement the curriculum in some cases, creating web quests for students in other cases, and “enrichment packets” for “early finishers” in other classes.

### **Middle School:**

The following course options were presented to students, and they could choose a total of four options. All options were well-attended with several students from each grade selecting to take the course. All courses were graded and calculated into GPA.

Independent Study A: Students independently studied a variety of topics including DLSR photography, the battle of Antietam, bird of PA, marine botany, and the Civil Rights movement. Students created 10-15 page research papers as well as a hands-on project which they presented to their peers.

Leadership Development: Students considered how to put their gifted abilities to use. Participants studied the characteristics of great leaders. They participated in leadership building activities and games, and were finally be asked to serve in leadership roles or community service roles in their school, home, athletic organization, church, or community. Students also worked to develop public speaking abilities.

Independent Study B: A more in-depth independent study, this option extended for the whole first half of the year and included more options to further study an area of the student's choosing. This combined the traditional independent study with an option to create a more in-depth project related to their study. Some of the projects included a bird-watchers' handbook, a student-choreographed dance, and a weather station built with common materials.

Literature Study: Students self-selected literature of an appropriate level to study with other gifted students. Students worked within a framework for response and activities, which included live discussions, online discussions, writing responses, artistic responses, readers' theatre, etc. Students developed comprehension skills, fluency, vocabulary, and writing skills. Students took turns planning literature response activities for their group and leading discussion.

Stock Market Game: Students participated in the 10 week stock market game. Students were instructed in the buying and selling of stocks, bonds, and funds, and were then allowed to use a variety of research sources on the computer to research and invest in a variety of stocks. Students took periodic online quizzes to assess knowledge. Students also had to prepare periodic "News Briefs" in which they reviewed and summarized a current event of importance and discussed the event's impact on the stock market as well as making a financial recommendation for the other students based on the effects of the current event.

Three Cups of Tea: A study of the book by Greg Mortenson & David Relin. The students used this book to focus our study on problems of poverty, education, and terrorism in Pakistan and Afghanistan. Students became well versed in history, geography, and culture of these two countries.

Mathletics: Students strengthened their math abilities with exciting math challenges, puzzles, and competition. Students competed for points for speed and accuracy as they built their math problem solving abilities.

World Religions: An introduction to the major religions of the world, students who selected this course focused on the guiding principles, beliefs, and history of Christianity, Judaism, and Islam. Students researched topics of importance to each religion.



## **High School:**

Symposiums: Students in the high school were given the opportunity to attend any of seven symposiums held to discuss current events and topics of interest. Three of the events were also attended by expert guest speakers to contribute to the discussions. Topics for the school year included:

- The Racial Wealth Gap
- The End of the World- 2012?
- China, Tibet and the Dalai Lama
- Iran, Nuclear Development, and the US's involvement
- The "Occupy" Movement
- Obamacare
- "My First Year of College" speaker panel

Job Shadows: Students were given the opportunity to participate in a job shadow. Gifted students are afforded the added benefit of networking provided by the gifted support teacher; students indicate their career interest and the gifted support teacher finds professionals in corresponding fields who agree to have a student shadow, and passes their information along to students. Students received names and contacts of willing professionals in the fields of politics, engineering, architecture, medicine, equine medicine, graphic designing, and pharmacy. Students were responsible to find a mutually agreeable time and complete paperwork to attend shadow.

Independent Study: One high school student elected to complete an independent study of "AP US Government and Politics." This student utilized free online course materials to work through required material for the AP exam. The gifted teacher met with this student for approximately 20-30 minutes every week or two related to this study.

**Middle School Principal**

There have been many accomplishments of the students, faculty and staff at Bermudian Springs Middle School during the past year. The accomplishments this year would not be possible without a caring and dedicated staff of professionals, paraprofessionals and support staff. The accomplishments are many and contained herein is an overview of just some of those that have made and will continue to make Bermudian Springs a wonderful school.

**Band and Chorus**

The middle school administration is very proud of our student's accomplishments this year who participated in band and chorus. Our fifth and sixth grade band and chorus members took top honors at Hershey and our seventh and eighth grade band took 1<sup>st</sup> place for concert band and our seventh and eighth grade choral group was honored with 2<sup>nd</sup> place. Congratulations are in order for everyone's hard work and for another great year of performances.

**Technology**

The MMS Grading program has been instrumental in keeping our parents up to date on the progress of their kids. Parents are routinely checking and monitoring their child's progress by logging into the parent portal of MMS. The grading program allows parents to see a point in time grade which is updated weekly. This is our fourth year utilizing the online grading access and all teachers are trained and updating their grades on a weekly basis.

**D.A.R.E.**

Our fifth graders completed the Drug Abuse Resistance Education program this year. The DARE program content was delivered in a large group setting during normally scheduled class time. Students were provided information regarding drugs, alcohol, and violence. Students were taught decision-making skills and how to recognize and resist peer pressure. DARE trained officers from Carroll Township delivered the DARE curriculum. We

honored the student's accomplishments in completing the program during an in school assembly.

### **Talent Show**

The eighteenth annual middle school talent show was held on June 7, 2012. This year we had over fifteen acts including vocal, dance, and instrumental performances. It is amazing to see the talents of our students when showcased in this manner.

### **8th Grade Career Fair**

This was the second year for holding our 8<sup>th</sup> grade career fair. Students rotated through 4 different 20 minute presentations on careers of their choice. We had eleven presenters come in and present information about their occupations to our students on May 31<sup>st</sup>. Students were provided information on the challenges, working environments, educational needs, and job constraints from individuals actually working in the fields.

### **Reading Comprehension Assessments**

We continued to provide individualized reading comprehension assessments to our middle school students. Students in fifth and sixth grades were administered the Fountas and Pinnell comprehension assessment this year. Students in seventh and eighth grade who demonstrated the need for additional reading supports were given SRI's (Scholastic Reading Inventory) and provided individualized reading assistance during class time and were pulled for individualized assistance. Teachers utilized the F & P and SRI data to selectively or flexibly group their students by ability to better meet the needs of all students in reading and Language Arts classes.

### **Learning Focused Schools**

This was the fourth year implementing Learning Focused Schools strategies across the district. The majority of our teachers are fully trained in LFS strategies. Team time was utilized to reflect on LFS implementation and to support and provide assistance to teachers. These meetings provided a forum where all trained teachers had an opportunity to discuss the strategies with peers. Dr. Hunt and Mr. Fleming were both in serviced with vocabulary

strategies to assist teachers with integrating explicit vocabulary instruction into their daily lesson planning. Mr. Fleming was trained this past August in the train the trainer model in the vocabulary strand of LFS so that he can offer future vocabulary training sessions to teachers in our district and throughout the IU consortium.

### **Reading Specialists**

The middle school has two reading specialists dedicated to improving the reading comprehension abilities of students who are not reading on grade level. One of our reading specialists works directly with our fifth and sixth graders and our other reading specialist works directly with our seventh and eighth graders. In the past, reading specialists have pulled students for an inclusive small group instruction intervention. Longitudinal data has not shown that this approach provides the most 'bank for our proverbial buck'. A goal during the 2011 2012 school year was to rework how our reading specialists were utilized. Mrs. Small our fifth/sixth grade specialist provided overarching reading strategies for the themes in our reading series. Mrs. Durbin, our seventh/eighth grade reading specialist pushed into all of the core level classes and provided direct instruction on reading strategies in the content areas. She followed the parameters of the Reading Apprenticeship approach during her direct instruction. Both of our reading specialists worked directly with our students who are reading below grade level. We continued to use our READ 180 program as a supplemental reading intervention program for all of our lowest readers in grades 5 – 8. We are hoping to see the benefits of these changes in our 2012 PSSA results. Our reading specialists planned and executed the first ever PSSA pep assembly this year.

### **Data Driven Decision Making**

It was an absolute priority of this year's administration to provide current data to the middle school staff for directing and improving our day to day instruction. The information was analyzed from our 4Sight benchmark assessments, F & P data, SRI data, and PVAAS longitudinal data during data days. The 4Sight and prior PSSA data has been extracted and disaggregated to

be shared with the staff so that we can continue to uncover the reasons why some of our students are not meeting proficiency on end of year exams. A team of teachers was asked to develop a school improvement plan for our special education subgroup. The plan was developed and approved through the Intermediate Unit. We will begin to implement the plan during the 2012 2013 school year. Data analysis was an integral part of the development of this plan.

### **Professional Library**

One of my personal goals during the year was to update our professional library behind the circulation desk in the library. I worked with Mrs. Dull to update the listings in our professional library. We have had several years of Book Study groups amongst middle school staff. Teachers are allowed to purchase books read during the book study or have a loaned copy of the book. The school purchased copies are made available for all staff to read through the professional library. Copies of materials which have not been checked out in many years were put out for anyone to take. The library is now up-to-date with current titles and pertinent educational topics.

### **2012-2013 Goals**

My goals for the 2012-2013 school year will be:

- To ensure implementation of our school improvement plan which was developed during the 2011 2012 school year?
- To continue analyzing data to drive decision making particularly PSSA, 4Sight scores, F & P and SRI data.
- To continue to study the impact of the master schedule. The 2012 2013 school year will be the second year of offering integrated language arts classes in both 7<sup>th</sup> and 8<sup>th</sup> grades. At the conclusion of this year, I will have a group of students who have completed ninth grade to determine the impact of the integrated class and how it affected students in high school courses.

- To continue refining how our reading specialists are pushing into core classes, implementing Reading Apprenticeship strategies and working to develop and implement reading intervention strategies for all students in all classes.

**Assistant Middle School Principal**

**Discipline**

Office referrals were documented as described below.

Grade	Pink Slips	Bus Referrals	Total	Avg. Day
5 <sup>th</sup>	99	38	137	0.8
6 <sup>th</sup>	100	44	144	0.8
7 <sup>th</sup>	259	52	311	1.7
8 <sup>th</sup>	328	59	387	2.2
Total	786	193	979	5.4

**Attendance**

The average daily attendance for the year in the middle school was 95.05%. The totals for each grade level are 5<sup>th</sup> – 95.27%, 6<sup>th</sup> – 94.61%, 7<sup>th</sup> – 94.73%, and 8<sup>th</sup> – 94.71%. The middle school prides itself on encouraging students to become active learners. We believe the first step is for the student to attend school on a regular basis. This past year, the middle school continued to monitor student absences so that NCLB attendance rates could be achieved.

**Veteran’s Day Assembly**

The middle school Veteran’s Day Assembly was one of the highlights this past school year. Natasha Ingram, United States Army Cadet, was the guest speaker. The colors were presented by the East Berlin V.F.W. As always, many local veterans and parents attended the assembly.

**Guidance****Chuck Neri  
Sherri Umbaugh****Individual Counseling**

Both counselors see students daily on an individual basis. Most discussions involve peer interactions and problems. Also discussed are bullying issues, mental health, academic and scheduling concerns. Individual counseling provides an opportunity to teach coping skills, learn student needs, and develop relationships. Numerous students are seen each week for individual concerns. Fifth grade students have individual interviews to discuss their transition during the first semester and eighth grade students have individual sessions to discuss scheduling for the transition into high school.

**Peer Tutor Program**

Approximately 60 students participate in our Peer Tutor program at the elementary school. The tutors work with students showing academic needs. Students work closely with elementary classroom teachers. Students should be commended for the time they give to the younger students.

**7th Grade Girls & 7th Grade Boys Conference**

Our 7<sup>th</sup> grade girls participated in a daylong conference at Gettysburg College along with 645 Adams County 7<sup>th</sup> grade students. The day's activities included key notes, workshops, and peer interactions. 7<sup>th</sup> Grade boys also attended the 5th annual boys' conference on leadership at Gettysburg High School. Mrs. Umbaugh conducted 3 sessions on "health relationships" to approximately 100 girls from the county. Mr. Neri served on the planning committee for both the boys and girls conference and wrote a conference song performed at the girl's conference entitled Just Say It.

**Classroom Guidance**

Classroom guidance was administered to 5<sup>th</sup> grade classes during the school year. Topics included: middle school transition, getting along with others, and coping strategies. Also, small group guidance classes were offered to



numerous students. Issues discussed dealt with teen pressures, peer relationships, divorce situations, and family oriented problems. Classroom guidance lessons regarding homework, study habits, high school transitioning, scheduling, and career interests were conducted by the 8<sup>th</sup> grade counselor. Technology such as powerpoint, and Drive of Your Life web based career assessment was used in classroom lessons.

### **Peer Helpers Program**

Twenty-five 7<sup>th</sup> grade students participated in the peer helping program. Students had training sessions learning to deal with helping others, decision making skills; self esteem, and bully prevention. Student programs focused on Anti-drug and alcohol prevention, and diversity during the first semester. Activities also include, diversity day, guides for orientations, morning announcements, Christmas dance, Peer Helpers week activities, and Feed a Friend marathon. Peer Helpers collected approximately 2,000 food items during our Feed a Friend marathon at the Christmas holidays. Students also volunteered to help with the Holiday House program sponsored by the elementary school PTO. Peer Helpers planned and promoted “No Place for Hate” activities throughout the school year.

### **Fourth Grade Orientation**

Fourth grade students attended an orientation at the middle school in May. During the orientation they had the opportunity to take a tour and have questions answered regarding their middle school transition. Students met with Mr. Neri and received helpful booklets containing middle school transition tips. During the month of May, some of our fifth graders visited the elementary school to discuss their experiences with the fourth graders. A fifth grade orientation will include parents and students prior to the beginning of the school year for a fall orientation. New transition booklets were created for the upcoming fourth graders.

### **Ninth Grade Orientation**

Eighth grade students were introduced to the high school through a guided tour of the High School building. During this tour students were able to

ask questions of teachers and students. An evening orientation and scheduling meeting was held in February which provided parents and students the opportunity to meet the principal of the high school, hear from teachers about the classes offered, and learn how the scheduling procedures in the high school are conducted.

### **Middle School Testing**

The following testing programs were administered through the guidance office during the school year. Teacher's scheduling and proctoring of tests was scheduled. Testing included 4-sight tests, Pennsylvania Assessment Tests Grades 5-8, a PSSA Writing Test Grades 5 & 8, PSSA Science Test Grade 8, and PSSA-M &R.

### **Student Assistance Team**

Facilitated SAP team meetings. Participants included teachers, administrators, and counselors. Intervention was implemented for 18 students. Students in need were given the opportunity to meet with a mental health counselor from Adams/Hanover Counseling Services. The SAP Counselor met with 18 students for assessments and recommendations.

### **Scheduling**

Scheduling new students was coordinated through the middle school guidance office. Students were placed in sections, heterogeneous groupings, and mods from the schedule created by the principal. New student's schedules are created throughout the year in the guidance office. All new students meet with guidance office staff to determine appropriate class placement.

### **Report Cards**

Report card grades are submitted to the guidance office through the MMS program. Report cards, honor roll lists, and distribution are generated by the guidance office secretary. This process is repeated each marking period. Mid marking period progress reports are mailed to students who do not have internet access at their homes. Individual progress reports are sent to student's on parent requests on a bi-weekly basis.

## **Parent Conferences**

The 1<sup>st</sup> and 3<sup>rd</sup> marking period format for conferences provided parents with the opportunity to meet with teachers informally or have a personal conference in teacher classrooms. Parents seemed to like this format versus planned individual conferences conducted in the past.

## **Goals 2012-2013**

Individual Counseling-Be available to students, parents, and staff regarding individual concerns.

Testing-Administer PA assessment tests grades 5-8.

Small group guidance-Continue small group guidance sessions dealing with divorce issues and teen issues.

Bully Prevention-Promote anti-bullying atmosphere throughout the school and utilize peer helpers to teach coping strategies to students in need. Promote diversity through the "No Place for Hate" program.

Peer Helpers/Tutors/Teachers' Assistants-Continue this program to have students serve as positive role models for our student body.

Report Card and Scheduling-The guidance office will coordinate distribution of report cards and schedules throughout the school year.

Career Exploration –Promote career exploration through: interest inventories, classroom lessons, career fairs, and field trips, as well as to plan and implement a career day for the students.

Reward and Recognition programs- Implement programs that reward and recognize students for academic and social successes in school.

**Grade 5****General Information**

The biggest change this year was that we were arranged into one three-teacher team and one four-teacher team. On each team, all teachers taught Language Arts. Core class instruction on the three teacher team included math, science, and social studies. Core class instruction on the four teacher team included math, science, social studies and English. Students are grouped heterogeneously for Language Arts.

**Language Arts**

**Dave McCollum  
Tanya Harbold  
Brad Fry  
Chris King  
Melissa Deitz  
Christy Chladny  
Bonnie Mummert**

This year, we again supplemented the Houghton Mifflin program with a variety of materials to “plug the holes” of the existing program. We participated in the *Gettysburg Times* Design an Ad Contest. One student in each class won the Design an Ad contest.

The 4Sight benchmark assessment was given two times, and the results were utilized to facilitate instruction. Each team reorganized the classes into ‘skill groups’, and during the 6-8 weeks preceding the PSSA, each teacher focused on one of the less proficient skills with the students rotating through the different skills. This was a very efficient and effective way to emphasize certain skills such as figurative language, inferencing and writing.

Mrs. Small and Mrs. Myers worked with small groups and leveled readers. At times, they also worked with small groups on PSSA skills.

## **Science**

**Chris King  
Christy Chladny**

In science class, we concentrated on three major topics: energy, simple machines, and the human body. Since our current fifth grade curriculum does not align with some of the state standards, we investigated topics that were listed and not taught. As a result, we implemented and commenced a unit on the earth's atmosphere/weather. The textbooks for this unit came from seventh grade because they were not being used since this topic is not in the seventh grade science standards. Fortunately, the readability level of the texts is appropriate and manageable for fifth graders. Next year, our goal is to further align our curriculum with the state standards while filling in the topics that other grades may not cover between the fourth and eighth grade PSSA Science Assessments.

The DARE program (instructed by Officer Schreiner) was also worked into science classes. All fifth graders completed the 10-week program and graduated.

## **Social Studies**

**Tanya Harbold  
Brad Fry**

We started with the Overview Chapter and introduced the students to the concepts included in the textbook. We worked through explorers, colonization, Revolutionary War, the establishment of the new government in the United States, westward movement and the Civil War.

In the Civil War unit, we had a field trip to Gettysburg and a hands-on workshop with a Park Ranger. We toured the new Visitors Center and Museum, viewed the film, and watched the Cyclorama program.

Ms. Harbold and Mr. Fry worked together and separately to incorporate LFS principles into our units. Next year, we should be able to expand on those beginning stages. We were also able to utilize Discovery Learning videos and other media on the projector systems.

## **Math**

**Melissa Deitz  
Dave McCollum**

This was the ninth year we have incorporated Everyday Math into our math curriculum. We continue to utilize more of the strategies and skills in our classroom instruction. Extension activities were also incorporated into lessons. Study Island was used to cover all State Standards. Hands-on activities have been implemented into math units of instruction including measurement, fractions, and number trees. Due to the length of our math classes, some extension activities had to be curtailed. 4 Sight testing was conducted three times this year in preparation for PSSA Testing.

**Grade 6****Language Art**

**Amy Miller  
Deb Hill  
Deb Waltemyer  
Kendra Gilliam**

This year, all 6<sup>th</sup> grade language arts' goals were geared towards the PSSA and instructing students in the PA state standards for reading and writing. We continued to implement the Houghton Mifflin reading program. This series concentrates on six basic reading strategies: summarize, monitor/clarify, question, predict/infer/evaluate, phonics/decoding. Along with these strategies, there are skills that are emphasized such as compare/contrast, sequence of events, text organization, categorize/classify, cause/effect, story structure, main ideas, topics, supporting details, genres, fact/opinion, drawing conclusions, making inferences, judgments, and generalizations. Standards, anchors and strategies are incorporated into all lessons. There were seven language arts groups this year.

The teachers found that the English program needed to be supplemented with added grammar activities. The 6<sup>th</sup> grade English curriculum is geared towards students becoming proficient writers. Activities in grammar are utilized to provide a base to improve the quality of student writing. After taking the 4 Sight test twice this year and testing the students with Fountas and Pinnell reading series, the sixth grade teachers worked with the anchors and standards to determine the student's weak needs. We added more vocabulary lessons and other skills as needed. We used the Leveled Reader books with the Houghton Mifflin reading program to practice necessary reading skills at varying ability levels afford each student an opportunity to learn and experience success while reading. Students have the opportunity to work independently, in cooperative pairs, in small groups, and as well as, whole group instruction throughout the year.

### **Goals for 2012-2013**

- The overall goal for 2012-2013 will be to modify and enhance lessons through both differentiated instruction and learning focused techniques.
- The reading goal; we will continue to supplement the Houghton program to limit its weaknesses and differentiate our instruction when warranted.
- The writing goal is to have students become accomplished writers on all types of writing pieces such as narrative expository, persuasive, descriptive, and poetry.

### **Science**

**Mr. Pepoli  
Mrs. Kaiser**

#### **Highlights of the 2011 - 2012 school year**

Grade six science curriculum for the 2011-2012 school year was implemented based on the using the National Science Standards, and the Pennsylvania Science Standards. Grade 6 curriculum was delivered within the framework of the Pennsylvania Assessment Anchors for science. Technology Integration (Smart-board) Wireless Airliner and projection system were used throughout the entire year which enhanced instruction to a large extent.

Students in grade six are divided into two separate teams. Mrs. Kaiser taught 4 sections and Mr. Pepoli taught 3 sections. Class was held every day for a 42 minute period.

Grade 6 content included but was not limited to: “The Nature of Science”, Scientific Measurement, Astronomy, Geology and Hydrology. Three separate texts were used at various times throughout the school year. FOSS (Full Option Science System) kits were also used to supplement the content and provide hands on inquiry based science.

Instruction was driven by the LFS model. “EATS” lesson planning was done by both Mrs. Kaiser and Mr. Pepoli who worked collaboratively sharing lessons and materials.



### **Goals for 2012-2013**

- Continue to organize and adjust lessons and materials within the LFS framework.
- Write and reconfigure lessons into “units” that match up with the Standards Aligned System “SAS”
- Consolidate electronic media into “shared folders” on the “S” drive.
- Construct student curriculum packets to supplement textual content.
- Incorporate more independent student study using technology.
- Continue to implement technology to enhance teaching.
- Attend professional classes and workshops related to science & technology.

### **Social Studies**

**Jim Robinson**

The social studies course content this year included the natural and cultural characteristics of Canada and Latin America. Debates, design-a-flag, and archaeological digs were product assessments utilized this year. LFS strategies such as graphic organizers, summarizing strategies, and collaborative pairs were incorporated in lessons. Web Quests were utilized throughout the year as extra credit options to help differentiate instruction. As a result of additional instruction time this year, extensive projects such as a “Constitutional Convention” in the fall and a student-generated “Carmen Sandiego” game show in the spring were implemented. The primary goals for 2012-2013 will be to compose unit plans, an LFS component, and enhance differentiated instruction with varied project choices for students.

### **Mathematics**

**Michael Beachy  
Brooke Fry**

The Everyday Math classes covered the following topics: collection, display, and interpretation of data, operations with whole numbers and decimals, variables, formulas and graphs, rational number uses and operations, geometry: congruence constructions, and parallel lines, number systems and algebra concepts, probability and discrete mathematics, rates and ratios, and other geometry topics.

The students were also given instruction on the following topics: fractions, calculating percent of fat, identifying different kinds of triangles, estimation skills, understanding number sense, calculating volume of a cylinder, statistics, and pie chart construction. There were several unit tests and study links created and/or altered to meet the curriculum standards and prepare for the PSSAs.

**Goals for 2012-2013:**

- To incorporate the fundamental math skills in some of the lessons not covered by the Everyday Math Program.
- To analyze the standards in the curriculum not covered by the Everyday Math Program and develop lessons that cover those standards.
- To continue to adapt more tests to fit the standards and prepare for the PSSAs

**7<sup>th</sup> Grade****Language Arts****David Neff**

This was the first year we taught an integrated language arts class comprised of both reading and grammar in the 7<sup>th</sup> grade curriculum.

I continued to work with stories in various genres that allowed students to work on their, comprehension, vocabulary, oral, and silent reading skills. I tried to strengthen the students' knowledge of the parts of speech by teaching areas of grammar using the English textbook. I also had them write in various formats, including writing an essay for the Patriot's Pen contest. Finally, the students completed a research project of a biography of a famous figure in sports. Next year, I plan to continue what I started this year but add more grammar sections, along with more writing activities. I also would like to expand the research project.

**Language Arts****Donna Senft**

This year forty minute classes of English changed to sixty minute classes of Language Arts. Using McDougal Littell's The Language of Literature, LFS lesson plans were developed to teach reading, writing, speaking and listening. My classes had a much stronger emphasis on learning reading strategies, examining plot structure, character development, and all the essential literary elements than in the past. Nonetheless, students still wrote a great deal as they produced opinion pieces, wrote to persuade, researched authors for a research report, and responded to literature in a variety of ways. Many students participated in the Patriot's Pen essay contest with Briley Carey winning top honors in the seventh/eighth grade category. I am taking a graduate class (High Impact Literary Practices) this summer at Penn State York Campus. I am hoping to learn a lot and incorporate new ideas and strategies next year.

## **Science**

**Ms Good  
Mrs.Kaiser**

The 2011-2012 was a year of change in science. We returned to seeing each class every day for a 42 minute period. We regained the 22.5 class period equivalent amount of time that had been lost to the modified block schedule from the past three years. This change allowed a great deal of additional hands-on activities for items we have not been able to cover previously.

In 2012-2013 learning about the adaptations that organisms have, cells and heredity, and the six kingdoms will once again be the focus. A goal that exists yearly is to continue to align the curriculum with the state standards in grades 5 – 8. Until we begin receiving quality feedback from PDE, rather than just a score stating the number of students that were proficient, it remains a puzzle for the science department as to what areas our students need additional instruction.

## **World/Ancient History**

**Emily McGlaughlin  
Kendra Gilliam**

The focus this year was to have students learn the ancient cultures and history of the world until 1500 C.E. (A.D.) and be able to compare it to its modern counterpart. It was a year of exploring new information using different strategies of learning. While reading the text and taking notes played a large role in students' learning, additional activities were incorporated.

Learning contracts were used by all classes. These contracts enabled students to select from a wide range of topics and approaches (diversified instruction, multiple intelligences, and Learning Contracts). Chapters related to the Egyptians and Greeks encouraged a wide range of learning contract projects. The use of technology was widely utilized in the curriculum. The projection system was incorporated frequently, enabling many topics to enter the classroom. Students better learned what the written word was saying.

We studied various religions in greater depth than in previous years...based upon the text's coverage. Students compared Christianity, Islam, Buddhism, Hinduism, Judaism, and countries that favored religious tolerance for their people.

A few goals for next year include:

- Revising my lessons to improve the type of hands-on activities for each topic
- Incorporating more technology into each chapter
- Incorporating web-based activities that are learned in two summer courses

### **Mathematics/Pre-Algebra**

**Ryan Murphy**

This year, the focus of the 7<sup>th</sup> grade Mathematics/Pre-Algebra curriculum was on preparing students for Algebra 1A by introducing variables and very basic algebraic concepts into some of the mathematical operations and functions they already knew. We also introduced some topics on the coordinate system and did a little bit of graphing so they can be ready for future math classes.

The general math classes focused the beginning of the year on the order of operations and basic numerical operations. We added, subtracted, divided, and multiplied our way through the year on integers, rational numbers, fractions and decimals. In many of our lessons, even though these were not Pre-Algebra classes, we touched on how the topic we were covering could relate to Algebra by adding in a few variables to our operations. This should help these students have a successful transition to Pre-Algebra in 8<sup>th</sup> grade.

The Pre-Algebra classes spent the year on many of the same topics as the Mathematics classes. In addition to the topics discussed in the Mathematics report, the Pre-Algebra students spent time learning all concepts of the coordinate system and graphed relations and points. They also spent time with Least Common Denominator with their fraction units and ended by studying inequalities.

Next school year, I will be overhauling my curriculum for both Pre Algebra and Mathematics both in content and order with Mrs. Orleski to continue our attempt to best prepare our students for PSSA proficiency. I will look for more/better teaching techniques to introduce more variety into my classroom.

**8<sup>th</sup> Grade****8<sup>th</sup> Grade Language Arts****Nicole A. Bond**

This is the first year reading and English were combined into approximately an hour block of 8<sup>th</sup> grade Language Arts in 7<sup>th</sup> and 8<sup>th</sup> grades. Students completed both reading and writing assignments in this course rather than separate courses on reading and English.

Students completed four writing assignments: an informational essay on their favorite teacher, a persuasive essay on a topic of their choice, a research report on a career using MLA format, and an essay analyzing song lyrics for the poetry unit. Students also covered a unit reviewing the parts of speech in the English language.

Reading assignments consisted of E. A. Poe's "A Tell-Tale Heart," several poems from the book, and a selection of American stories in a study of theme and cultural context. Students read Jack London's novella, The Call of the Wild at the end of the year. Students also read the play version of "The Diary of Anne Frank" in the spring and watched the 1959 film version of the play for comparison purposes. Students spent over a month studying the Holocaust and understanding tolerance.

This year I completed a book study of Kelly Gallagher's Readicide and participated in a presentation to the board on the Book Study as a form of differentiated supervision and the importance of reading. Next year I intend to read another of Gallagher's books Deeper Reading. Additionally, I hope to modify my lessons to include more vocabulary study – specifically more affixes as per Gallagher's suggestions in Deeper Reading.

**Science****Kami Nicholson**

Science experienced a change in its class schedule this year. We switched the science classes back to meeting every day for 42 minutes, instead of meeting every other day for 60 minutes. This was a wonderful change because it allowed for more science curriculum to be covered. We began the school year by covering environmental science topics and finished up the year

with physical science topics. By starting off with the environmental science topics the environmental information that they have learned in past science classes, is fresher in their minds when they take the science PSSA's this year. We still started out the year by reviewing basic science concepts that all students need to have for any understanding in science. This also allowed them to have continued practice with these concepts as the school year progressed.

This year was the fifth year that students took the science PSSA's. As a way to help prepare the students for the science PSSA's, the students were given a word of the week that they were quizzed on every day one. In this way, students were exposed to terms that they were unfamiliar with and would see on the science PSSA. We did not do a PSSA like type question on the topic we were currently discussing once a week this year. I would like to reincorporate this activity again for next school year. I think it not only benefits the students by helping them prepare for the science PSSA's but it is also a great opener for class for the day. The students tried very hard when taking the tests and took them very seriously. Next year I plan on continuing with the word of the week and including a PSSA type question of the week as well. In this way they will be better prepared for the types of questions along with vocabulary they will be exposed to on the test. This will also give an opportunity to show students some helpful techniques if they have trouble answering a particular question.

As something new this year, we had the reading specialist come in for science class periodically to help show students the importance of reading strategies in all of their subjects. For the first visit, we read a science related article from a magazine that pertained to a topic that we were currently discussing in class. While reading the article we discussed the various text features found in the article and different strategies they could use to help them understand what they were reading. This was a great activity and I noticed an improvement with the way students read material in class for the remainder of the school year. The next visit from the reading specialist has a reading a science passage and answering questions about the passage, in a manner very similar to the science scenarios on the PSSA's. On one of the last visits, we did

a review activity, where the students reviewed previously taught concepts by writing poems based upon the style of a famous children's book.

Science fair projects this year returned to the normal science fair project format, after trying something different last year. Students were expected to maintain journals for their experiment and as a result, students were more organized with their projects. After the completion of science fair projects here in the middle school and our local science fair, several eighth grade students were chosen to compete at the Capital Area Science and Engineering Fair. We had several eighth grade projects go to Whitaker Center this year. All of the projects that we sent placed and received awards for doing so well. Next school year, we will continue to have students complete required science fair projects.

### **Social Studies**

**Derek Fissel**

The 8<sup>th</sup> grade social studies classes had a very successful school year. We utilized numerous cooperative learning techniques, various "hands-on" activities, many graphic organizers, numerous summarizing strategies, and lots of other helpful, educational tools. Some of the highlights from this year were participating in the National Geography Bee, re-enacting a slave wedding, and having world renowned, historic photographer, Rob Gibson as a guest speaker. Mr. Gibson gave several outstanding presentations on Civil War era photography and took a photograph of each of the classes using an actual 1864 camera.

Next year, we are looking forward to holding a mock election in November for the office of President of the United States.

### **Pre Algebra and Algebra 1A**

**Sandy Matter-Smithson**

During this school year all Algebra 1 students began using the new Prentice Hall *Algebra I* book. Last summer, I created student learning maps and vocabulary for the word wall for all of the topics that would be covered this year. During the school year I modified or created new lessons to correspond with the new book and some of the new topics that were now to be covered. Among the new topics covered now by Algebra 1A that were not included in previous years are the union and intersection of sets, writing inequalities in interval notation, determining which surveys are biased, permutations and combinations.



Close to the end of the year it seemed that I had to rush the last chapter in Algebra 1A in order to finish everything that needed to be covered so that the students could be ready for Algebra 1B. Since this was the first year using this new book, I was not sure how much time to spend on each topic in order to cover everything that needed to be learned. I want to evaluate what I teach in reference to the state standards and coordinate with the other teachers in my building. Next year I want to pace the course so that the last chapter is not rushed and we have time at the end of the year to review before the final exam.

For my Pre Algebra course I would like to incorporate more life application activities that are interesting to the students. I already do this near the end of the year when we are studying proportions. We go outside and use the proportion of shadows to determine the heights are tall objects that cannot be directly measured. I would like to develop one of these activities to use in each quarter to show the students how mathematics can apply to real situations.

### **Algebra 1A and 1B**

**Mariele Sipe**

The Algebra IA and IB classes used a new textbook this school year. During the summer months and into the school year, I was able to modify my lessons to accommodate the new textbook. It was my goal in this process to introduce some new aspects to my teaching of both classes. The new textbook comes with online resources and other activities. One of my goals for next year will be to incorporate some more of these resources into my classroom, perhaps with the Smart Board and other forms of technology!

Once again, the entire textbook (Chapters 1-12) was able to be covered among the Algebra IA and Algebra IB classes. Students enrolled in the Algebra IA course covered Chapters 1-5 and Sections of Chapter 12 in the Algebra text. These chapters introduced and included the following topics: Basic algebraic concepts, functions and their graphs, equations, inequalities, and graphing and writing linear equations.

Those students who were in the Algebra IB course were able to cover Chapters 6-11 and also select sections of Chapter 12 in the Algebra text. The topics that we covered include the following concepts: systems of equations and

inequalities, quadratic equations and functions, exponents, exponential functions, right triangles, radical expressions, factoring polynomials, rational expressions and functions, and working with radicals.

One of my goals for the current school year was to develop EATS Lesson Plans for the new textbook and also Student Learning Maps for each section. This goal was achieved, and I am excited to have more time next year, as I will have the base for each lesson, but be able to create more activities and aim to extend lessons to include deeper-level thinking skills and strategies for students. I think this will help to make the lessons more meaningful to students.

This year I participated in a book study with other faculty. We read the book *Readicide*. The book suggested some quick and easy-to-implement strategies to improve student achievement while incorporating reading into each subject. It was nice to be a part of a professional group of fellow teachers, where ideas and suggestions related to the classroom could be shared and expressed. Next year, I am going to be involved in another book study, where we will be reading the book, *Faster Isn't Smarter: Messages About Math, Teaching, and Learning in the 21st Century* by Cathy L. Seeley. I am excited to read about how to integrate ideas specifically into the math classroom!

Once again this school year, I feel that both levels of Algebra classes were copiously prepared for the PSSA exams, as we had a "PSSA Prep Week" which was designed with lessons to review and refresh major mathematical concepts. Each day during this prep week, a new topic was approached with various activities. Students were held accountable for participating and being actively involved in these review lessons and activities, and also for completing short assignments to show mastery of concepts they may see on the PSSA.

Another personal goal of mine for this past school year was to introduce and conduct brief lessons/activities where students practiced problem-solving skills and strategies. This addition to my teaching was due to a graduate course that I completed last summer, "Problem Solving in Mathematics." The class was very useful to me, as I was able to create a portfolio of sample problems that I would like to complete with my own students. Two problems that students really

enjoyed this year were entitled, “Indiana Jones and the Flimsy Bridge” and “The Light bulb Problem.” These problems were very “untraditional” and required students to think “outside of the box,” which is surprisingly a struggle for some individuals (even at the higher math level!). With each activity, I created a short presentation to introduce a concept to my students, and they were able to work in cooperative-groups to practice the Problem-Solving Strategies founded by George Polya – Students were to analyze and understand the problem, devise a plan, carry out their plan, and lastly reflect, or look back, on their successes or struggles. I found these types of activities to be nice as a “day away” from the regular math lessons, or perhaps after a test, where students could get a small “breather!”

A goal for next year is to incorporate more of these “deeper-level thinking” activities into my club “Brain Teasers,” seeing that students enjoy a little extra challenge!

### **FLEX**

**Diane E. Motter**

All 8<sup>th</sup> grade students that participated in the FLEX program received two marking periods of instruction in foreign language. They had one marking period of French and one of Spanish. I was able to cover nine units from the textbook in both of the languages.

One highlight of the year was National Foreign Language Week which was held the first week in March. Each day during that week students appeared on Eagle Eye News speaking another language that they spoke at home or were in the process of learning.

Another highlight was food day. After studying the food unit in the language, students prepared dishes from the countries where the language was spoken and brought in the food to share with their classmates.

All students created a family album using pictures of their own family or pictures from magazines to create an imaginary family. The albums were labeled in the language. This project was in lieu of an exam on the family unit.

My goal for next year will be to continue to incorporate as much language as possible into ninety days of instruction.

## ANNUAL REPORT

## MIDDLE SCHOOL

### 5th Grade Learning Support

Aimee Miller

I served as the 5<sup>th</sup> grade learning support teacher for the 2011-2012 school year. I taught replacement language art that was adjusted to the instruction levels of my students. I also co-taught inclusion Math, Science, and Social Studies with one of the 5<sup>th</sup> grade teams. I was also responsible for assisting the 5<sup>th</sup> grade learning support students during a resource period.

In Language Arts I taught using the new Read 180 program. This program consists of 4 components, whole group instruction, small group instruction, computer software and independent reading time. Read 180 allows the students to work at their own pace, on their own reading level, while making it convenient for me to differentiate instruction during small group time. The first stage of the program consists of a 3 week introduction period and nine workshops, or units. As a class we completed the 3 week introduction to the program and 4 workshops. Next year, in 6<sup>th</sup> grade, they will finish the last 5 workshops to stage A. The theme in workshop 1 was *Fires out of Control* and the focus was main idea and details and writing an expository paragraph. Workshop 2's theme was *Coming to America*. The focus was sequencing and writing a narrative paragraph. During workshop 3 we focused on story elements and wrote a literary response, the theme was *Bud, Not Buddy*. The final workshop was *Bullies Beware*, we focused on summarizing and writing an expository summary. Other topics covered were identifying sentence fragments, proper punctuation and capitalization, run-on sentences, correct word order, verb tense and using commas. Ten vocabulary words also accompanied each workshop. I enjoyed teaching the program and was able to see growth in my students.

During inclusion classes I co-taught math, science, and social studies with three of the 5<sup>th</sup> grade teachers. In math we taught from the Everyday Math program. We started at the beginning of volume one and focused on geometric figures, organizing data, number sentences, decimals, estimation and angles. Later in the year we focused on fractions, probability, perimeter, area, decimals, reflections, symmetry, 3-D shapes, weight, volume and capacity. In science we

covered Energy, Levers and Pulleys, the Human Body and Earth's Atmosphere. In Social Studies we started with the Voyage of Columbus and ended with the conclusion of the Civil War. During these classes I made accommodations and modification for the learning support students. I mostly help the students in the regular classroom. Occasionally, I would pull them from the regular class for particularly hard concepts and teach them in my classroom, at a slower pace. I also assisted the students with their homework and reviewed what they had learned that day during a support period or resource period.

### **6<sup>th</sup> Grade Learning Support**

**Jessica Groft**

During the 2011-2012 school year, I was the Learning Support Teacher for the sixth grade team. I taught a replacement Math class that was adjusted to the instructional levels of my students. I taught the Everyday Math grade 5 to my math class. We finished the first book in the program. I taught directly from the manual. I also implemented many hands-on materials and supplemental activities to help deepen understanding. Most lessons took 2 days to teach because of the pace that was required for the students to make meaningful progress in the program. I also used daily timed multiplication tests to help the students master their basic facts. I pulled all of the important skill words from each unit to add to my Word Wall. This helped my students review important words for their tests. In addition, I used a variety of PSSA prep materials on Fridays, to supplement certain skills assessed on the PSSA tests. When given appropriate modifications, the students could complete the PSSA review activities.

I provided inclusive support to special education students in science, language arts, English, and social studies. Learning support students participated in the regular education classroom for these classes, and I provided services in the classroom to assist students' needs. In addition, I had one support period with the sixth grade learning support students at the end of each day. During this period, I was able to assist students with work from their classes, as well as work with students to prepare for upcoming tests and projects.

## **7<sup>th</sup> Grade Learning Support**

**Michele Murren**

During the 2011-2012 school years, I served as the Learning Support Teacher for the seventh grade team. I taught my own Reading, Spelling, English and replacement Math classes that were modified and adapted to the instructional levels of my students. My group completed work in the READ 180 Reading program and made adequate personal gains. We had a weekly spelling focus using a list important sight words that my students used to expand their understanding and usage of words. My math students finished part 2 of the level 5 Everyday Math series and I also used a variety of 7<sup>th</sup> grade level, PSSA prep materials, to supplement certain skills assessed on the PSSA tests. When given appropriate modifications, the students could complete the PSSA review activities; however, taking the actual PSSA assessments is still very challenging for most of them. Because of their lower abilities, I had several students who were eligible to take the modified PSSA tests.

My other responsibilities were to inclusively teach with the 7<sup>th</sup> grade Science, and History teachers. I was able to again coordinate the Wetlands Field Day experience for all 7<sup>th</sup> graders this year. With the cooperation of numerous local agencies and volunteer presenters, we were able to offer a two-day experience centered on wetland education and awareness issues.

Next year, I will be taking an educational leave so that I may complete my Internship for my School Counseling degree from Messiah College. I will be returning right before Christmas break and will be able to complete my teaching position for the remainder of the year.

## **8<sup>th</sup> Grade Learning Support**

**Tara Puchalski**

During the 2011-2012 school year, I served as the eighth grade learning support teacher. My schedule remained as it was last year. I instructed in the inclusion setting for health, science, and social studies. I taught language arts and math in the learning support classroom with small groups of students. In addition, I had a learning support resource period where I was able to provide organization support to students, assist them with assignments, and study to prepare for tests.

This year I participated in the book study group with a number of my colleagues. We read the book “Readicide”. This book discussed ways that educators can kill the love of reading in their students through overuse of a variety of teaching strategies. It stressed how important it is for students to get into the ‘reading flow’ with uninterrupted reading time. My students participate in the Read 180 program where part of the program is students reading novels on their Lexile level daily. I took the opportunity to sit with individual students on different days and read aloud with them in our comfy classroom reading chairs. Instead of working on a variety of strategies, during this time we were just having uninterrupted time to read together.

Another thing I focused on this year was having my students see me reading when they were reading. Some days I would read aloud with a student, and other days I would silently read my own book while they were reading. I found this to be very valuable. It opened a lot of discussion between my students and myself talking about what they were reading and what I was reading. I knew students were really paying attention to what I was reading when one day I finished a book and the next day I had a different one, and a student picked up on that right away. He said to me, “I see you finished your book last night.” I really enjoyed the dialogue I had with my students and seeing them reading more books themselves. One of my students got really into a book they read in class in the program, and I told them while they were reading it that it is actually a series that the library has. I was really proud to see this student proceed to work his way through the series. Another boy found a book he liked in the program that was about sports. I printed him a synopsis of other books by this author, and was excited to see him go to the library on his own initiative and pick out another book by this author to read.

I am very proud of seeing more and more of my students starting to become readers. I hope to enhance some of these strategies next year to continue to work to turn my often reluctant readers into lifelong readers.

I really enjoyed this time to collaborate with my peers on this subject, and am looking forward to what we will explore together next year.

## **ANNUAL REPORT**

### **Reading Specialists**

## **MIDDLE SCHOOL**

**Marilee Durbin**

**Julie Small**

The reading department improved the process of Fountas and Pinnell testing for the Middle School students. At the beginning of the year, it was determined that all 5<sup>th</sup> graders and all at-risk 6<sup>th</sup> graders, 7<sup>th</sup> graders, and 8<sup>th</sup> graders would be tested. This was done by the reading specialists, the reading aid, administration and substitute teachers who received training in the administration of the Fountas and Pinnell assessment. The instructional reading levels were used to form groups of students with similar reading abilities, strengths and needs. This information was also used to develop the roster for reading intervention groups with the reading specialists. In the winter, all 5<sup>th</sup> graders and 6<sup>th</sup> graders were reassessed. The instructional reading levels were again used to form groups for reading instruction.

This year, a new assessment was administered to all 7<sup>th</sup> and 8<sup>th</sup> graders. In the late fall, Language Arts classes were assigned the computer room to allow their students to take the SRI (Scholastic Reading Inventory) assessment which is part of the READ180 program. This assessment provides a lexile score. This is a valuable piece of information about an individual's reading ability. This score was correlated to the Fountas and Pinnell scores. This information was used to develop a roster for reading interventions with the reading specialist. The students were again assessed with this tool in the winter, hoping to see growth in their reading ability. Students that were in the reading intervention group were assessed two more times before the end of the year.

### **5<sup>th</sup> and 6<sup>th</sup> Grade**

**Julie Small**

After collecting data from the Fountas and Pinnell assessment, Mrs. Small created a list of at risk readers. She utilized all possible time to allow them reading intervention with the READ180 program, large group instruction, and small group instruction. Mrs. Small was very active in creating ideas for consistent and pervasive instruction.



## **7<sup>th</sup> & 8<sup>th</sup> Grade**

**Marilee Durbin**

This year, Mrs. Durbin took on a co-teaching role. She applied reading strategies in all of the 7<sup>th</sup> and 8<sup>th</sup> grade content area classes. She also taught strategies through Reading Apprenticeship during the 7<sup>th</sup> grade Reading and Writing class. Mrs. Durbin met with at-risk 7<sup>th</sup> and 8<sup>th</sup> grade readers for reading intervention using the READ180 program.

### **Goals for 2012-2013**

Our goal is to yet improve the reading assessment process for next year. When a student is tested, we will rotate fiction and non-fiction books as they progress to each reading level.

We would like to create interventions for all students ranging from at-risk readers to enhanced readers. We want to see growth in all students at all reading levels. We want to develop life-long readers.

**Health and Physical Education****Kelly Reider  
Jackson Grim  
Tom Flaherty**

Health education classes studied units on the body systems, reproduction, mental health, diseases, fitness, nutrition, drugs, alcohol and CPR.

Middle School physical education classes experienced various team and individual sports, dance and physical fitness activities. The Turkey Trot, our annual cross-country race was held in the fall with more than 120 students participating. We also held our annual volleyball tournament in February which was a success. Our physical education program also continues to have a yearly track and field day in which all students participate in at least one event to compete amongst homerooms.

37 girls and 31 boys earned either the National or Presidential Fitness Award this year. The national trend toward obesity and an inactive lifestyle is affecting our student's performance in fitness testing.

We are currently using physical education uniforms for our classes. Each middle school student now has a physical education uniform which must be worn for physical education class. We were hoping to have one order session each year for uniforms, but this is proving to be difficult. We held three order sessions this past year (September, December, and April.) We will probably try to bring that down to two order sessions next year, one to be done at the start of the school year (September 2012) and another done about half way through the school year (close to December/January 2012-13.) Hopefully this can be the trend for each year.

The BMI testing results done by our school nurses showed a disappointing trend. The middle schools overweight/obese percentage came out to 36%, which is down about 2% from last year. Even though the BMI testing has its flaws, this is scary information. We continue to push physical activity as an extremely important lifestyle choice, but it is eventually up to the student to decide. We need to come up with creative incentives for our students to encourage regular physical activity with or without or middle school sports

programs. Mrs. Reider's students currently complete fitness logs as a mandatory grade for physical education class. This is to encourage regular physical activity outside of the school day. Each day should consist of 60 minutes of moderate to vigorous activity.

**Media Center****Deborah Dull**

At the start of the school year, each fifth grade homeroom was brought to the library for an orientation. The purpose was to familiarize the students with the rules and location of materials in the library as it was “new” to them.

In November, the Media Center celebrated “Fall Book Week” and in April celebrated “National Library Week.” In May, Children’s Book Week was celebrated. Various contests for the school were held during these weeks that centered around books, authors, and reading. Also, several students had “favorite book” entries placed in the Hanover Evening Sun’s “Mini Page.” In addition this year, we held the first annual BSMS Book Swap in February. Students were able to contribute two books to the swap and on designated days, visit the swap to get other books.

The Media Center again was host to a fall and spring Book Fair. These fairs were held in November and April to coincide with the special library weeks and the open houses. These fairs were held to raise funds and offer students a chance to purchase some favorite reading. The funds were used to purchase library books and materials for in the library. This year, the fall book fair was again held during parent conference week so that parents could attend, and the spring book fair was again kept open during the Practical Arts show in order to allow parents to visit. The fall Book Fair was sponsored by the PTO who contributed \$5.00 to each student to purchase a book.

The library staff again sponsored the sale of school pencils (red and silver) as a fundraiser to help with the purchasing of needed items and books. Sales seemed to pick up from the year before.

With allotted district funds, PTO funds, fines, and donations, the library added many new books to its collection. During the year, about 16,700 books and materials were circulated through the library computer. This amount was up from the year before. Also, many items were used within the library, and the classrooms, as many classes were brought in to do various projects and research.

This January the library updated the circulation/catalog program from Follett Spectrum to Follett Destiny. This new program is web-based and has many valuable functions for staff and students. We will continue to instruct and inform students as to the capabilities of the new card catalog program.

This year the 5<sup>th</sup> and 6<sup>th</sup> grades had their resource again during 7<sup>th</sup> period, and the 7<sup>th</sup> and 8<sup>th</sup> grades had theirs during 8<sup>th</sup> period. Students were able to come to the library during resources to check out books or work on various assignments.

The library classroom was used as an 8<sup>th</sup> grade health classroom period 4, and also hosted reading groups during 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 7<sup>th</sup> periods. There was a resource class in the library classroom two days during period 8. The library classroom utilized an LCD projector installed in the ceiling and an airliner.

The goals for the 2010-11 year were each worked on successfully this year and will be continued next year with some additions.

### **Fifth Grade Library**

The fifth grade library classes this year were taught by marking period, each mod lasting for 45 days. They studied basic reference sources, which included the encyclopedia and biographical and geographical dictionaries, almanacs, atlases and periodical indexes. The classes used the print versions of these from the library, but also went to the computer room and used the on-line versions of the reference sources. Students were able to access useful reference websites that they can also utilize at home. Activities involving the library and its computerized catalog system, and the Dewey Decimal System were also a part of the classroom curriculum. The last unit was a study of the types of books (genres) and authors, and book awards. Students had a chance to check out library books at least one time a week.

### **Sixth Grade**

The sixth grade classes did not have library mod this year. The students received their library instruction through Reading and Language Arts classes and also through various research projects in other classes. Some of these groups were brought to the library for this work where I could help with the instruction.

### **Seventh and Eighth Grade**

These two grades do not have a scheduled library mod. These students receive library instruction through Reading and Language Arts classes and also through various research projects in other classes. In both grades, English teachers used the library to develop very involved research projects, where I could help with the instruction.

### **Other**

A major change made for the next school year, will be the sharing of the middle school-high school librarian. A schedule will be in place so that the librarian will be in each building at least half a day.

### **2012-2013 Goals**

- To update computers and their services (databases) in the library and make the faculty and students aware of what is available.
- To continue the development of some activities that can be offered to students during the resource period to enhance their use of this time and the library.
- To add some of the newer technologies to the library collection, which includes various databases for research, e books, and instruct classes in their location and use.

## **ANNUAL REPORT**

## **MIDDLE SCHOOL**

### **Foreign Language Seminar**

**Diane Motter**

The students enrolled in the Foreign Language Seminar Program were able to study Spanish II or French I this year. Spanish II students continued using an online textbook from the previous year. They were able to listen to conversations by native Spanish speakers, watch videos that pertained to the subject matter and do written exercises that came with the program. The class was held two days out of the six day cycle.

French I students completed half of the textbook for this year. They were introduced to the French language and learned some basic conversational phrases along with some grammar. The class was held one day out of the six day cycle.

My goal for next year includes offering four levels of language. These will include French I and II and Spanish I and II. All classes will be offered one day out of the six day cycle. Although the book used for French was satisfactory I am looking for something more suited to beginning students. I will be searching for an online French program that could be used with my students.

### **Gifted Seminar**

**Sarah Smith**

During the 2011-2012 school year, fifteen BSES students, thirty-six BSMS students and twelve BSHS students participated in the Gifted Education seminars and/or enrichment opportunities offered by gifted support teacher Sarah Smith. Emphasis was placed on a love of learning, the value of putting talents and gifts to use, development of divergent and higher level thinking, and enrichment and broadening of the regular curriculum.

Students in grades 7-12 were invited to attend a field trip that was complimentary to their regular education history curriculum and extended their knowledge of American history. The students visited Philadelphia, PA in March and went to the National Constitution Center, saw the Liberty Bell, and had a guided tour through Independence Hall.

Students in grades 2-6 were invited to attend a field trip to the International Spy Museum in Washington, DC in May. Students completed

activities prior to the trip to understand how spies impacted history, and learned about important spies throughout history.

The following course options were presented to students, and they could choose a total of four options. All options were well-attended with several students from each grade selecting to take the course. All courses were graded and calculated into GPA.

#### Independent Study A:

Students independently studied a variety of topics including DLSR photography, the battle of Antietam, bird of PA, marine botany, and the Civil Rights movement. Students created 10-15 page research papers as well as a hands-on project which they presented to their peers.

#### Leadership Development:

Students considered how to put their gifted abilities to use. Participants studied the characteristics of great leaders. They participated in leadership building activities and games, and were finally be asked to serve in leadership roles or community service roles in their school, home, athletic organization, church, or community. Students also worked to develop public speaking abilities.

#### Independent Study B:

A more in-depth independent study, this option extended for the whole first half of the year and included more options to further study an area of the student's choosing. This combined the traditional independent study with an option to create a more in-depth project related to their study. Some of the projects included a bird-watchers' handbook, a student-choreographed dance, and a weather station built with common materials.

#### Literature Study:

Students self-selected literature of an appropriate level to study with other gifted students. Students worked within a framework for response and activities, which included live discussions, online discussions, writing responses, artistic responses, readers' theatre, etc. Students developed comprehension skills, fluency, vocabulary, and writing skills. Students took turns planning literature response activities for their group and leading discussion.



### Stock Market Game:

Students participated in the 10 week stock market game. Students were instructed in the buying and selling of stocks, bonds, and funds, and were then allowed to use a variety of research sources on the computer to research and invest in a variety of stocks. Students took periodic online quizzes to assess knowledge. Students also had to prepare periodic “News Briefs” in which they reviewed and summarized a current event of importance and discussed the event’s impact on the stock market as well as making a financial recommendation for the other students based on the effects of the current event.

### Three Cups of Tea:

A study of the book by Greg Mortenson & David Relin. The students used this book to focus our study on problems of poverty, education, and terrorism in Pakistan and Afghanistan. Students became well versed in history, geography, and culture of these two countries.

### Mathletics:

Students strengthened their math abilities with exciting math challenges, puzzles, and competition. Students competed for points for speed and accuracy as they built their math problem solving abilities.

### World Religions:

An introduction to the major religions of the world, students who selected this course focused on the guiding principles, beliefs, and history of Christianity, Judaism, and Islam. Students researched topics of importance to each religion.

**MODS****Music****Rebekah Speck****5<sup>th</sup> Grade General Music**

The 5<sup>th</sup> graders learned about meter in music to start off the mod. After this unit, they learned about the instruments in the orchestra. Mrs. Speck demonstrated several of the instruments to the classes. The mod ended with the classes doing a unit on the history of rock and roll. They learned about 6 key pioneers of early rock and roll and watched each one perform on Youtube. All the goals were met for the 5<sup>th</sup> grade mod classes.

**6<sup>th</sup> Grade General Music**

This year the 6<sup>th</sup> graders started the mod by covering Unit I in the book. This unit dealt with a variety of elements of music: rhythm, form, texture, unity and variety in music and major scales. Following this unit, the students watched 4 short videos on a wide variety of instruments from around the world. We discussed the difference of these instruments to the ones they are used to seeing in the orchestra and band. They ended the mod with the American composer, George Gershwin. All the goals were met for the 6<sup>th</sup> grade mod classes.

**7<sup>th</sup> Grade General Music**

The 7<sup>th</sup> grade classes began the mod by learning about the characteristics and composers in the music history periods. The project that the 7<sup>th</sup> graders did was an oral presentation on their favorite performer. The students spent several class periods in the library compiling information and then presented their reports to the class. All the goals were met for the 7<sup>th</sup> grade mod classes.

**5<sup>th</sup>/6<sup>th</sup> Grade Chorus**

This has been a very successful year for chorus. Their performances included: the Veteran's Day assembly, Christmas concert, and the spring concert. They ended the year with a fantastic performance at the Showcase Festival. They took 1<sup>st</sup> place and the overall championship. I can say with much pride that this group of students is to be commended not only for their performance, but also for their behavior. All my goals were met for this year.

## **7<sup>th</sup>/8<sup>th</sup> Grade Chorus**

The 7<sup>th</sup>/8<sup>th</sup> grade chorus performances include: the Veteran's Day assembly, Christmas concert and the spring concert. They ended the year with a wonderful performance at the Showcase Festival. They came in 2<sup>nd</sup> place in their division. I am quite pleased with this group because of their tremendous improvement throughout the year. Quite amazing!! All my goals were met this year.

## **Band**

**Laura Menser**

### **Performances**

The 2011-2012 Edition of the Bermudian Springs Middle School Concert Bands saw a continuation of past success through musical involvement in the community and regional band festivals. The program continues to maintain a high level of commitment as far as recruitment and overall musicianship.

The bands performed in numerous events this year including the Veterans Day Assembly, Holiday Concert and assembly, and the Spring Concert and assembly. Performances continued with our small brass ensemble which performed at the Lake Meade Christmas Concert in East Berlin and Christmas Candy Lane at Hershey Park. Finally, both the 5<sup>th</sup> and 6<sup>th</sup> and 7<sup>th</sup> and 8<sup>th</sup> bands performed and competed in the Music Showcase Festival at Central Dauphin High School this past May. This year's concerts featured numerous challenging and diverse selections ranging from classical to modern. The band program also recognized the achievements of individual students through the use of solo and ensemble performances as well as guest conducting experiences for the students, such as Dr. Russell McCutcheon from Gettysburg College. We also had the opportunity to invite several "mock judges" to band rehearsals to practice for our competition. These individuals included members of the Bermudian staff including Mrs. Speck, Mr. Boyce, Mr. Neri, and Mrs. McGlaughlin, past Bermudian staff such as Brad Ford and William School, and community members such as Mr. Boyer.

## **Achievements and Special Awards**

Perhaps the most impressive aspect of this year's program was the success the bands had at the Music Showcase Festivals Competition in May. The 5<sup>th</sup> and 6<sup>th</sup> Grade Band was awarded the First Place Elementary Concert Band Trophy as well as the overall Instrumental Champion in the Elementary Division at Hershey Park, PA with a "Superior" rating. The 7<sup>th</sup> and 8<sup>th</sup> Grade Band also received an Excellent Rating and was awarded First Place Middle School Concert Band. We also received two Outstanding Soloist Awards, to Sierra Kline and Christian Gastan on trumpet.

## **Future Goals**

The goals for the Band Program in 2012-2013 represent a continued emphasis on musical achievement and execution. The band will be focusing on aspects presented in our judge's tapes and sheets, such as articulation and intonation of instruments, in order to best educate the students within the program. Next year we will be striving for precise playing technically and emotionally in order to perform our best in all of our performances.

## **Family and Consumers Science**

**Laurie Richwine**

Over all it was a very enjoyable year here at the middle school. I loved and felt that the new 8<sup>th</sup> grade semester classes for Flex and FCS worked great and I hope that it will be continued in the future. I think I will be able to expanded on my current curriculum and even possibly work with other departments to help them cover some of their standards. This year I helped prepare the students for several questions of the math PSSA's

I added two new units this year one was kitchen safety and one on food safety and sanitation: proper food handling. I am truly using LFS plans, the UEQ'S, LEQ's and word walls. I still do not feel 100% comfortable with LFS but am working towards it. The practical arts awards and 8<sup>th</sup> grade awards are the awards that I presented this year here at school. I had several students submit their recycle projects to the Adams County Art show in April. I had one student, Cody Leer take second place and earn a cash reward for his piston lamp. I was

out on maternity leave last year so I did not submit a report last year, so there were no formal goals from last year.

As far as next year I will continue to get our curriculum aligned with FCS standards and requirement. I need to continue working on my LFS plans and learn to use my smart slate. I feel these skills still need improvement. I would like to redo the money unit with up-dated materials and technology. I know there are some on-line resources, games and programs that I would like to research, to possibly use in my classes. I am also looking at ways to continue to teach sewing and lower or freeze the cost of the sewing machine maintenance and repair to the district. I still would like to be full-time at the middle school. I still love the excitement of the students as they learn to sew and cook.

### **Technology Education**

**Scott Chronister**

#### **Highlights of the 2011 - 2012 school year**

Students created new and exciting projects again this year. Seventh grade continues to raise the bar every year on new projects.

#### **New activities or changes in curriculum implemented this year**

The Technology Education program implemented the same curriculum this year. In 5<sup>th</sup> grade students worked on web pages, bridges and power points. In 6<sup>th</sup> grade students worked on Maglev trains, windmills, and learn about energy as well as designing a dream house on Google sketch up. In seventh grade students create a company, prototype, and an advertisement. This year 8<sup>th</sup> graders were allowed to pick an 8<sup>th</sup> grade elective course held during resource. The students will be able to pick between technology education and art. In the elective class students built golf course as well as speed boats, and worked on small projects around the school.

#### **Individual or class achievements (contests)**

In 5<sup>th</sup> grade the strongest bridge held its own weight 3,600 times itself. In 6<sup>th</sup> grade the windmill that produced the most energy was .758 volts. Also in 6<sup>th</sup> grade the fastest Maglev train was .83 seconds.

### **Fulfillment of last year's goals**

The room was improved with some new equipment and tools. All the vises got painted and replaced with new wood.

### **Other comments**

To look into setting up a TSA chapter or getting into Science Olympiad.

### **Goals for 2011 - 2012**

- Room improvement (such as new paint floors, new equipment, and new tools.)
- To develop new and excited projects for next year.
- Work on the curriculum as the Science and Technology standards change.

### **ART**

**Levato Shaw**

### **Highlights of the 2011-2012 school year**

There were several highlights for me this year that were totally unexpected. In an effort to make our art program more visible to the public the newspaper was informed of our activities. We (the art department) ended up in the newspaper at least once a month for the first half of the year and our students were in after that for winning some contests. Having our Middle School students take all four places in the recycling show was also a highlight of my year. One of my classes took a field trip to a nursing facility in Gettysburg to distribute cards and gifts we had made in class. A friend of mine told me later that his grandmother was there and how much it meant to her to have the class come and visit. They also made cards for my dad when he was ill and he looked at them for days. Children's art warms hearts and that is a big highlight! My last highlight came at the Pennsylvania Department of Education Youth Art Month Show when a former student of mine who is now an art teacher had one of her students win first place in that show. It was great to know that I helped inspire someone who is passing her love for art on to her students.

### **New Activities or changes in curriculum implemented this year**

Taking a field trip to the nursing facility was a new activity this year. The students and I really enjoyed it and so did the residents. We participated in a new art show this year also. There were no new curriculum changes this year.

### **Individual or class achievements**

Our students participated in more shows and contests this year than ever before. Twenty of our students had work entered in the show at the Hanover Art Guild in March and many of them showed up for the artist's reception held in their honor. We had four students participate in the Pennsylvania Department of Education 2012 Youth Art Month Exhibit in Harrisburg. There were sixteen students who worked on projects for the Recycling Show in Gettysburg and our students took first, second, third and fourth place. Approximately 25 pieces of student work were displayed in the administration office during the year. All students from Mods 1,2,3, and 4 had work displayed at the Practical Arts Show. The art elective class finished murals in the hallway, 4 bathroom stalls and on the wall of the channel 1 news room.

### **Fulfillment of last year's goals**

The hallway mural was finished this year which was one of my goals. The goal of finishing the bathroom stalls was not completely accomplished but we made great progress. Four stalls were completed and several more are near completion. The internet site will be completed by the beginning of the school year.

### **Goals for 2012-2013**

Next year I will have a student teacher and so one of my goals is to be an effective mentor. Another goal is to continue work on the school beautification program which includes the paintings in the bathrooms, hallways and rooms. I envision that as an on-going process. I would also like to continue getting positive PR about our art program out to the public.

## **Computer Curriculum**

**Brian Garrett**

Mr. Garrett was recalled to his former position in early October of 2011 as a long term substitute while Mr. Defoe was on assignment at the High School. On March 14<sup>th</sup> Mr. Garrett returned full time to the middle school as the computer teacher.

Technology in the middle school had another successful year. Both labs (room 208 & 225) were used on a daily basis. The color printer and overhead projector in room 225 were used on a daily basis. The color printer was not only used for class projects but by students and teachers from several other curriculum areas.

This year Computer Mod was taught to 6<sup>th</sup> and 7<sup>th</sup> graders, freeing the labs to be used for students in other classes for computer research. Fifth, sixth and eighth grade classes also used the lab during seventh and eighth periods each day for Study Island. The Impero monitoring software was used daily to supervise students. The Impero software allows the teacher to view what each student is doing from the teacher's computer station. This software also allows the teacher to take control of all the computers in the room to present/demonstrate various notes, directions and "how to's" on specific projects.

The 6<sup>th</sup> and 7<sup>th</sup> grade computer classes learned to key by touch with daily practice and by utilizing the UltraKey self-paced keyboarding software.

Furthermore, the 6<sup>th</sup> grade classes learned the basics of Microsoft Word. The 7<sup>th</sup> grade classes learned the basics of Microsoft Word and PowerPoint and completed assignments in each.

## **Goals for 2012 - 2013**

The goals for the upcoming school year will be to continue to update and improve the LFS plans and curriculum for each grade level as they relate to the computer mod. I will also be exploring what technology/software skills other curriculum teachers would like their students to know for their classes and integrate those skills into the computer mod class when applicable.



**English as a Second Language (ESL)**

Again this year, I was responsible for the ESL program and classes in both the middle school and high school. The year began with 25 students in middle school classes and 19 students in the high school classes. Six students transferred in during the year, bringing numbers to 19 high school students and 31 middle school students. In addition, a total of six middle school students were monitored, meaning I review their grades and check in with the student and their teachers from time to time to provide support as needed.

Key areas of concentration in the ESL classes this year were writing, strengthening academic vocabulary, and reading comprehension. All three of these areas are necessary for the students to take full advantage of their classes. They are also areas where our ELL students often struggle. Instruction and practice in these areas were accomplished through both full class and small group instruction, as well as through guided practice in groups, with partners, and individually.

For writing, students received direct instruction in writing various types of paragraphs as well as longer pieces. Types of writing included compare and contrast, descriptive, persuasive, and informational. All students also completed a research paper; including taking notes from sources, organizing the information with an outline or other organization tool, and using appropriate citations. In addition, students received instruction and practice in writing to a prompt based on literature, as is required on the PSSA. Lessons began with deconstructing the prompt to understand what is required for the answer. Students also worked on citing evidence from the text, as well as organizing the response.

Strengthening academic vocabulary was addressed primarily through work with roots and affixes. Both the discovery method and direct instruction were used. Initially, direct instruction was given on both roots and affixes to expand the students' knowledge. Students then learned to use words and word parts with

which they are familiar, to help determine meanings of words with which they are not familiar.

Reading comprehension was addressed primarily with the Reading Apprenticeship approach. This teaches students strategies to use before, during, and after reading, to aid in their comprehension. Students were taught skills that can be used across content areas to support their comprehension of a wide variety of reading materials.

Technology use in the classroom for enhancing instruction was increased this year. I have developed a number of lessons in which I use the projection system for delivery of the content, as well as guided practice. Classroom computers are also available to the students to use in a variety of situations. Students use computers for practicing skills, completing ESL class work, as well as completing work for other classes. This allows students to ask questions and/or get support from the ESL teacher, for other content area classes.

WIDA language proficiency test results have not been received at this time, so there is no data regarding students' advances in proficiency or eligibility for exit from the program. WIDA test results are expected to be available prior to the end of the school year.

Some adjustments have been made to the high school schedule for ELLs for next year, due to the increase in the number of students served. Groupings have been modified to take the best advantage of the teacher time available, by allowing for the groups to be divided more evenly. This must be balanced, however, with the need to provide additional support to students who have just arrived in the country and are in the very beginning stages of language acquisition. To accomplish this, entering proficiency level students will have one period devoted exclusively to their needs, while one period of a two period block will include a cross-level grouping. In addition to managing numbers, the goal of this is to give all students multiple opportunities daily for interactions with content and the English language in a meaningful way.

In the coming year, I plan to move to a more theme-based lesson format, which will be cross-curricular in nature. Each theme will also incorporate all four language domains – listening, speaking, reading, and writing. This will allow students to learn and use academic vocabulary and skills that they will be able to apply in their content area classes.

**ANNUAL REPORT**  
**Mr. Steven R. Brown**  
**Principal**

**2011-2012**

**HIGH SCHOOL**  
**Mr. Jon DeFoe**  
**Assistant Principal**

The following report was compiled by high school administrators and faculty to provide a summary of the various educational initiatives and activities which will be given through various reports, charts, and narratives. The 2011-2012 school year was a year filled with advancements in planning and instructional strategies for staff through the implementation of Learning Focus Schools (LFS). The changes and initiatives in the high school were all done to provide our students with instruction to meet their needs.

### **Administrative Initiatives**

Our professional development initiative during the 2011-2012 school year was Learning Focused Schools. Staff was required to develop lesson plans using the EATS – (Essential Questions, Activating Strategies, Teaching Strategies and Summarizing Activities) format. Teachers used this format to plan their daily lessons. Through formal and informal observations, staff were given feedback as to the implementation of LFS.

The High School was placed on the warning status for missing the benchmark score of proficient students on the 11<sup>th</sup> grade PSSA Math assessment. As a result, a School Improvement Plan was developed. The team that worked on this plan consisted of core content area teachers, a Special Education teacher and administration. The plan will be submitted to PDE if the high school is in the warning status as a result of the PSSA scores for the 2011-2012 school year.

### **Academic Initiatives**

To compliment the goal to help all students be successful in the classroom, the Academic Review Team (ART) continued to meet bi-weekly. The team, which consisted of school psychologist, teachers, counselors and an administrator, develop an instrument to collect data from teachers and parents in order to identify the areas of weakness. Once determined, a plan was developed which included interventions, where needed.

The 4Sight evaluation instrument was administered to students in grade 11 and the Adams County Benchmark Assessments was given for students in grades 9 and 10. These results were used by staff during the Data Day in-service sessions to develop their Data Day Action plans for the 2011-2012 school year.

### **Technology**

During the 2011-2012 school year, sessions were held to help teachers enhance their knowledge of their interactive devices found in their classrooms. Our Promethean trainers in our building ran support sessions to help staff create flipcharts and other interactive activities for their lessons.

### **2011-2012 Goals**

- 1) Continue to enhance support for the At-Risk student through the ART process and extended services through mentoring by staff. During the school year, a tool was to be developed to measure the strengths and weaknesses of students.
- 2) To develop a School Improvement Plan
- 3) Work as a staff on developing an understanding of and a plan to address the Keystone Exams.
- 4) Continue to review and implement the areas of growth identified through the School Improvement Plan
- 5) Enhance the culture of the high school through opportunities for staff and students to give input and work cooperatively on identified areas.

### **Attendance**

Regular attendance is a very important component of a successful high school experience. By regular attendance, a student is developing positive work habits and increasing the likelihood of academic success. With NCLB, attendance and graduation rate have become an important issue. The average daily attendance for the high school during the 2011-2012 school year was 93.67 percent. The following table discloses the attendance rate by month and class:

## 2011-2012 Attendance

	Grade 9	Grade 10	Grade 11	Grade 12	Monthly Avg
<b>August</b>	97.54%	97.22%	96.83%	97.22%	<b>97.20%</b>
<b>September</b>	94.84%	94.98%	94.58%	92.77%	<b>94.29%</b>
<b>October</b>	94.36%	91.83%	93.98%	92.38%	<b>93.14%</b>
<b>November</b>	94.67%	91.00%	92.22%	91.02%	<b>92.22%</b>
<b>December</b>	92.06%	91.16%	91.36%	91.56%	<b>91.54%</b>
<b>January</b>	93.11%	93.40%	93.08%	92.16%	<b>92.94%</b>
<b>February</b>	92.39%	92.91%	92.06%	91.51%	<b>92.21%</b>
<b>March</b>	93.95%	93.47%	92.78%	91.67%	<b>92.96%</b>
<b>April</b>	94.28%	92.61%	92.23%	92.25%	<b>92.84%</b>
<b>May</b>	94.76%	91.78%	91.74%	91.75%	<b>92.50%</b>
<b>June</b>	97.92%	98.42%	97.86%	100.00%	<b>98.55%</b>
<b>Grade Avg.</b>	<b>94.53%</b>	<b>93.52%</b>	<b>93.52%</b>	<b>93.11%</b>	<b>93.67%</b>

## Attendance Patterns

*As shown for the past five years.*

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
<b>Seniors</b>	91.41%	92.79%	91.91%	93.18%	93.11%
<b>Juniors</b>	92.19%	93.05%	93.06%	94.54%	93.52%
<b>Sophomores</b>	92.39%	93.94%	93.46%	95.17%	93.52%
<b>Freshmen</b>	94.18%	94.57%	93.56%	94.76%	94.53%
<b>TOTALS</b>	<b>92.81%</b>	<b>93.57%</b>	<b>92.97%</b>	<b>94.41%</b>	<b>93.67%</b>

## Discipline

All students enrolled in the Bermudian Springs High School are expected to conduct themselves in accordance with the rules of the system. The majority of our student body conduct themselves in an acceptable and appropriate manner. Unfortunately, there are a few students who fail to meet our attendance standards, as well as, those who do not follow the established rules.. These students are dealt with in accordance with our discipline code. Personal technologies, such as the cell phone, continue to be a concern to the educational process during the school day. Students are permitted to have a cell phone, but it must be off and out of sight. During the school year there were 39 violations of this rule (a decrease of 17 from the 2010-2011 school year).

The more severe incidents are not only reported in the high school, but also to the State. The number of incidents reported to the State for the 2011-2012 school year was 17. This is a decrease of 11 incidents from the 2010-2011 school year. Some of these reportable incidents include tobacco and drug/alcohol policy violations. There were 9 cases of tobacco violations this school year, a decrease of 1 incident. There were 5 drug/alcohol policy violations, an increase of 2 from last year.

### Referrals by Grade Level

Grade	9th	10th	11th	12th	Total
AUG	0	0	1	1	2
SEPT	10	6	3	6	25
OCT	31	21	36	15	103
NOV	19	12	36	15	82
DEC	10	10	11	11	42
JAN	18	20	20	10	68
FEB	32	35	25	17	109
MAR	102	60	25	24	211
APR	23	22	21	15	81
MAY	27	25	22	14	88
JUN	0	0	0	0	0
<b>Totals</b>	<b>272</b>	<b>211</b>	<b>200</b>	<b>128</b>	<b>811</b>
<b>AVG/DAY</b>	<b>1.51</b>	<b>1.17</b>	<b>1.11</b>	<b>0.71</b>	

#### After School Detention (# of occurrences)

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	4	10	7	10	22	8	10	13	8	92
10th Grade	3	11	8	7	7	3	11	3	3	56
11th Grade	2	7	4	4	11	7	15	15	17	82
12th Grade	5	4	3	8	11	10	17	3	10	71
<b>Totals</b>	<b>14</b>	<b>32</b>	<b>22</b>	<b>29</b>	<b>51</b>	<b>28</b>	<b>53</b>	<b>34</b>	<b>38</b>	<b>301</b>

**In-School Suspension (# of occurrences)**

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	1	2	2	2	2	4	5	3	7	28
10th Grade	1	1	2	4	4	4	4	1	6	27
11th Grade	3	3	2	1	2	6	9	2	9	37
12th Grade	2	5	6	1	3	0	6	5	3	31
<b>Totals</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>24</b>	<b>11</b>	<b>25</b>	<b>123</b>

**Out of School Suspension (# of occurrences)**

	Aug/ Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/ June	Totals
9th Grade	0	0	0	1	0	0	3	1	3	8
10th Grade	0	1	0	1	0	2	2	0	1	7
11th Grade	1	0	0	0	0	1	0	0	3	5
12th Grade	1	0	0	0	0	0	0	1	0	2
<b>Totals</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>22</b>

**Discipline Data Analysis**

Discipline referrals and consequent actions have decreased in some categories from the previous school year. The chart below shows the overall changes in each discipline category from the 2010-20101 school year to the 2011-12 school year.

	2010-2011	2011-2012	Difference	% Change
STAP	203.5	123	-80.5	40% decrease
OSS	75	22	-53	71% decrease
ASD	349	301	-48	14% decrease

In addition to the traditional actions the high school has utilized in the past, we have also incorporated the use of community service. The students worked after school in various assignments around the building. Most of the community service assignments were court appointed.



**Community Service** (*Discipline cont.*)

	<b># of Occurrences</b>	<b># of Hours</b>
<b>9th Grade</b>	5	8.5
<b>10th Grade</b>	3	67
<b>11th Grade</b>	2	17
<b>12th Grade</b>	6	72
<b>Totals</b>	<b>16</b>	<b>164.5</b>

**Alternative Education**

The Alternative Program is a service that provides an appropriate environment for a student who has demonstrated constant disruptive behavior patterns. The program is designed to change unacceptable behavioral patterns and ensure that the student becomes successful in school. In the program, students have the opportunity to achieve academic success, social competencies and behavioral accountability in preparation for a positive role in school and our community.

The Alternative Education Program at Bermudian Springs continues to offer a full day program with transitional opportunities. The goal of the full day program was to provide an opportunity for success for the student placed in the Alternative Education setting. The program emphasized behavior-based rewards, in which students could transition into individual classes, based on specific behavior goals. The table shown below will identify the number of students enrolled in our Alternative Education Program throughout the school year and the reason for their referral. Of all the students in the Alternative Education Program, one will be returning to the program at the start of the 2012-2013 school year. The rest are ready to return to regular classroom or have done so already.

### **Alternative Education Referrals**

<b><u>Grades</u></b>	<b><u>7<sup>th</sup></u></b>	<b><u>8<sup>th</sup></u></b>	<b><u>9<sup>th</sup></u></b>	<b><u>10<sup>th</sup></u></b>	<b><u>11<sup>th</sup></u></b>	<b><u>12<sup>th</sup></u></b>	<b><i>TOTAL</i></b>
<b>Behavioral</b>	0	2	1	1	0	0	2
<b>Transitional</b>	0	0	0	0	0	0	0
<b>Policy Violation</b>	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **Dropout Rate**

During the 2011-2012 school year 14 students left Bermudian Springs High School for various reasons without desiring to continue their education. Six seniors, four juniors and four sophomores make up the total number of students who left. Students who expressed a desire to leave school were encouraged by administrators and counselors to reevaluate their decision, focusing on the direct and indirect consequences of their choice. The majority of the students who left had difficulty meeting the academic rigor as well as the attendance standards set by the School Board. At the time of this report, 11 seniors have failed to meet the graduation requirements and will either be attending summer school, returning for an additional school year, or not continuing their education.

## NATURAL AND SOCIAL SCIENCES

### Science

Robert Bonner  
Ted Marines  
Kaela Piechowicz  
Carolyn Reeve  
Kristen Zehr

### Chemistry

Mr. Bonner had a good year with all his classes, He has also had the chance to start making LFS lesson plans and continues using some LFS strategies, including Word Walls and summarizing. He is looking forward to helping his department work on the core standards and Keystone Exams. He is hoping to continue to incorporate technology into his instructional delivery and to help students access resources as needed.

### Physics

Mr. Marines continues to deliver instruction with the support of the Promethean Board. The enrollment in his classes seem to be at normal levels with two(2) Physic I Honors and one(1) Physics II classes during the 2011-2012 school year. In Physics I, students studied all of Mechanics including Rotational Motion. In Physics II, students covered Rotational Motion, Fluids, Electricity, and Optics. Physics I Honors took a field trip to Hershey Park to attend Hershey Park's annual Physics Day.

### Biology

Mrs. Reeve and Mrs. Piechowicz have continued to use LFS strategies including student learning maps, posting of LEQ's, vocabulary development and word walls. They continued to offer student-centered activities with their hands on lab activities and group activities. The culminating unit on Genetics, focusing on the use of technology, was continued this year as students had to research a disorder and create a presentation with publisher (creating a webpage), wiki spaces, glogster, etc. They were not permitted to use the traditional PowerPoint format. Their presentation also needed to include a non-work processed component such as video, audacity, active inspire with voice over, etc. The

quality of projects was overall very good this year. We attribute an improved product to better instruction and improved grouping methods –so that students were held to a higher level of accountability.

Another area of focus for Mrs. Reeve was to continue to provide more independent and challenging work for the high honors students. This year's honors freshmen class had some very high achieving students. During the second semester, students had the opportunity to participate in an independent study/ compacted curriculum if they met certain minimum grade requirements and earned an 'A' on a pretest. A total of 11 students participated in this alternate curriculum. This program will continue to be expanded and refined in the 2012-13 school year. Mrs. Reeve also wants to further develop a peer teaching model for her academic classes.

### **Earth/Space Science**

Earth History, Geology, Astronomy, and Meteorology were studied in Earth & Space Science. All students learned how to: operate the digitarium; use models to demonstrate revolution, rotation, and the moon's phases; and perform field tests on rocks and minerals. They experienced many applicable lab activities that made them aware of the Earth.

The interactive whiteboard (Promethean ActivBoard) is used almost every day. Mrs. Zehr stresses summarization in her units and the Earth history unit included a large differentiated instruction project. Continuing to incorporate technology and revamp more units are two important goals for next year.

Once again, the Earth & Space Science students enjoyed an educational field trip to the Baltimore Aquarium and the Maryland Science Center. The Honors Earth & Space Science students presented planetarium shows to K-4 elementary students.

## **SOCIAL STUDIES**

**Jeffrey Davidson**  
**John Livelsberger**  
**Jared Nace**  
**Steve Reider**  
**Cheryl Reinecker**  
**Ryan Updike**

A variety of strategies and resources were used to teach, motivate, and evaluate the students. Interactive activities included; *The Wall Street Journal*, Notable Pennsylvanians, A Tour of Pennsylvania, and The Stock Market Game, In addition, the students benefited from guest speakers from the community including Trooper. Asbury of the PA State Police, lawyers from the Adams County. Bar Association, as well as various colleges, career, and technical schools. Field trips, role playing scenarios, supplemental readings, library research, Classrooms for the Future grant resources, and writing assignments enhanced the textbooks used in the classroom.

In compliance with district expectations, all Social Science teachers continue to stay current with LFS instructional strategies. LFS has and will continue to aid the staff to focus on learning and its process. It also assisted teachers in planning curriculum, instruction, and assessment.

The department continued to focus this year on encouraging students to gain a sense of the global nature of developments and constructing a mental architecture for understanding history, behavior, and human relationships. Students used inquiry-based learning and the development of higher order thinking to address the following: the causes/consequences and prediction of events, the constant restructuring of the human community; and the framework for estimating how others will think and behave plus calculate patterns of affairs from day to day. We were happy to have honor student and recent graduate Sarah Englebert rewarded for her outstanding commitment to Social Studies receiving the Joe Kennedy History Award at the Academic Awards Banquet.

The economic environment, state and national elections, the ongoing military campaign in Iraq, Afghanistan and the War on Terrorism provided all Social Science classes an excellent and timely application of various concepts studied throughout the year. The slowly improving stock market provided students evidence of our governments' processes and responsibilities. The news media, global/national and local, allowed students to incorporate current events into our curriculum. However, Channel One has been very disappointing as an adjunct to classroom instruction due to the quality and timeliness of the information.

Several cross-curricular assignments were used throughout the department to enhance skills applicable to the PSSA. Performance assessments varied, and students learned time management skills plus the importance of challenging one's self beyond the perceived limits. We also focused on maintaining the appropriated balance between academics, extracurricular activities, and a working environment wherein everyone can rise to their own level of success and significance in their lives.

We are focused on our mission and we find pleasure in working with our colleagues to make a difference in our school. Our guiding principles and core values remain unchanged. The staff continues the responsibility to maintain and model character education. Instilling selected traits is at the heart of character development. Character development is far more than not lying, cheating, or stealing: it is a "way of life." We as a department must integrate the selected traits into the fabric of our students' being. We are concerned about students making the right decisions based on personal convictions. Strong personal integrity, the ability to stand up for what is right, is crucial. In today's world, with seemingly variable values and rapidly changing influences, character education is more important than ever. We must as educators working together remain the key to instill the following guiding principles: discount rumor and gossip, treat each other with respect and dignity, strive for higher standards and tolerate mistakes, take responsibility for our actions, embrace a positive attitude and avoid being cynical, and appreciate diversity.

The beginning of next school year offers us a chance to continue to check our course. Despite the loss of instructional time due to testing (PSSA writing, reading, math and the 4Sight Assessment/Data Days) and the frequent need to make instructional adjustments for ES, ESL, Alternative Education, special needs students, homebound students, and district-directed IEPs, the daily level of administrative tasks and increased class sizes, our department is ready to meet the challenges of these teaching assignments. The department will continue to incorporate more performance-based assessments and to develop higher level and analytical thinking skills throughout daily instruction as dictated by our Data Day Reports. We prepare our students for success by providing practical experience through a myriad of teaching styles and experiences. In the end to be successful, students need to be able to discern fact from fiction, question basic assumptions, and analyze information. They need to be given responsibility in order to learn responsibility—learn by doing and be held accountable. We understand that the credibility of our work is reflected in our students. For all of us teaching and coaching at BSHS is "all about the students." But for the students, it is NOT all about being a student but rather about being prepared for beyond graduation, continuing to learn and contributing in a positive nature to our society.

Our goals each year are designed to improve both how we work together as a team and how we execute our mission as teachers. Our challenge is to ensure that we're conducting our teaching with an unselfish commitment to our profession. We need to continue to graduate seniors who are ready to meet the demands of our country especially in the following areas; technically and academic proficient, critical thinkers and creative decision makers, effective communicators, adaptable individuals, and role models.

Over the past months, we have begun making decisions concerning recommendations that have resulted from our department evaluation. We understand that education is still tinkering with how to do it best. With the continuing dialogue with Mr. Brown we believe an acceptable quality of instruction can be maintained despite challenges. Responding to an ever-broadening demand on behalf of curriculum testing, however, will require an increased effort within the department. The Social Studies staff is, nonetheless, anxious to provide a high quality of instruction.

## **Mathematics**

**Andy Balas  
Anne Cassell  
Ted Marines  
Allison Yorks  
Michelle Zimmerman**

### **Algebra 1A/1B**

This year was definitely a transition with the new textbooks. While I did not cover as much material that I was planning on, I did find that I went into more critical thinking concepts with students. So overall, I think the textbooks are pushing me to challenge students more and expect more from them. Fundamental math skills like negative numbers and order of operations are still areas of concerns in Algebra 1B and while I try my best to review them throughout the year, it is hard to cover everything that I need to while reviewing algebra 1A concepts at the same time. I hope to be able to continue to meet with the math department to address these issues that all of us have been facing and work towards a solution.

I am looking forward to focusing on solely Algebra 1B for the next school year especially with the implementation of Keystone Exams in algebra 1. I think it will force me to improve as a teacher and really work on my differentiated instruction to meet the needs of all my students. I plan on polishing my lessons so that all the core standards are met. I am nervous on whether or not students will be prepared for these exams but I plan on making sure I do my job to give them the resources they need to succeed.

### **Algebra II**

Looking back on this past year, I feel that I wasn't able to accomplish as much as I have in the past due to having new textbooks. My hope is that next year, I will be able to accomplish more in order to prepare my students not only for the Keystone exams but also higher level mathematics classes. I was able to revamp all of my flipcharts so they were organized in the same fashion as the textbook. This way students were able to follow along with their books and notes throughout the school year when reviewing the material at any given time. I



really enjoyed having the new textbooks because it held students more accountable due to having the ability to access the book and supplemental material online from anywhere. Also, it allowed for me to assist those students who were struggling with the material. I was able to assign them practice through the online textbook that they could complete on their own and I could check at any given time. I plan on continuing to use the online resources as much as possible in order to help my students succeed.

Due to getting the new textbooks and focusing mainly on making sure that my lesson plans and flipcharts were ready, I am still working on incorporating more LFS into my classroom through word walls, foldables, questioning techniques, and tickets out the door with my students. My goal to work on over the summer is to incorporate many more LFS strategies into my every day lesson plans that way students are getting a wide variety of learning strategies provide to them. Also, I will be continuing to look for ways to incorporate more technology, such as my laptops, into my daily lessons so students have the ability to complete tasks on their own with resources they are comfortable in using on a daily basis.

### **Geometry**

This year was a challenging year for the math department. We were coming off of a year with low PSSA scores and we were developing all new lessons that incorporated the new textbooks into our curriculum. I again felt as if this year there was even less instructional time. I am hoping, with the start of the Keystone Exams, there will be less disruptions throughout the year and more material can then be covered by the classroom teacher.

The new textbooks were a great resource for the classroom this year. I was a bit disappointed with the number of students who took advantage of the on-line resources that were available to them through the textbook company. I am hoping, as classroom teachers become more familiar with all the resources, the students will realize the benefits to the on-line resources available to them. It was definitely a learning year for all of us with the new textbooks.

I continue to use the Promethean Board daily in my classroom. I am constantly changing and incorporating new things into my flipcharts that I feel will best benefit the students. I feel very confident that the lessons I am developing are geared towards LFS and student learning. I find it is a never ending process and I have many more ideas for next year.

I am very anxious to see how Keystone Exams will affect us next year and in the years to come. I know we as a Department put our hearts and souls into everything we do and we would love to see the students be successful in our content area.

### **Statistics**

As was the case for the entire mathematics department, I focused my attention on restructuring my lessons, materials, flipcharts, etc. to fit the new books and instructional materials. Statistics required minimal restructuring. Both levels of Precalculus required more intensive restructuring. In doing so, I have prepared a list of items that I will need to address for next year. I did find the extensive collection of instruction materials (power point slides, e-textbooks, etc.) very helpful in preparing lessons for the students. Time was a big factor this year in that my classes ended the year considerably short of where they should have been. Adjustments will be made in depth of coverage, assignments, etc. in order to ensure the students get all of the material necessary to move on to the next level of mathematics that will be necessary for them.

## HUMANITIES DEPARTMENT

### GUIDANCE

Mitch Nace  
Sherri Umbaugh

As counselors, we realize the increasing competitiveness of the workforce. We continued to make post secondary skills training an important aspect of the high school experience with this in mind. In talking with the students, it appears as though we will have a similar ratio of students furthering their education in some capacity. We anticipate approximately 48% of our graduating class continuing their education at a 4 year institute, 33% going on to a 2 year post-secondary program, 4% pursuing a military career, and 15% seeking employment immediately after graduation.

Classes were visited at numerous times throughout the school year to review information on careers, organization, study-skills, and college readiness. We also make ourselves available to teachers to visit classes as needed for any other topics of concern or discussion. A number of teachers take advantage of this opportunity each year. The 9<sup>th</sup> grade Life-Skills classes continued a series of career and college workshops that had begun during the students' 8<sup>th</sup> grade year. These workshops were devoted to career and college planning, stimulating the desire to perform better in their other classes as well as to begin research of important life decisions. Additionally, students in the Life-Skills classes were provided with information on getting and staying organized for high school through lessons on organization and study-skills.

Many of the programs that we are responsible for went very well this year. Some of these programs include the 10<sup>th</sup> grade Career Fair at Gettysburg College, implementation of Choices career software program for 9<sup>th</sup> graders, Student of the Month, 9<sup>th</sup> grade orientation, College Planning Night, Financial Aid Workshop, 8<sup>th</sup> grade scheduling night, a variety of testing including ASVAB, Advanced Placement, and the PSSA, and the annual College Fair held in the evening at Gettysburg College.

Parent participation in our programs was good again this year at our financial aid night and college planning night. Also, this year's College Fair was well-attended. Additionally, nearly 83% of the 8<sup>th</sup> grade parents attended 9<sup>th</sup> grade scheduling night held at the high school in mid-February.

Career and college planning is an essential skill in today's world. This year the Guidance department continued its technology outreach for students and their parents. We again utilized the web based version of the Choices career and college planning technology, thus expanding searches into the homes of our students and parents. We also worked to place computers in the guidance office lobby. These computers will be available for all students. They can access college and career readiness websites, as well as explore SAT test prep materials.

This year, for the first time, Bermudian Springs is participating in the countywide mentoring program called Learning For Life through the Chamber of Commerce. One counselor and 2 students attend monthly lessons at Gettysburg High School, team building activities across the county, and an end of year luncheon at the Tech Prep in Gettysburg. The students also each meet with a mentor regularly from the local business community.

The counselors are continually involved in various committees at Bermudian High School such as the Student Assistance Team, Academic Review Team, and the Building Administration Team. Being a part of these committees is another way we stay connected to the students, staff, and the needs of our school.

The guidance website was updated this year and continues to be an asset to the guidance department. The website is a valuable resource for both parents and students. Links to scholarships and other useful sites are found throughout the webpage. Important dates for upcoming events, such as college visitations and testing, are posted on the site and updated regularly. Instructions to access the MMS online parent portal are also included on the site. Forms and instructions for Shadow Day and college tours have recently been added. Additionally, instructions to access CHOICES, links to NCAA rules and

regulations, and applications for governors school are new additions this year. This site has provided yet another way for the counselors to prepare Bermudian Springs HS students for success both in high school and in their futures. Currently, nearly 7000 views are recorded on the site.

### **Writing Center**

**Jackie Carpenter**

The Writing Center (WC) has become a focal point for some classes. Teachers in all departments can book their class time as soon as they know their schedules. Specific classes admitted on a continuing basis throughout the year included: Mrs. Reinecker's Stock Market Game from February to April; Mr. Wardle and Mrs. Dellinger's Agricultural /Business classes; and Ms. Pero Business Applications /Yearbook class. Other teachers who have used the WC are: Mr. Boyce (Sound Engineering); Mr. Davidson (Psychology); Mrs. Johnston (Music Theory); Mrs. Reeve (Biology); Ms. Pero (English); Mrs. Cutright (French); Mrs. Stough (Child Care and Culinary); Mrs. Bort (English); Mrs. Sload (English); Mrs. Piechowicz (Biology); and Mrs. Overmoyer (English).

As before, students who found it necessary to engage in meaningful discussion during their study halls were encouraged to sign into the WC during study halls to work on presentations, PowerPoints and In-Design. Monitoring the use of computers through the Impero program has kept the students on task while in this room. Students also receive help in editing their papers, improving their presentations and accessing sites to complete their assignments.

During open periods, study halls are permitted to send 10 students and all yellow passes to the Writing Center to access the internet for research purposes. According to the sign in sheet begun in September this year, approximately 2520 students have used the writing center during study hall periods this year. That total is down from last year because the Writing Center is closed Period 4, 10 and 11 for Driver's Theory/Plato.

### **High School Library**

**Holly Reitzel**

Classroom teachers and students continue to use the library on a daily bases. Around 30,000 students used the library, library classroom, conference room, and work room. All four areas continue to be an integral part of the high

school. The library is also a printing spot; with many copies a day being printed from computers throughout the school.

Print sources continue to be an asset to learning and research. Through Access PA, our library loan program continues to thrive. One hundred and one books were loaned to other libraries and 97 books were borrowed for our students. Over 936 fiction titles, 1,478 nonfiction titles, and 401 reference books were borrowed this year. Many book sources were used in the library, in the writing center, and in various classrooms, especially atlases and nonfiction books.

Students and teachers forge ahead into the 21<sup>st</sup> century with an increase in the use of technology. For example, over 260 VCR tapes and DVDs were provided to teachers from Channel One. Often, students utilize all the computers in the library to complete research, create word documents, develop power point presentations, develop Photo Story 3 shows, work with Movie Maker, work with Open Office, use teachers' wikis, use google options, use Edmodo, and create many other projects for class assignments. Students use flash drives and their school account daily for academic success. The five additional computers in the conference room have eliminated conflicts between class and study hall use.

The library usage schedule continues to be available for viewing by the teachers on computers through the teacher drive. Teachers also continue to enhance learning in the library by providing passes to students to complete work during their students' study hall time.

Around nine thousand dollars worth of databases were purchases for the high school this year to provided quality research options. Power Library also still provides a few free databases. Students access these databases daily at school and at home by linking to my wiki from the school's home web page. My various wiki pages enhance research by providing links to databases, research hints, book blogs, ebooks, online books, search engines, technology tools, MLA and APA formatting, and more. Students are also encouraged to register for a free local library card and a free Philadelphia card to access use of their databases and ebooks.

In January 2012, the school district upgraded the library's card catalog system to Destiny, 10.0 and the high school added Follett Shelf with ebooks. The transition went smoothly. Students can search district-wide for books, check fines, submit holds, create a wish list, shelf browse, write recommendations, read and download ebooks, and much more. The new system is more versatile and better fits the growing needs of the library's addition of ebooks and databases. Currently we are replacing barcodes, updating images, and titles to prepare for the purchase and use of an inventory scanner and to made the visual presentation of information better to users of Destiny.

### French

**Wendy Cutright**

The 2011-2012 school year was a successful one in the French department. I am finishing the school year 2 weeks ahead of schedule in nearly every section. This resulted in practicing the material in more depth and getting further along in skill development. We did take our annual trip to the National Gallery of Art in Washington D.C., which the students enjoyed immensely. The seniors in particular had been looking forward to the trip and a guided tour in French with a French native for 2 years. I always take my trip in November because it reinforces the curriculum being taught at that time of year. I certainly hope I don't have to disappoint another group in 2012-2013.

We did not go to the foreign language competition at Lebanon Valley College. At the competition my Level II, III and IV students compete against mostly level IV and V students from other schools and always come away feeling rejuvenated. French club did an amazing job this year and were a joy to have this year.

Goals for 2012-2013 year include continuing improvement of multi-media and technology in the classroom. Unfortunately, the Writing Center is rarely available. In fact, I was able to use it only **twice** this entire school year. A second goal for 2012-2013 is improving student opportunity for community building, such as appropriate field trips, as stated in the Pennsylvania Foreign Language Proposed Standards for Foreign Language instruction in public schools.

## **Spanish**

**Maria Murrillo**

**Tina Adornato**

### **Spanish I**

Level One lays the foundation for further study of the language which encompasses general vocabulary and basic grammatical concepts such as gender, noun-adjective agreement, and regular present tense verb conjugation. It stresses the vital importance of Spanish in this country and the even greater role it will play in the future. In this current economic climate, being a Spanish speaker might make the critical difference in obtaining the very few precious jobs available.

Students are also introduced to culture of the Spanish-speaking world. They each present an oral report to the class on a specific country. Throughout this project, they learn the similarities and big differences between them, dispelling the idea of “THE” Spanish-speaking country. They prepare food of all types, giving everyone an insight into the variety and breadth of types of cuisine beyond Tex-Mex. The Day of the Dead altar and celebration offers an example of the very colorful and unique celebrations that are too numerous to count.

At the conclusion of the year, students can converse and write in Spanish. They have a rudimentary knowledge of the Spanish-speaking world. They certainly have a different picture of what is true as far as the Spanish-speaking world than when the year started.

### **SPANISH II, III, IV**

During the 2011-2012 school year, the Spanish department emphasized the practical use of the foreign language. We situated students in different Spanish speaking countries. Each student learned important facts about the assigned country and taught other students during class presentations. Students made typical dishes from different countries and had a food day in class. Some students played music of a particular Spanish speaking country and learned some steps dancing salsa, meringue or tango. They compared and contrasted social, political, and economical situation of these countries versus the United States.



Students created and used a “survival” vocabulary based on questions and answers that will allow them to move around in a foreign country. We also made a city out of cardboard with streets, buildings, parks, etc... Students moved a doll around asking and giving directions learning that way to conjugate the commands and vocabulary.

We also celebrated important days like “ El Dia de los Muertos “ or day of the dead by making an altar the way that Mexicans do. We also celebrated “ Cinco de Mayo “ making posters to educate other students about the significance of this particular date. We had a “Flamenco” day where I came dressed with the typical dress, brought Flamenco music, and taught the basics of the Flamenco dance. Students learned the origin of Flamenco, which is considered an important part of the Spanish culture.

Students in level 2 learned about a Spanish speaking person who had an important influence in the world. Students made mini books with a biography and examples of their work. All books were displayed in class. Each student presented their person to the class and taught the rest about “Guernica “ by Picasso, or “ Don Quijote de la Mancha “ by Cervantes. They all had fun while at the same time acquiring general knowledge.

This year we had a student teacher, Emily Lepley. It was a great experience for my students and for me. She was full of energy and enthusiasm and incorporated a positive attitude that was contagious to all of us.

My goal for the 2012-2013 school year is to continue emphasizing the importance of knowing our world outside of the United States. Appreciation and respect towards other cultures and traditions is one of the basics commands in order to survive in our diversified society. I would like to continue promoting the importance of the Spanish language in our country and to encourage more students to take higher levels.

## ENGLISH

**Rachel Bort  
Heather Dengler  
Tiffany Dorris  
Lori Overmoyer  
Melissa-Ann Pero  
Marti Sload**

The English department emphasized the LFS strategies on a departmental level. The LFS initiative was implemented in order to raise student achievement on standardized tests and overall classroom success. This trend will continue in 2012-2013. Promethean Boards were shining bright in the English classrooms as Mrs. Bort partnered with Mrs. Piechowicz to enhance teachers' skills with this technology and intrigue students with stupendous visual and audio displays of their instructional material. Use of this technology will certainly continue to grow. The department received training in reading strategies from Mrs. Dorris last year, and we continued to implement these techniques into daily instruction. Ms. Reitzel was instrumental in assuring that students understood the importance of accurately researching and documenting information and was available to teachers and students with questions regarding MLA style.

The challenge we will face as a department in the coming years is the implementation of the Keystone exams and the switch to the Common Core standards. We will once again reexamine our curriculum and make the necessary changes to align ours with the requirements of the state.

There were also many concerns about the diversity of skill levels in the classes. It was a common concern that many students were misplaced in College Prep. classes. Due to these misplacements some students performed poorly, became frustrated, and will probably fail because of this misplacement and their lack of effort and lack of parental involvement. Hopefully, the change of requiring students to acquire teacher signatures to enroll in College Prep level classes for next year will eliminate this problem.

Once again this year our concerns about scheduling revolved around class size and total number of students per teacher. To avoid large classes and overwhelming totals, the department eliminated the electives Journalism, Speech and Drama, and Shakespeare.

Mrs. Dorris will be taking on different classes next year (instead of 11 academic she will be teaching a lower level 11 CP), and with other adjustments, totals were able to be distributed among the teachers as equitably as possible. Fortunately, the CHS English class will be offered again next year. Ms. Pero is enthusiastic about providing this great opportunity to these students.

As a department we would like to acknowledge Mrs. Carpenter in the Writing Center for the generous assistance that she provides to us and our students. Also, to Ms. Reitzel and Mrs. Speelman in the library who are absolutely invaluable to us and our classes.

Developmental Reading was offered as a full year elective credit to CP English 9 students. Mrs. Dorris quickly exhausted her curriculum as these students were found to be lacking very little reading fundamentals and quickly picked up the reading strategies and instruction Mrs. Dorris offered. The class was changed to a half-year elective and the second half of the year was used as a guided study hall for those students.

Mrs. Dorris, Mrs. Bort and possibly Mrs. Dengler will be proctoring "guided study halls" next year which are being referred to as English Intervention. The hope is that with one-on-one instruction, in a small group setting, these teachers will be able to facilitate the learning opportunities for struggling students.

## **MUSIC**

### **INSTRUMENTAL MUSIC**

**Derek Boyce**

The 2011-2012 school year provided many great performance and educational opportunities for the bands at the high school, in addition to the musical opportunities provided in the electives of world music, sound engineering, jazz and steel bands. The Concert Band performed three outstanding concerts and the Steel Band once again performed at several events, including the ASCD conference in Philadelphia. The jazz and steel bands also presented their yearly concert in the band room/cafeteria on May 24. All of the performances were well received and exhibited the talents of our students to many people.

This year also saw the highest enrollment in the elective classes of World Music and Sound Engineering. There continues to be a need to have adequate computer availability for the sound engineering classes. The classes floated between a laptop cart, the writing center, and Mr. Sefcheck's lab.

The goal for the year was to continue teaching many different musical concepts and styles, especially multi-meter and modal music of modern composers, and several classics. The method utilized to learn these concepts was to play many various styles of compositions, many which never were performed publicly; however, all were important in delivering the curriculum. We also hosted the Adams County Band Festival this year which was very successful. The guest conductor was Mr. Brian Balmages, a well known composer.

For the next school year my goal is to continue the tradition of excellence that has been established, and to continue to receive prestigious performance invitations.

## **Vocal Music**

**Jane Johnston**

The Bermudian Springs High School Choral program consisted of 158 students from grades 9 – 12. We performed our annual Christmas and Spring Concert Programs. The Eagle Singers performed at eight different school and community sponsored events. A highlight to the year was the performance at Walt Disney World Marketplace stage. We had 100 members sing a concert for the Orlando area residents and guests. We received many compliments about our music repertoire which represented many different styles/genres of music.

A new course that was offered this year was the “Music for Entertainment” class where we studied musical theatre and the golden age of radio, television, and film. The students created projects such as a radio program with live sound effects to represent the golden age of radio. They also studied the historical surroundings of the golden years of radio, television, film, and theatre.

We participated in the ACMEA Choral Festival in February at Delone Catholic High School.

There were approximately 100+ students involved in the cast and crews of the annual spring musical “Hello, Dolly!”

## **Art**

**Kim Robinson**

The **2011-2012** school year provided opportunities for public recognition for the Art department. Early in the year, National Art Honor Society members took on major projects such as ***Adopt-A-Family*** (providing food and household supplies for a family of four in the district), ***Art from the Heart*** (providing twenty art kits to Safe Home in Hanover), and participating in the Outlet Shoppes of Gettysburg’s Christmas Card Competition. Students painted a 4’ x 8’ wood panel with a candy land theme to it. The board was on display in Gettysburg from November through January.

In February, the *Gettysburg Times* featured the award winning ads of art students **Lane Goodhart** (1st Place) and **Megan Kalmbach** (3<sup>rd</sup> place) and

**Ashley Myers.** The ads were printed in a special supplement showcasing all of the Design-an-Ad winners. Also in February, **Zoe Monnier** was selected as **1st Place** winner in the VFW's Patriotic Art competition locally. Zoe represented the East Berlin VFW and received a \$100 cash prize. Her artwork as well as the entries from **Kimberlynn Seifert** (Mt. Wolf, \$100), **Timothy Fletcher** (Mercersburg, \$100), **Adam Cashman** (West York, \$100), **Ashley Cappetta** (Littlestown, \$100) and **Meghan Conklin** (Greencastle, \$50) entered district competition. **Zoe Monnier** was also selected as the district winner.

As a service project in February, students (led by NAHS members) created Valentines to send to the Lebanon Veterans Hospital. Our **Valentines for Veterans** project had over 100 Valentines this year.

The school-wide service project run by NAHS this year was the “3rd Annual Souper Bowl Challenge.” Homerooms brought in canned food items and competed against each other for the top homeroom prize. Ms. Rapp's homeroom collected over 400 cans and won the competition by a mere 14 items. Overall, the school made a donation of 1200 cans to a food pantry in York Springs (which serves members of our district).

To celebrate Youth Art Month in March, student exhibits were set up at the *Hanover Area Arts Guild* with twenty students displaying work and the Adams County Arts Council where ten students were exhibitors. All art students participated in a recycled art contest sponsored by the NAHS. **Alexis Staub** was selected as “**Best Of Show**” winner as voted on by the faculty and staff. Entries from this project were then entered in the Adams County Arts Council's Recycled Art Contest. The following were selected as winners:

Best of Show (grades K-12)	<b>Dominique Buxton</b>	<i>The Magpie</i>
1st Place (grades 9-12)	<b>Adam Cashman &amp; Sarah Crane</b>	<i>Autumn Love</i>
4th Place (grades 9-12)	<b>Alexis Staub</b>	<i>Crazy Cat</i>

In May all artwork created throughout the year was displayed for the public at the annual Visual Arts Display which corresponded with the Choral concert. Over 1000 works of art reflecting the skills that were built throughout the school year were showcased. Paintings, printmaking, ceramics, drawings, and many other media were represented and show the students efforts to meet the PA State Standards for the Visual Arts.

Lastly, our on-line account at Artsonia.com was a great interactive part of bringing our art into the public. We have published over 1200 works of art, registered 105 fan club members, and have had close to 100 comments made about our student work. All art students have active digital portfolios at this site. A total of 11,904 visitors have browsed our site this school year bringing our total site visits to 107,665! We are currently ranked #1 in the state of Pennsylvania for all high schools participating and #19 in the nation. Visit it today at [www.Artsonia.com](http://www.Artsonia.com).

As we look forward into the next school year, we will begin with a highly-anticipated art show call "***Inspirations***". Nearly forty BSHS art students will be displaying their work as part of a solo show offered to us through the Adams County Arts Council. The opening reception will be September 8<sup>th</sup> from 1-3 p.m. and the exhibit will hang until October 2, 2012.

## **APPLIED SCIENCE DEPARTMENT**

### **Agriculture Education**

**Dianna Dellinger  
John Wardle**

This year's goal was to increase agriculture literacy while exposing students to the diversity of the agriculture industry by using advanced technology. The development of problem-solving and decision-making skills, while serving a nontraditional agriculture student body, was encouraged. New equipment and curriculum-enhancing materials purchased with Perkins funds allowed the Agriculture Department to stay current and challenged students to new levels of learning:

The variety of courses in the agriculture program allows students to specialize and/or to develop skills in areas of their interest. Students with little agriculture background continue to enroll in agriculture education classes with the few traditional students we have in the district. They comment positively on the wide choice of courses they may take.

Continuous use of MIG and arc welders allows the agriculture mechanics curriculum to prepare students for direct job-related skills. Project planning, design, and implementation were directed in a more student-centered way, requiring more individual responsibility. Small metal projects were completed by agriculture mechanics students. Student interest in metalworking continues to increase and needs to be continually funded as metal is a consumable product. Greenhouse production and plant science classes completed floral projects for banquets and student-related activities. Interest in plant science and horticulture continues to increase. The students completed a large landscaping project close to the greenhouses. Students grew and marketed 800 poinsettias 300 Chrysanthemums and a greenhouse full of vegetables and herbs. A public open house was held the 2<sup>nd</sup> Saturday in May and that turned out to be a good venture.



Animal Science curriculum encompassed areas of meat science, wildlife management, veterinary science, and animal production, as well as integrating courses such as math, history, English and the use of technology. The inclusion of live small animals such as guinea pigs, rats and snakes has allowed students to become more aware of responsible pet care, reproduction and behavior. Some students have even succumbed to the loving nature of these, once avoided, creatures.

The Agriculture Diversified Occupations on-the-job preparation assists students in developing lifelong skills and an appreciation for their chosen occupation. Nine students completed the work study program and worked an average of 640 hours throughout the school year. These students and their employers were recognized at the end of the year banquet. Food Service, Pet Care, wholesale marketing of Horse production products, and retail agriculture sales were some of the career areas.

Ten of the nineteen seniors have plans to continue their education in technical or four-year colleges; the remaining seniors plan to enter the work force directly. Seniors in the agribusiness course received instruction in taxes, job skills, time management, Interview skills and technology application that will prepare them for the future job workplace.

The facilities continue to be a welcomed improvement to the growing number of students. Equipment and technology needs need to be maintained to provide a quality learning experience addressed. Increased numbers will also challenge us to be resourceful in materials for students. Through the generous support of community members, the agriculture department has gained a large aquarium that will be used to create a terrarium for the 2012-13 school year. Also, a variety of metal, electrical and pet supplies and a few hand tools were donated, as well. The upgraded facilities have given us more room and we must be resourceful to use it effectively. Ipads were purchased with Perkins funds which gave students more access to the internet and it's information.

A school Farm has been started with the following crops:

125 Various Christmas Trees

5 Types of Strawberries 100 Feet each type planted in a double row format

30 Fruit trees donated by Adams County Nursery

Various small planting areas of the common crops grown in Adams county (Oats, wheat, soybeans, corn, barley, cotton and others to be added)

Sunflowers to teach Wildlife Habitat

Pumpkins to share with the Elementary school.

Grapes

Raspberries

Rhubarb

Students planted 90 landscaping plants for the experience and will be used in identification, maintenance and landscape design. These plants were an addition to the plants planted before and have helped to make the school a beautiful place.

Both Mrs. Jarema and Mr. Wardle will be recognized at the state FFA convention for receiving the Honorary FFA Keystone Degree. This the highest award the state FFA can bestow upon those involved with FFA and agriculture. The award recognizes an individual's dedication and passion for agriculture education and the FFA program. Collectively, Mrs. Jarema and Mr. Wardle have given over 60 years to these programs and their communities.

Lastly, the support of Perkins funding and the assistance of the aide, Mrs. Joanne Bair, has provided value to the agriculture program. Having the assistance of Mrs. Bair during agriculture mechanics and at other times throughout the day provides more one-on-one assistance to students and provides another avenue for support.

To develop successful young adults with an appreciation for agriculture, the following goals have been **set for the 2012-2013 school year**:

1. To encourage students to participate in various learning activities that will prepare them for lifelong learning and career success.
2. To continue to provide hands-on training that will increase workplace success.
3. To develop an appreciation for agriculture and those who clothe, feed and fuel the world.
4. To develop the relationship of science to agriculture.
5. To encourage active participation in the FFA program that allows students to develop leadership skills and accomplish personal goals.
6. To work cooperatively with faculty to develop a district-wide appreciation for the agriculture sciences.
7. To work cooperatively with the Science Department to encourage agriculture education as it relates to science.
8. To improve NOCTI test scores and completers in this area.
9. To improve Agriculture students scores in The PSSA tests.
10. To continue to develop our outside plant growing areas.
11. To continue to develop the school farm.

## **Business**

**Larry Fahnestock  
Debra Tate**

The High School Business department remained the same as Mr. Fahnestock and Mrs. Tate, both had similar teaching schedules as the previous year.

Mr. Fahnestock and Mrs. Tate attended one of the PTI Regional Business Teachers Summits offered in the fall. Mrs. Tate attended the PBEA Annual Conference in Lancaster. Mr. Fahnestock resigned his position as PBEA Board for Region 3 Director, due to scheduling conflicts.

The modified class structure to allow one semester courses continues and appears successful. Introduction to Business English, Business Concepts, Business Document Processing I, and Computer Applications, a remedial course, course were taught by Mrs. Tate.

The Productivity Applications I (word processing and presentation software) and Productivity Applications II (spreadsheet and database software) were taught by Mr. Fahnestock. Mr. Fahnestock also taught Web Development utilizing the Microsoft Expression Web software and curriculum provided free by a grant through the Microsoft Academic Alliance. Multimedia was not offered this year nor was the previously propose Introduction to Marketing. Another new class was proposed this year as Business Law. It was hoped that Business Law would be eligible for College in the Classroom credit through HACC, but HACC requires the instructor to hold a Juris Doctor degree.

The Accounting I class, a full year course, continued to provide essential knowledge in the application of Generally Accepted Accounting Principles (GAAP). Accounting I focuses on Sole Proprietorships in service industries then the focus shifts to merchandisers. Accounting II was not offered due to low enrollment.

The Bermudian Springs Future Business Leaders of America (FBLA) chapter had no student members during this year. Mr. Fahnestock still participated in the State Workshop in State College and the regional workshop in Lancaster. Mr. Fahnestock will not contract to be adviser next year.

## **Diversified Occupations**

**Debra Tate  
John Wardle**

The most important goal for Diversified Occupations students is to procure and maintain successful employment in a job that correlates to the student's chosen career path and to his/her strengths, interests, and capabilities. This goal was met by 21 students participating in DO (Work Experience) this year. As in previous years, our employers continue to be pleased with our students, who display a good work ethic and favorably represent both our school district and our local business community.

Our Diversified Occupations students once again this year took the National Occupational Competency Testing Institute Test for Workplace Readiness. Several students will be rewarded with the PA skills certificate.

We continued to promote post-secondary education throughout the year by having guest speakers from schools such as Consolidated School of Business, Keystone Technical Institute, ITT Technical Institute, etc. In addition, we took our yearly field trip to Williamsport, Pennsylvania, to the annual fall Career Day at Pennsylvania College of Technology. At Penn Tech, our students were exposed to various career presentations such as culinary, nursing, x ray technology, landscaping, and large engine repair--just to name a few.

This past year, our students participated in Mock Interviews. This was a highly successful experience for our students as well as the business members who conducted the interviews. Our students continue to feel positively about the experience.

In May, the annual Appreciation Luncheon was held at the Inn 94. Students and their employers were honored and given certificates at the luncheon. Students introduced themselves, told where they worked, and what they did at work, and introduced their employers.

The following goals continue to be a priority for students in the 2012-13 school year:

1. Encourage and assist students to meet their goal to graduate.
2. Encourage students to be successful in the NOCTI Workplace Readiness Testing.
3. Promote and encourage post- secondary education.

### **Driver's Theory**

Driver's Theory was taught to students in 10<sup>th</sup> grade through an on-line program. Students worked at their own pace in completing the requirements for the 30 hour course. Once completed, students moved on to complete self-paced remediation/enrichment skill building activities through PLATO. These activities were designed, in connection with the PSSA tests, for each student after they completed an assessment to identify their strengths and areas of improvement.

## **Family and Consumer Science**

**Deborah Stough  
Laurie Richwine**

The Family and Consumer Science Department offered the same semester long classes again this year. The six courses are: Life Skills, Family Living, Fashion Design, Homes and Interiors, Culinary I and Culinary II.

Mrs. Stough and Mrs. Richwine both taught Life Skills again this year, which is the required course, fulfills our state requirement to have one mandatory FCS course for all high school students. This year we had a change in the course. The students studied units with the Family and Consumer Science teachers for half of the year and with Mr. Fahnestock, the Business teacher, the other half of the year. This cut the number of students in each section of the course in half. In the FCS portion of the course we covered career choices and selection, family living, relationships, life styles, and meal planning. Mrs. Richwine continues to spend two periods a day at the high school and with the new mod type schedule was able to teach five sections of the course each semester and Mrs. Stough taught two sections each semester.

The Family Living course again took the students on a journey through adult life by means of a simulation project. The students began the course by selecting a career, researching the career and determining the entry level salary for that career. Students completed time cards each day of class and using a formula developed by Mr. Mauro they compute the weekly number of hours they spend in class (allowing them three sick days, but no personal days) into a forty hour work week. The hours were then used to create a weekly paycheck for the student (all mathematical calculations for hours and paychecks are computed by the student). With their career chosen, and their time cards and paychecks started the students took their annual salary and determined how much they can "afford" to spend on housing and transportation. These figures were computed using on-line calculators. Students researched three houses and three vehicles and chose the one they felt would be the best buy for their situation. Using a monthly calendar the students then learned about budgeting money and setting up a spending plan. After learning about banking accounts they started their own

checking account using the money “earned” from their paychecks to make deposits. They received “bills” for their housing, vehicle, gasoline, groceries, water, electric, insurances, and several miscellaneous items (doctor’s visits, hair appointments, entertainment, road trips, car repairs...) and paid them using their checking accounts. This required the students to write checks for each expense and record them in their checkbook register. At the end of each month their checkbook was reconciled and the class discusses the amount of money they earned in relation to the money they spent. Once the students had the checkbook portion of the course mastered they began to talk about dating, engagement and marriage. The next unit is the child development unit and the students study children from conception through one year of age. They also carried the baby manikins as part of this unit. The final unit of this course is foods for families.

In the Fashion Design course the students reviewed the basics of sewing machine use and hand stitching. This year the course challenged students to use the techniques to create a project that also met the requirements of the “recycle, reduce, reuse” FCS standard. Students created purses/tote bags out of Capri Sun juice bags or blue jeans. The students were quite proud of their creations and were seen using their finished products on a daily basis.

In the Homes and Interiors course students explored a variety of housing and interior design concepts and issues. They also discovered how human needs are met through housing. Green/sustainable design and discovering new technologies showed students how housing affects the environment. Students also explored careers in the interior design field and housing decisions that they will face at different stages in their life. In part two of the course, housing styles, plans and construction, and interior systems were explored to give students a view of what is involved in building a home. The third section of the course invited students to discover the aesthetic and creative aspect of the field of interior design by discussing color. The students were involved in many hands-on activities and projects including designing a house and a landscape, decorating rooms, and comparing furnishings. Construction methods used in home



construction were also studied. The students built and labeled a model of the framing for a new home. They also spent a great deal of time working on their dream house. They chose items from each section they studied and told why their choice was the best possible one for their dream home.

Culinary I is an introductory course in food preparation. Students learned to prepare a wide variety of foods. The course gave the student the skills necessary to be self-sufficient in the kitchen. The students covered topics that included kitchen safety, kitchen equipment, meal planning, food service and entertaining, principles of cooking, nutrition, and career opportunities. The food the students prepared included: egg dishes, fruits and vegetables, meats, candies, and main dishes.

The Culinary II course introduced students to the health, culture, food, and nutrition habits of the most common ethnic and racial groups of various regions of the United States and other countries of the world. The students also talked about regional American cultures and their cuisine. Students became familiar with different meal patterns and food preparation used in the cooking of these groups through a unit on regional cooking in the United States. Students also learned the basics of food preservation. The Sweet Pepper Jam that the students prepared to learn how to process foods in a hot water bath was a big hit with the students. Students prepared beef jerky to learn the principles of food dehydration. The teachers and staff will attest to the fact that the Culinary II students did an awesome job of learning to prepare, knead, shape and bake a variety of delicious yeast breads. Their Overnight Danish were the top favorite of all that were lucky enough to get a sample. The e Child Care/Nursery School program once again, enrolled 16 toddlers. This year we were once again fortunate to share our room with the LIU preschool. This was accomplished by overlapping the programs from 12:15 until our program ended each day. The overlap allowed the second section of CCNS students to work with the special needs students in both group and one-on-one settings. One downfall of the overlap is that only one section of the CCNS classes was given the opportunity to work with the LIU students. The issues that were evident last year between the

LIU and CCNS are no longer existent. Monthly meetings are held between the LIU director, Lynn Garvick, and Mrs. Stough to discuss the program's needs. The meetings have been instrumental in making the merger more cohesive and the working environment a much more positive place for all involved. With the help of Wolf's bus lines, a trip was planned to the Hand-On House, Wilbur Chocolate Factory and Sturgis Pretzels, in Lancaster. This experience allowed students to experience working with toddlers in a new setting, learn organizational skills and plan for entertaining toddlers on a long bus ride. The CCNS students also created portfolios for the eighth year in a row. The portfolio project is based on the FCCLA's Early Childhood STAR event and encourages students to compile their work from the school year into an organized folder that they could present to a prospective employer or college professor. This year the portfolios have been reconfigured to include the documentation needed for the students to work toward their CDA-Ready certification for preschool. The students' portfolios were much more neatly and thoughtfully put together this year as they were used as part of the students' final exam. Once again we were unable to include was the completion of the NOCTI test. We still need to change our course CIP code so that we will be able to have our students take the NOCTI test as part of the Perkins Program. These portfolio projects are designed for students who are pursuing a career in the field of education, to provide information to their college professors and show them what they have already accomplished in the field. Students not pursuing a career in the field of education can easily transfer the knowledge of how to build a portfolio and use it to make a portfolio that will show the knowledge they have in their chosen field. It is hoped that the students will be able to expand on this project to create a portfolio of their college accomplishments and use it to secure a job. The creation of the portfolio also addresses FCS standard 11.2.9a, and 11.2.9b.

The FCCLA (Family, Career and Community Leaders of America) continues to be an integral part of the Family and Consumer Sciences Department. This year the club was able to sponsor a several community service activities. Once again, the club members were able to provide cookies

(200 plus dozen) for the Annual Senior Citizen's Holiday Tea at the Carlisle Army War Barracks and over fifty dozen cookies to the Brethren Home for their Christmas party. For the second year in a row the club member participated in the Powder Puff football game by selling baked goods to help student council raise their donation. Once again, our club was very small this year. Part of this was due to the economic times and the lack of funds that students needed to pay their membership fees.

Students used the computers and printers to create projects (especially for the CCNS students), reports, etc., for their classes in our department as well as for other teachers. Students in all classes used the software to learn to make Power Point Presentations.

We continued to work on our adopted anchors dealing with the measurements, order of operations and computations Math anchors, efforts were taken to help students succeed in learning the information during many different activities. Students in culinary classes spent time internalizing equivalents and abbreviations related to food preparation. They also worked through computations to manipulate recipes to reduce or enlarge the amount of their finished product. We are still working on new ways to implement the reading anchors into our lessons and will take this into consideration when working through the new curriculum.

The following goals have been set for the 2012-2013 school year:

- 1) To continue to work to successfully integrate LFS strategies into the curriculum and daily lessons.
- 2) To continue to instruct students using the technologically advanced techniques and equipment that will aid them to gain marketable skills making them desirable candidates for jobs offered by perspective employers.
- 3) To continue to increase the department's involvement in community relations and community service projects and have students log their community service hours so that they may be nominated for the National Volunteer Service Award.

4) To integrate technology into daily lesson plans.

Department's reputation for carefully prepared, attractive, and tasty food continues to grow. Their well-designed displays were served at principal breakfasts, teacher receptions, and the Adams County superintendents' meeting. The students are developing a positive self-esteem from the comments they receive from the people they prepare the food for and from being able to see what they are able to accomplish. This year the students prepared the meal for the Academic Awards Banquet held in the high school cafeteria. This event gave the students a experience in the preparation of quantitative foods. The diners were pleased with the meal.

## **Health and Physical Education 2011 – 2012**

**Brian M. Oswald**

**Trisha J. Rapp**

Our main objective for this year was to focus on pacing guides and the implementation of LFS lesson plans. We have completed pacing guides for both Health and Physical Education. During two observations this year for Ms. Rapp the sole focus was on LFS lesson plans. She provided unit essential questions, lesson essential questions, vocabulary and detailed lesson plans. Pacing guides and LFS lesson plans have helped me stay organized and on task throughout the year. Mr. Oswald completed a peer coaching and colleague consultation with Mr. Nace.

Technology in our health and physical education classroom continues to enhance the program immensely. Technology has allowed for large group instruction at maximum participation. This year Ms. Rapp again, implemented Zumba, allowing students to see a large screen image of Zumba steps and a sound system where each student was able to hear instructions. This same system was used during fitness testing to allow students to keep track of the number of lengths they completed during the pacer test. The health program has utilized technology in a similar manner, however having internet in our classrooms allows for interactions on many interactive educational websites, such as [choosemyplate.gov](http://choosemyplate.gov), [cdc.gov](http://cdc.gov), [healthykids.org](http://healthykids.org), [foodsafety.gov](http://foodsafety.gov), [fda.gov](http://fda.gov), [drugabuse.gov](http://drugabuse.gov), [youtube.com](http://youtube.com) (for mini clips) and many more. Power point presentations continue to bring life to the overall health experience, keeping students visually on track and interested about the days lesson.

Along with technology, the Health and Physical Education Department has continued to successfully incorporate upper level courses into the curriculum for 4 consecutive years. Advanced Physical Conditioning utilized the Bigger Faster Stronger program for juniors and seniors who elected to take the class. The course consisted primarily of 6 core weight training exercises that were done every week and other skill and conditioning activities when time and schedule permitted. CHS health (College in the High School Health) is offered through

HACC. CHS allowed students to excel in health at the college level while earning credits. Each year more students are trying to get enrolled into these upper level courses. CHS Health has introduced a field trip this year to students, allowing them to get HACC id badges, a tour of the campus and 3 workshops preparing them for their college futures.

Professional development is key to continuing our education and further building a better health and physical education program here at Bermudian Springs High School. Through consistent requested monitoring of mentors the CHS health class was able to meet the required standards for 4 consecutive years. Professional development continued through several visits to the college observing HACC's Health courses and attending a detailed orientation for professors. This experience has built a stronger college level class here at Bermudian Springs preparing high school seniors for their college futures.

The school uniforms continue to be a great addition to building a better program. The uniforms have improved school unity, safety, appropriate dress, and a way for substitutes to identify each student.

Mr. Oswald hosted a Hoops for Heart tournament again this year where the event was well attended by participants and we were able to donate over \$545.00 to the American Heart Association. Our hopes of the program were to increase knowledge and awareness about heart disease.

**Our Continued goals for 2012-2013:**

We plan to continue working on our pacing guides and focusing on our LFS lesson plans. We are continuing to grow and improve as a Health and Physical Education Department. Our goals are to continue incorporating technology, combat obesity and to create a solid academic curriculum with upper level classes advancing students academic learning and understanding of Health and Physical Education. Obesity is becoming an epidemic which we plan to incorporate more cardiovascular conditioning to improve the overall fitness level of each student. We hope that each student will understand that their heart is a muscle and that exercising in their target heart range for 20-30 minutes minimum each day is crucial to strengthening that particular muscle.

## **Health Services**

**Stephanie Battle, RN, CSN**

This school year the nurses have worked very hard to make sure each building is consistent with the health policies, procedure and forms. We have benefited greatly from the health services manual that was updated last school year. The elementary school nurse and I were able to attend this year's PASNAP conference in which we discovered some new great technologies and information we hope to implement in the district in the near future.

There have been a number of students on provisional enrollment this school year due to the additional immunization requirements set forth by the Department of Health. By the end of this school year all students should be up to date. We are hopeful there will be no additional changes that will affect district students for next school year.

This school year the high school also began a breakfast program. Overall, I seem to have had less health room visits with students complaining of stomach aches. Many times students would not make time for breakfast and would go without eating causing them to feel bad later in the day. I feel the addition to breakfast has really helped students throughout the school day.

## **Technology Education**

**Ryan Lehr  
Vincent Sefcheck**

### **Technology Education/ Furniture Design and Construction/ Construction Technology**

The Technology Education course has changed dramatically in how information is presented and documented to applying technology to all levels of achievement.

The change from year long to semester courses for Furniture Design and Construction proved to be a major improvement that helped motivate and guide students through the process from design to completed project. It also had an influence on the students to have project designs completed on time in order to proceed to the second phase of the course. We are now using CAD for all project design, from the Technology Education course all the way to the advanced levels.

Excel spreadsheets were used to construct the bill of materials for all projects. Procedures were written both in excel and word formats, and permit processes were discussed along with the new state building code requirements.

Site layout and the construction process from footing to roof were completed with a hands-on project. Full size and scaled models were a major part of the curriculum. Shop safety was a major emphasis along with the safe use of tools. Material Safety Data sheets and Lock Out and Tag Out procedures had more student involvement and participation as we operated in the shop environment.

My goal for the future is to incorporate and have students utilize more and more technology every year, for documentation and application purposes along with emphasizing the important use of technology to stay up on all changes on the OSHA website and its influence on lives in the work environment. Board foot calculations and material costs were completed using different methods to include smart phone apps, excel spreadsheets, and other web based computer software. Residential electrical theory and project work proved to be a motivating unit for students in the basic and advanced courses. In the advanced



construction course a systems approach to electrical and plumbing theory was introduced using digital drawings and flow charts as the culminating activity.

### **Graphic Arts**

The Graphic Arts Department experienced another year with steady enrollment throughout the basic and advanced level courses. We are currently improving the labs and organizing them.

### **Arch/AutoCad**

This course worked really well for me this year with an Introduction to Technical Drafting at the beginning of the year. Once basic drafting skills were taught, students discovered the current trend of drafting through the computers and computer software. The students all then finished with a professional project they will be able to keep in their possession for the future as a portfolio.

## **ATHLETIC REPORT**

**David Orwig**

This past year produced a number of achievements for our athletic programs. The following list provides a brief outline of the major athletic highlights of the 2011 - 2012 athletic seasons.

### **FALL SEASON**

#### **Volleyball**

- The varsity girls' volleyball team's had its most exciting match this season against Littlestown. They fell to Littlestown in the opening two games of the match and then rallied to win three straight for the overall victory. This event was the turning point of the season; giving them the necessary momentum swing and confidence to carry them through the remainder of their season.
- The girls' varsity volleyball team culminated its season with a District III AA playoff berth.

#### **Football**

- The varsity football program is the 2011 defending York-Adams Division 3 Champions.
- The 2011 varsity football joined the 1991 and 1992 squads in that they completed their regular season unbeaten and untied with a record of ten wins and no losses.
- The varsity football team dominated the league and local team statistics by leading both in rushing offense, total offense, scoring, rushing defense, scoring defense, and total defense.
- Two running backs, Adam Berryman and Tyler Fitzkee, each compiled more than 1,600 yards rushing and quarterback, Mike Moore, threw for more than 1,000 yards. This is only the second time in school history a quarterback has thrown for a 1,000 yards and two running backs have rushed for 1,000 yards.
- The varsity football team destroyed the record book in 2011 by setting the following school records as a team: 6.83 average yards per rushing attempt, 318.167 average rushing yards per game, 3, 818 rushing yards for the season, 405.5 average total yards (rushing and passing) per game, 4,866 total yards (rushing and passing) for the season, and 36.417 average points per game.

#### **Field Hockey**

- The varsity field hockey team took second place at their opening tournament held at Spring Grove.
- Despite not playing a single "home" contest all season, the varsity field hockey team had a division record of 9-1 to share the Division III championship with Biglerville.

### **Cross Country**

- At the Big Spring Invitational Bermudian Springs had six medalists. Rachel Crane, Abigail Hoffman, Joe Fletcher, Brandon Wagner, Cory Bollinger, and Ben Heefner
- The varsity boys and girls Cross Country teams had seven individuals qualify for the District III meet. Brandon Wagner, Cory Bollinger, Ben Heefner, Joe Fletcher, Josh Allison, Tyler Hursh, Ray Eisert, Rachel Crane, Abigail Hoffman, Madison Leer and Ariel Brown.
- 2011 District III medalists were Rachel Crane 17<sup>th</sup> and Abigail Hoffman 19<sup>th</sup>.

### **Cheerleading**

- This year the varsity cheerleading program cheered at several “Red Rages”. They also had a great year cheering for the varsity football team under the “Friday Night Lights”.
- The varsity squad also planned and participated in both the middle and high school pep rallies.
- Abbey King and Logan Myers were named to the “Big 33” cheerleading squad that they will be participating in this summer.

### **Girls Tennis**

- The varsity girls’ tennis team won its first match of the season by a score of 6-1 over Littlestown.
- The varsity girls’ tennis team finished their season on a high note by shutting out York Country Day School 7-0.
- Bermudian Springs was also represented by Bryn Yurick and Morgan Anthony at the York-Adams singles and doubles post-season tournaments.

### **Golf**

- The varsity golf team won the “Bolton Tournament” held at Penn State University to begin their season.
- The varsity golf team set a new school record at Range End, on “Senior Appreciation Night”, with a low team score of 385.
- Tom Saguto, Drew Taylor, Ryan Keilholtz and Tyler King all qualified for the York-Adams League tournament championship. Drew Taylor also qualified for the District III tournament. Drew made the 1<sup>st</sup> round cut to compete in the second round.

### **Boys Soccer**

- The varsity boys’ soccer team picked up victories over local rivals Hanover and Littlestown.

## **WINTER SEASON**

### **Girls Basketball**

- Paige Dennison and Shannon Kuhn were named to the “All Tournament Team” at the Northern Tip-off tournament.
- The girls’ varsity basketball team defeated Boiling Springs and Camp Hill to win the Bermudian Springs Holiday Tournament.
- Rajchel Moore was named to the “All Tournament Team” and Paige Dennison was selected as the tournament “MVP” at the Bermudian Springs Holiday Tournament.
- Paige Dennison became the sixth basketball player in Bermudian Springs history to score 1,000 varsity career points. She finished her career with a grand total of 1,015 points.

### **Swimming**

- Nathan Seitz placed 4<sup>th</sup> in the 100 butterfly and 6<sup>th</sup> in the 100 freestyle at the District III meet. As a result of his District III performance, Nathan qualified for the P.I.A.A. swim meet at Bucknell University in the 100 butterfly.

### **Boys Basketball**

- The varsity boys’ basketball team defeated Eastern York and Susquehannock each twice for their first York-Adams wins over these two schools.
- The varsity boys’ basketball team also defeated Delone Catholic, 2011-2012 District III AA Champion, for the first time in more than 20 years.
- The varsity boys basketball team tied the school record for most wins in a season, eighteen, and broke the single season record for winning percentage.
- The varsity boys’ basketball team is the first of our basketball teams to qualify to participate in the York-Adams basketball tournament.
- The varsity boys’ basketball team is the first team to qualify for the District III AAA basketball tournament.

### **Wrestling**

- The varsity wrestling team was a perfect 8-0 in York-Adams Division II competition; highlighted by defeating Biglerville 39-28, to secure the division crown.
- Bermudian Springs defeated the York-Adams Division I champions, Spring Grove, to win the “Panther Duals”.
- The varsity wrestling team had three wins in the P.I.A.A. team tournament. These three wins labeled them as one of the top six AA wrestling teams in Pennsylvania.

- The varsity wrestling team also captured the AA Section I title. Bermudian Springs had four Section I champions, four Section I runner-ups, and thirteen wrestlers advance to District III competition.
- In the P.I.A.A. individual wrestling tournament Bermudian Springs was represented by Austin Jackson, Brad Farley, Brock Linebaugh, and Tristan Sponeller.
- Tyler Fitzkee was named to the “Honorable Mention All-State All-Academic Wrestling Team”.
- Tristan Sponseller and Theodore Marines were named to “First Team All-State All-Academic Wrestling Team”.

## **SPRING SEASON**

### **Baseball**

- The varsity baseball team won five exciting one run games including a 3-2 win over arch rival Biglerville and an extra inning win over Susquehannock.

### **Softball**

- Seniors Myranda Pritt, Mariya Pritt, Paige Dennison, Kate Kyle, and Veronica McLaughlin went a combined 10-20 at the plate with 3 doubles, 3 walks, and 8 runs scored against York Catholic.
- The varsity softball team had a hard fought win over Susquehannock thanks to timely hitting from Maddie Huntington, Myranda Pritt, Paige Dennison, and Kate Kyle. Strong defense and pitching from Mariya Pritt can't be overlooked in this extra inning win.
- Congratulations to the varsity softball team for qualifying for the District III AA tournament. Unfortunately, the team was defeated by Schuylkill Valley in the opening round of the tournament by a score of 13-0.

### **Girls Soccer**

- The 2012 varsity girls' soccer team had 8 new starters that included 4 freshmen.
- Abby Smith led the team in scoring with 12 goals and 6 assists. As a result of Abby's outstanding offensive play, she was named 1<sup>st</sup> Team All Gettysburg Times, 1<sup>st</sup> Team York-Adams Division III.
- Gabby Kuhn was selected 1<sup>st</sup> Team York-Adams Division III for defensive skills.
- Amy Thoman and Breanna Hunt were each named 2<sup>nd</sup> Team York-Adams Division III.

### **Boys Tennis**

- The initial highlight of the season was having fifteen males in grades 9-12 compete on the varsity boys' tennis team.
- The varsity boys' tennis team recorded their first win over Harrisburg Academy by a score of 7-0.
- Ryan Kielholtz and Devan Groft teamed up at the York-Adams County doubles tennis tournament. Ryan also represented Bermudian Springs at the York-Adams singles tournament.

### **Boys Track**

- Ryan Markle tied the school high jump record with a leap of 6' 2 1/2 inches. The record was set in 1977 by Perry Altland
- The boys track team defeated previously unbeaten Boiling Springs 79-71. The meet was secured by winning an exciting 4x400 meter relay. The team consisted of Adam Cashman, Ian Stauffer, Wyatt Gearhart, and Aaron Huntington
- The boys track team won the 37th annual Fairfield Invitational by outscoring their nearest opponent, Camp Hill, by 57 points. This was the 2nd time in the last 3 years has captured the Fairfield Invitational title.

### **Girls Track**

- Rachel Crane broke the school record in the 1600m. The new record is 5:31.3

### **District III Track Participants**

- Mike Elicker, Austin Felts, Ryan Markle, Danny Shannon, Josh Stroup, Abbey King, Elaina Keller, Rachael Crane, Hannah Kerr, Samantha King

### **PIAA Track Participants**

- The following athletes participated in the PIAA track and field meet: Mike Elicker – 110 Hurdles, Ryan Markle – High Jump, Rachel Crane – 1600 M Run

### **GETTYSBURG TIMES BANQUET**

- Adam Berryman was awarded the "Male Scholar Athlete" award at the *Gettysburg Times* Banquet. He joined Bermudian Springs alumni Harry Peter, Class of 1990; Brian Ford, Class of 2007; Jesse Wool, Class of 2010, and Matthew Wolf, Class of 2011 to receive this award.
- Paige Dennison was awarded the "Female Athlete of the Year" award at the *Gettysburg Times* Banquet. She joined Bermudian Springs alumni Laura Soltis, Class of 1994; Brooke Paxton, Class of 1996; and Paula Keller, Class of 1997, and Abigail Orwig, Class of 2011, to receive this award.

- Tyler Fitzkee was awarded the Phillip M. Jones Award as the “Times Area Athlete of the Year”. He joined Bermudian Springs alumni Justin Boyer, Class of 2002, and Rachael Kotula, Class of 2010, to receive this award.
- The 2011 Bermudian Springs football team will be inducted into the Adams County Chapter of the Pennsylvania Sports Hall of Fame. The 2011 football team went undefeated and untied in 2011 to join the 1991 and 1992 squads here at Bermudian Springs.

## **2011 - 2012 ATHLETIC RECORDS**

### **VARSITY**

<b>Athletic Team</b>	<b>Won</b>	<b>Lost</b>	<b>Tie</b>
Girls Cross Country	4	13	0
Boys Cross Country	5	12	0
Golf	27	14	1
Field Hockey	14	5	0
Football	11	1	0
Boys Soccer	3	13	0
Volleyball	12	4	0
Boys Basketball	18	6	0
Girls Basketball	10	12	0
Wrestling	28	4	0
Baseball	11	7	0
Softball	10	11	0
Girls Soccer	4	14	0
Boys Tennis	1	8	0
Girls Tennis	2	5	0
Girls Track	3	6	0
Boys Track	1	8	0

<b>Varsity Programs</b>	<b>164</b>	<b>142</b>	<b>1</b>
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### **JUNIOR VARSITY**

Field Hockey	5	3	4
Football	6	1	0
Volleyball	11	5	0
Boys Soccer	1	10	1
Boys Basketball	9	8	0
Girls Basketball	12	8	0
Baseball	7	9	0
Softball	10	7	0
Girls Soccer	2	15	1

<b>Jayvee Programs</b>	<b>63</b>	<b>66</b>	<b>6</b>
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### **JUNIOR HIGH**

Field Hockey	10	2	1
Football	5	2	0
Boys Basketball	5	10	0
Girls Basketball	12	4	0
Wrestling	23	0	0
Boys Track	6	1	1
Girls Track	6	2	0
Volleyball	8	8	0

Varsity Middle Program	75	29	2
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**JAYVEE JUNIOR HIGH**

Field Hockey	9	2	0
Football	7	3	0
Boys Basketball	5	9	0
Girls Basketball	9	6	0
Volleyball	15	1	0

Jayvee Middle Programs	45	21	0
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Total Programs	347	259	9
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**2011 - 2012 Student Participation**

Grade	3 Sports	2 Sports	1 Sport	Total	Percent
Seniors	6	23	33	62	45%
Juniors	7	29	52	88	55%
Sophomores	9	28	52	89	58%
Freshmen	20	39	46	105	58%
<b>Totals</b>	<b>42</b>	<b>119</b>	<b>183</b>	<b>344</b>	<b>54%</b>