

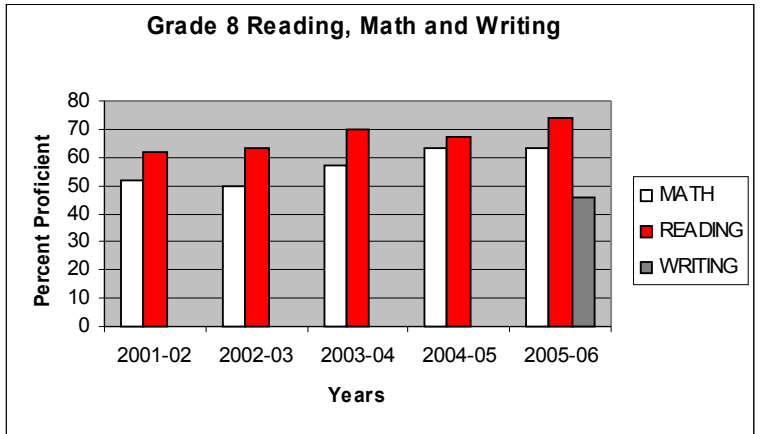
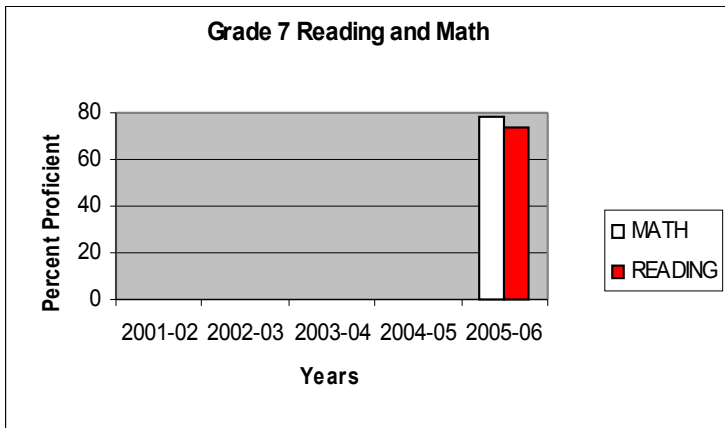
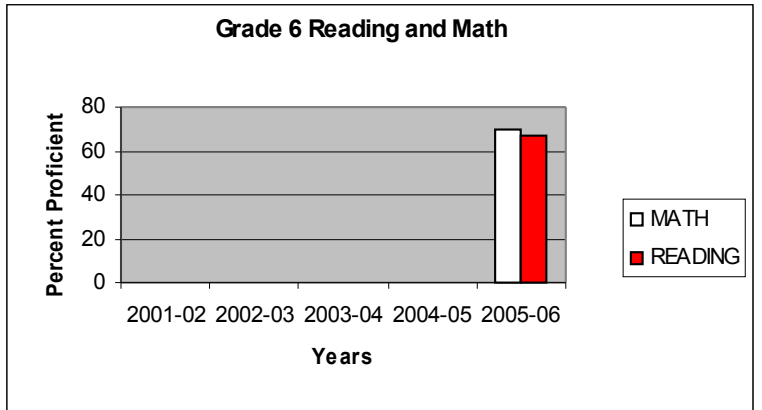
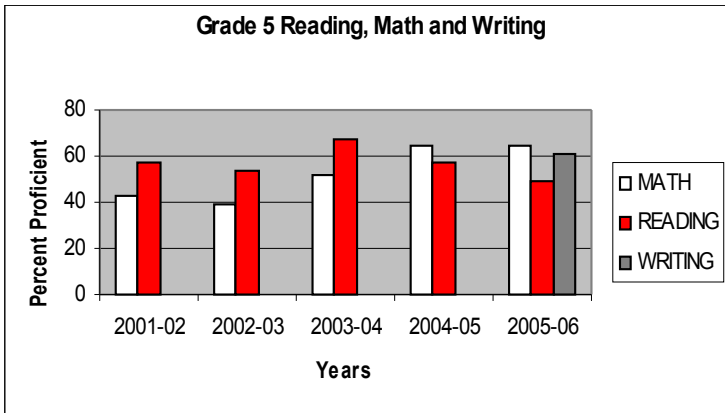
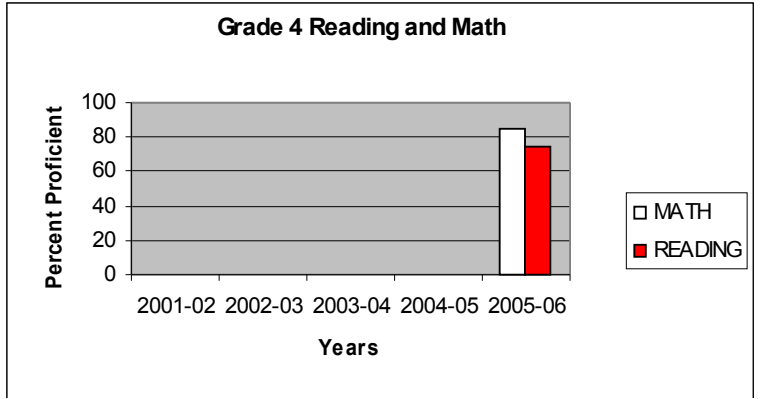
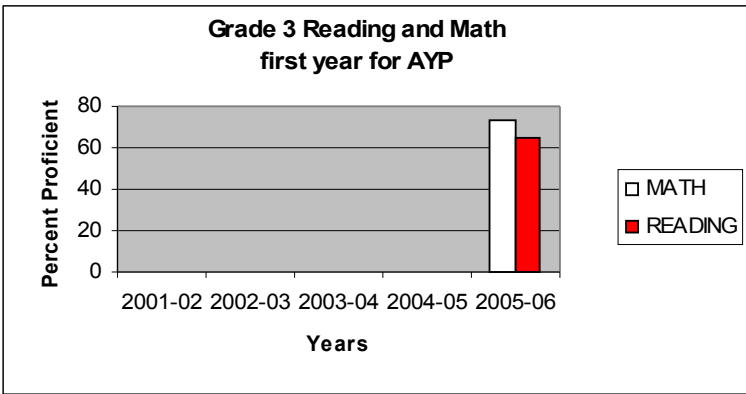
## **NO CHILD LEFT BEHIND (NCLB)**

This issue of the Bermudian Springs School District newsletter highlights our progress towards meeting the federal requirements of NCLB. The law requires the states to monitor student progress on an annual basis and has stipulated that all students be proficient in reading and math by the year 2014.

In Pennsylvania, student progress is determined by AYP (adequate yearly progress) which has several targets which include; academic achievement, graduation or attendance rates, and test participation. Bermudian Springs School District has met these AYP targets for the third year in a row. We believe that our success on the PSSA tests can be attributed to our curriculum offerings, new programs in math and reading, remediation efforts, a focus on using data to improve instruction, a dedicated teaching staff, and a community that supports our efforts.

There were several PSSA changes implemented for the 2006 testing year. In the past, all students in grades 5, 8 and 11 took assessments in both reading and math and their scores counted towards AYP. For 2006, students in grades 3, 4, 6 and 7 also took the PSSA in reading and math and we received individual student results. The following pages provide the percentage of students proficient in reading, math and writing by grade level and by school year (where applicable). In addition, performance level statistics are provided by grade level for the same three curricular areas.

For the current school year, PA will add a Science test for students in grades 4, 8 and 11. This field test will be administered in late April and will test the students' knowledge on scientific processes and the content areas of biological sciences, physical sciences, and earth and space sciences. Since this is only a field test this year; no student test results will be received.



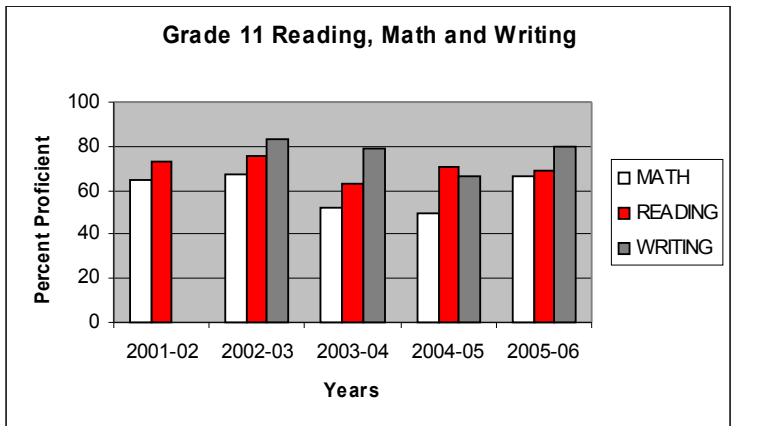
## Academic Achievement Targets for 2006 in PA

**Proficient Target for Reading – 54%**

**Proficient Target for Math – 45%**

Any questions about the District's test results can be directed to:

Dr. Paul M. Healey, Assistant Superintendent  
[phealey@bermudian.org](mailto:phealey@bermudian.org) or 528-4113



**PERFORMANCE LEVELS - Students in each Performance Level by Subject and Grade - Percentages may not total 100 due to rounding.**

**READING**

Grade		Below Basic	Basic	Proficient	Advanced	Total
Grade 3	Students	33	30	72	44	179
	Students (%)	(18%)	(17%)	(40%)	(25%)	
Grade 4	Students	10	30	67	49	156
	Students (%)	(6%)	(19%)	(43%)	(31%)	
Grade 5	Students	41	40	58	20	159
	Students (%)	(26%)	(25%)	(36%)	(13%)	
Grade 6	Students	20	30	59	44	153
	Students (%)	(13%)	(20%)	(39%)	(29%)	
Grade 7	Students	15	25	57	55	152
	Students (%)	(10%)	(16%)	(38%)	(36%)	
Grade 8	Students	25	22	49	82	178
	Students (%)	(14%)	(12%)	(28%)	(46%)	
Grade 11	Students	23	24	46	58	151
	Students (%)	(15%)	(16%)	(30%)	(38%)	

**MATHEMATICS**

Grade		Below Basic	Basic	Proficient	Advanced	Total
Grade 3	Students	16	32	53	78	179
	Students (%)	(9%)	(18%)	(30%)	(44%)	
Grade 4	Students	9	14	49	84	156
	Students (%)	(6%)	(9%)	(31%)	(54%)	
Grade 5	Students	21	35	46	57	159
	Students (%)	(13%)	(22%)	(29%)	(36%)	
Grade 6	Students	22	24	52	55	153
	Students (%)	(14%)	(16%)	(34%)	(36%)	
Grade 7	Students	19	14	50	69	152
	Students (%)	(13%)	(9%)	(33%)	(45%)	
Grade 8	Students	29	37	37	75	178
	Students (%)	(16%)	(21%)	(21%)	(42%)	
Grade 11	Students	30	21	56	44	151
	Students (%)	(20%)	(14%)	(37%)	(29%)	

**WRITING**

Grade		Below Basic	Basic	Proficient	Advanced	Total
Grade 5	Students	0	62	96	0	158
	Students (%)	(0%)	(39%)	(61%)	(0%)	
Grade 8	Students	2	94	78	5	179
	Students (%)	(1%)	(53%)	(44%)	(3%)	
Grade 11	Students	1	29	105	17	152
	Students (%)	(1%)	(19%)	(69%)	(11%)	

## IMPROVING STUDENT ACHIEVEMENT

Despite the fact that district students achieved AYP, there is always room for growth and improvement. One of the ways to identify growth areas is to make use of ongoing and relevant student data. This year, the district has initiated benchmark assessments. The following paragraphs provide an overview of this process.

### Benchmark Assessments

What do each of these items have in common?

- the dipstick under the hood of a car
- a blood pressure cuff
- a weather thermometer



Yes, all three are measurements and yield vital information to help us make decisions and implement actions. So too, are benchmark assessments in education.

Benchmark assessments allow us to utilize student data to determine strengths and weaknesses against the State Standards and then to align our classroom instruction to these areas. In today's high stakes testing environment, we can't afford to wait to see how our students perform on the PSSA tests. During this school year, the Bermudian Springs School District will utilize benchmark assessments known as 4Sight in the areas of Reading and Math to all students in grades 3-11. The 4Sight assessments are one-hour tests that have exactly the same formats, coverage, look, and feel as the PSSA tests. We anticipate that students will take three assessments per year which will yield valuable data aimed at driving our instructional practices.

The benchmark assessments for these grades will replace our former curriculum-based assessments in the areas of Reading and Math. The 4Sight assessments, in addition to being a useful tool, will also cut down on some of the in-house scoring because we will be utilizing either online software or scanning our results.

The most important aspect of benchmark assessments is the immediate data that is generated at the classroom level. Armed with this new information, teachers will now be able to closely examine each student's progress throughout the year and adjust instructional practices to meet the needs of all learners.

We believe that benchmark assessments will provide us with a clearer picture about each child and help us to predict a student's performance on future PSSA tests.