

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: [] Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal Mr. Keith B. Obert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Robert H. Radley Elementary School
(As it should appear in the official records)

School Mailing Address 226 E. Clinton, PO Box 1280
(If address is P.O. Box, also include street address.)

East Helena MT 59635-1280
City State Zip Code+4 (9 digits total)

County Lewis and Clark State School Code Number* 1465

Telephone (406) 227-7710 Fax (406) 227-7713

Web site/URL www.ehps.k12.mt.us E-mail kobert@ehps.k12.mt.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date January 25, 2007

Name of Superintendent* Mr. Ron Whitmoyer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Helena Elementary, Dist. #9 Tel. (406) 227-7700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Mr. Joe Cohenour
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$6986
- Average State Per Pupil Expenditure: \$8532

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 13 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9			
2				10			
3	63	65	128	11			
4	57	60	117	12			
5	57	58	115	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							360

10. Students receiving special education services: $\frac{9}{33}$ %
33 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>16</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>31</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	94%	93%	94%
Daily teacher attendance	92%	96%	94%	97%	94%
Teacher turnover rate	9%	5%	9%	*28%	*23%
Student dropout rate (middle/high)	NA%	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %				

* Due to extreme budget shortfalls caused by the closure of the Asarco Smelter and its subsequent bankruptcy a reduction in force was necessary. The District laid off four teachers in 2001-02 and then an additional six and a half teachers in 2002-03. Class size increased and teachers needed to be shifted throughout the District. Student population didn't change.

PART III - SUMMARY

Robert H. Radley Elementary School, located in East Helena, Montana is one of three grade level schools serving students in the East Helena School District. The school district provides public education to students from kindergarten through eighth grade with high school students feeding to a nearby school district. Radley School is home to 360 third, fourth and fifth grade students. East Helena is located four miles east of the state's capital, Helena. After suffering the closure of its main community employer, Asarco Lead Smelter in 2002, East Helena struggles to maintain its independence. Recent growth and development of residential subdivisions coupled with the loss of additional community businesses leaves East Helena fighting against becoming a mere "bedroom community" to Helena. The schools offer community outreach in many forms, such as: adult education, technology training and musical performances. Additionally, the school district invites community use of school facilities for meetings, community events, and recreational sports. The schools of East Helena are a source of great pride for the community and serve as one of the few remaining identifying features of the East Helena community.

The mission of Radley School is as follows: *R.H. Radley Elementary, in partnership with the parents and community of East Helena, will strive to ensure a safe, caring, learning environment that encourages each student's academic, social, emotional and physical success.* This mission drives the decision making and academic practices of the school. Radley's focus goal is that "each student will read and communicate effectively." Having been the recipient of both Reading First and Reading Excellence federal grants, a commitment to professional development, collaboration and successful implementation of researched-based curricula has led to commendable gains in student reading achievement. Seeing the success this has brought in reading has led the school to use similar strategies in other academic areas, specifically math. The result of these efforts has been not only continued improvement in reading scores, but most recently, significant improvements in math scores.

The achievements of Radley School are a result of factors even beyond curricular instruction. The school's principal has been at Radley for thirteen years with seven additional years of administrative experience. With a low turnover rate, fifteen of the twenty-two faculty members have ten or more years of teaching experience and fifty-five percent of the faculty have Master's degrees and beyond. All of the teachers and para-professionals meet the federal requirements for being highly qualified. Support from an active Involved Parents Organization and the East Helena Quality Education Foundation in the forms of volunteers, programs, and monetary contributions provide assistance where school budgets run short. Outside the confines of the school, partnerships with businesses such as American Chemet, Exxon, state government offices and other agencies provide grants and volunteers which serve to encourage academic achievement and to stress the importance of citizenship and community service. Radley School provides classrooms for the East Helena Headstart classes.

The District experiences an approximate eleven percent mobility rate with its students and forty percent of the students qualify for free or reduced lunch. At Radley School specific needs of struggling students are addressed by Title I and Special Education as well as numerous intervention programs. It is the district's goal to identify struggling students as early as possible and help close achievement gaps in any way available. The district is one of the first in the state to offer full-day kindergarten. Radley School has before and after school tutoring, summer school and additional in-school tutoring and intervention programs for students with the highest needs. The "Dreamcatchers" program provides district-wide tutoring and enrichment activities for our Native American students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The No Child Left Behind Act of 2001 propelled the state of Montana to develop MontCAS, the Montana Comprehensive Assessment System, to assess students' performance in reading and mathematics. The purpose of this system is to provide schools with solid information to evaluate and improve curriculum and instruction. The ultimate goal is for all students to meet or exceed standards in reading and mathematics by 2014. MontCAS is comprised of two phases, a norm-referenced test (NRT) and a criterion-referenced test (CRT).

Phase 1, the Iowa Test of Basic Skills (ITBS), is a norm-referenced test which compares students nationally to a norming group. The identified national average of this NRT is 50%. The ITBS includes only multiple choice questions which are aligned to national standards. Reading tests focus on vocabulary and comprehension. Math tests include questions on mathematical concepts and estimation, problem solving and data interpretation, and computation. ITBS is administered annually to Radley School's fourth graders in early spring, and the results have consistently shown marked improvement as the following table exhibits.

Year	2001	2002	2003	2004	2005	2006
Reading	63%	71%	70%	76%	82%	83%
Math	61%	64%	72%	75%	81%	88%

From this data, one can see the continual increase in both areas in the last six years. The national percentile has increased steadily in both reading and math, with an impressive increase of 20% and 27% respectively. (Proficient to Advanced)

Phase 2 of MontCAS is the Criterion-Referenced Test (CRT), which was implemented in 2004. CRT measures student performance against the learning goals described in the Montana Content Standards in both reading and math. This test includes multiple choice and performance-based questions. Phase 2 test results are reported according to performance levels that describe a child's performance in relation to the state standards and reflect a comparison of Montana's students to each other. (Administration of Phase 2 testing was limited to Radley School's fourth graders beginning in 2004 and expanded to third and fifth graders in 2006.) The four levels of proficiency that are attainable are: Advanced, Proficient, Nearing Proficiency, and Novice.

For 2005-06 the state student performance level was set at 74% in Reading and 51% in Math indicating the percentage of students reaching the proficient or advanced level of performance. Our free/reduced students have shown excellent increases in both areas. Our ethnic sub-groups lack sufficient numbers(N) to be statistically significant. Radley School's fourth grade results of students who have met the performance goals of proficient or advanced are as follows:

Year	2004	2005	2006
Reading	64%	77%	82%
Math	33%	41%	79%

This data also demonstrates the consistent increase in achievement in both reading and math, with significant increases of 18% and 46% respectively, in just three years.

Phase 1 and 2 scores and related data can be accessed at : www.opi.mt.gov

These indicators clearly demonstrate Radley School's commitment to excellence and meeting Adequate Yearly Progress (AYP).

2. Using Assessment Results

Radley School continually utilizes formal and informal assessments to inform instruction and identify individual needs and strengths of students. Teachers analyze the results of these assessments at weekly grade level team meetings to plan, adjust, and differentiate instruction. Individual results are posted on highly visible color-coded magnetic boards. This unique school wide process enables staff to screen, diagnose, monitor, and evaluate student progress. This ensures that each and every child is attended to, and teachers are able to problem solve the best course of action for individual students. Analyzing formal test results at staff meetings and grade level meetings also benefits staff in identifying and planning a course of action for professional development needs of all personnel. The collective knowledge of teacher expertise coupled with assessment data gives each student the opportunity for success.

Dynamic Indicators of Basic Literacy (DIBELS) is a simple, brief, and powerful assessment used as an indicator of how children will do in reading comprehension. DIBELS is used three times a year with students in grades 3-5 as an indicator of reading proficiency and is proven to be valid and reliable. Scores are used to help teachers group children for instruction and target specific interventions. Progress monitoring is administered once or twice a month to estimate how much growth is needed for students to reach grade level benchmarks.

Harcourt Trophies reading selection tests are administered weekly and theme tests quarterly to track student progress. Harcourt math unit tests are administered every 3 to 4 weeks. After analyzing results and determining specific skills students need, teachers make changes to materials, curriculum, amount of instructional time, and teaching practices in order to be as effective as possible.

3. Communicating Assessment Results

Communication of student performance is vital, and our parents, students, and the community are kept informed in several different ways. MontCas and ITBS reports are sent to parents every year. Results are also published in our local newspaper and shared with our school board. DIBELS reports are generated for students and parents three times a year with additional reports generated for students receiving interventions. These reports are shared at the state level as part of Reading First accountability.

Parent/Teacher conferences are held twice a year, and approximately 99% of our parents participate, and those not in attendance are contacted by phone or email. Assessment results in all areas are shared at these conferences. Teachers also send home mid-term reports every four weeks. Bi-monthly newsletters are sent home not only with information about what is happening at school, but with current assessment results, along with suggestions about how to help at home.

Once a month we invite parents to an assembly where we honor all students who achieve their independent reading goals. Parents are also invited to our Open House in the fall, and luncheons throughout the year, where we inform and celebrate student progress and achievement.

4. Sharing Success

Welcoming visitors from other schools throughout the state has been and will continue to be one of the important contributions we have made to the success of students and schools in Montana. Guests we have welcomed include teachers, reading coaches, principals, para-professionals, and parents. These visitors meet with Radley personnel and observe in classrooms to understand what factors contribute to student achievement. The District also sponsors and invites other schools outside our district to join us in professional development opportunities.

In addition, our own teachers, reading coach, and principal have been sought out to consult with other schools, to offer professional development, and to share our expertise about what works well for student success. Members of our staff have given presentations on: fluency, comprehension, vocabulary, coaching and factors of school success at national conventions and statewide reading conferences and institutes. Our superintendent has shared iAnalyze data with other districts at a state-wide math and science conference. Radley School's successful reading and math strategies, techniques, and programs have been shared and implemented by our middle school teachers during scheduled monthly teacher inservices. Our administration has testified at our state legislature sessions about effective schools.

Radley School is committed to sharing what it has learned about successful instruction with others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Radley School curriculum includes a daily focus on the content areas of Mathematics, Reading/Literature, Science, Social Studies, and Writing with alternating days of Music, Band, Library and P.E. / Health Enhancement. Computer/Technology and Art are integrated with all subject areas. District curriculum committees correlate the various subject curricula to the National and Montana State Standards and Benchmarks, choose textbooks that best align to the Standards and to current scientific based research, and develop pacing charts to ensure that all material is taught in a comprehensive manner. Radley staff purposely provides systematic instruction in all curricular areas that is consistent among grade levels, and also consistent school wide.

Mathematics: Math teaches vocabulary, logic, and strategies which will enable students to solve the problems they will encounter in their future careers and personal lives. Our students are challenged with a rigorous, sequential approach to math between 60 to 90 minutes per day. Struggling students receive additional intervention in small group settings on a daily basis. Teaching strategies include sequential lessons, continual spiral review, explicit instruction, visual representation and modeling, and a strong emphasis on problem solving.

Reading/Literature: One of the biggest indicators of future academic success is a student's ability to read. Our students receive daily systematic reading instruction based on scientific research for a minimum of 90 minutes per day. The main components of our reading program are: phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Students who are below benchmark receive additional reading instruction.

Science: Scientific literacy is an essential goal of our science program. Our science curriculum emphasizes inquiry. Each teacher has a set of materials and equipment to enable students to explore science through textbooks, scientific methods, and inquiry activities.

Social Studies: Students are provided with integrated instruction and experiences to help them be knowledgeable and appreciative of the world and its diversity. They become aware of the physical, natural, and cultural aspects, as well as past history and how it has affected the present and will affect the future. Reading skills and instructional strategies are used in content areas to provide seamless application throughout the curriculum.

Writing: Good writing skills are critical to students' academic achievement, and to future success. Our school recently adopted the systematic Step-Up-To-Writing program. This format serves as a template for all types of writing, interfaces well with purposeful writing activities in content areas,- including math, and can be adapted to all grade levels. With a few basic changes, the same model can produce expository, descriptive, and persuasive writing.

Computer/Technology Instruction: The workplace demands technologically literate workers. At Radley, students have access to modern technology and every class in the school attends the lab a minimum of two times a week. Two modern computer labs with projectors are available to accommodate classroom technology instruction in Microsoft Office programs, keyboarding, and Internet use. Our Reading, Math and Social Studies curriculums have computer based enrichment programs for all ability levels which are used daily. Up-to-date Digital editing equipment and movie making software are available for special projects, and are often used for before or after school enrichment activities. Interactive Smart Boards are in place and technology is used to support and enhance lessons.

Specialty Areas: Our district maintains the commitment to provide motivating specialty classes taught by highly qualified teachers. All students receive general music instruction twice a week. In addition, 5th graders can also opt to take band. All students present musical performances to parents and community throughout the year. Students participate 90 minutes a week in scheduled physical and health enhancement activities to develop and to maintain healthy physical lifestyles. Students are instructed in meaningful use of library resources including electronic resources for both academic growth and personal enjoyment. The principles and elements of art are incorporated within all subject areas.

2a. Reading:

Our involvement in the Reading Excellence and Reading First Grants for grades 1-3 determined the initial parameters of Radley's reading curriculum. The program was voluntarily expanded to include 4th and 5th graders, and we continue to constantly refine the program. Our reading program consists of a daily, uninterrupted 90 minute reading block. For reading, each grade level is divided into groups of students with like reading needs, as determined by our assessments. This ability grouping structure makes it possible for most students to receive similar content, but allows teachers to vary their pace and level of instruction to respond to students' needs. Teachers are able to focus on specific skill development, or to enrich the curriculum depending on the need of the group. Research supports this grouping structure because students are with homeroom classes for other subjects. The groups are fluid because we continually assess and move students as needed. Students have opportunities for engagement, and participation in class discussions is high. The majority of our reading lessons come from the Harcourt Trophies reading program. This program provides explicit, sequential instruction in the main components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to provide intensive instructional support, we have augmented the Harcourt series with *Corrective Reading*, *Phonics for Reading* and *Rewards* targeting phonics and multi-syllabic words, and *Read Naturally* targeting fluency. We have a reading coach who models effective teaching strategies, meets weekly with grade level teacher teams for 30 minutes, determines grouping of students, monitors assessment, helps develop motivational assemblies, and schedules additional reading practice for students who are below benchmark. At team meetings we share ideas, synchronize lessons, and discuss the results of our assessments. We encourage students to read independently outside of school at independent reading levels, and we use the Accelerated Reading program to help students set goals and monitor their achievement. Student success is celebrated through monthly assemblies, book awards and an end of the year reading festival. Engaging book clubs are held after school at various times throughout the year for both boys and girls. We continue to enhance our program to better meet the needs of our students.

3. Additional Curriculum Area (Math):

Radley School's math curriculum is based on best practices, and is aligned with the NCTM and Montana Standards and Benchmarks. Harcourt math, and its accompanying computer software, is used for review, learning, diagnosis, data analysis and testing. Teachers spend between 60 to 90 minutes per day on our math curriculum. Title 1 and Special Education time is provided for the students who need help beyond their math class in homeroom. The students receive 2.5 extra hours of math instruction per week in both of these classrooms. Teachers work diligently to provide excellent instruction in problem solving, mathematical ideas, mathematical vocabulary, logical reasoning, estimation, so that students are able to understand and communicate math concepts. Step Up To Writing is tied in with math, encouraging the students to express their math ideas and processes in written form. Continuity is ensured as teachers concentrate on using the same vocabulary and methods to provide uniform instruction. The math coach provides ideas and activities that supplement teaching, including a problem solving template that maintains consistency throughout grade levels and the entire school. In just one year, Radley's fourth grade MontCas math scores increased from 41% of students scoring in the proficient to advanced range to 79%. This was achieved through fidelity to the program, revised pacing charts, grade level meetings, the guidance of the math coach, ongoing assessment, and the professionalism of the entire staff. Recently a

Math Leadership Team (MLT) has been formed with representation from our specialist staff, administration, and all grade levels in our building. This MLT researches current math practices and shares them with the rest of the staff, allowing continued improvement in math instruction.

4. Instructional Methods:

Radley School staff instructional methods vary, and are as unique and different as the needs of our students. Teachers utilize direct, explicit, and systematic instruction of core programs in each subject. The process includes evaluation and analysis of assessment data, followed by appropriate interventions. Examples of effective practice include ability grouping for reading that allows for smaller instructional groups for struggling readers, collaborative grouping, working with small focus groups targeting specific skills, and student mentoring partnerships. Other effective practices are whole group response and partner sharing. All of these strategies optimize student engagement and are utilized across all curricular areas. Students can also be observed reading chorally, using the cloze technique, or reading with a partner.

In all subject areas teacher implement differentiated instruction to promote student success. Curriculum compacting, learning centers, use of manipulatives, and tiered activities are some of the ways teachers differentiate. Our struggling students receive additional time for small group intervention provided by teachers, tutors, para-professionals, and parent volunteers.

5. Professional Development:

Ongoing professional staff development is a proven key to student success. Through professional development Radley teachers are able to implement best practice research to improve instruction and learning. Radley staff members have received numerous professional development opportunities through the District, and through numerous grants.

The Reading Excellence Act and Reading First grants allowed all staff to attend summer reading institutes and national reading conferences providing all teachers and para-professionals at Radley with first-hand knowledge from outstanding presentations by nationally prominent reading experts. These same grants allowed us to offer district workshops on differentiated instruction, writing, and understanding the culture of poverty. Subsequent study groups were formed to read and discuss relevant articles and books that have a significant impact on instruction.

The Technology and Learning in Every School Grant (TALES) and the current INTEL Grant have allowed teachers to work with groups of peers to improve technology skills using computers, peripherals and programs available within our district. Continued commitment to providing professional development opportunities has allowed teachers to attend the Northwest Council for Computers Conference. This conference highlights cutting edge technology activities for children and teachers.

Our district provides professional development workshops every summer as well as periodic early release days focusing on the vision and mission of the district. Recently, we have focused on asset building, social studies, science, and math curricula. New teachers are provided with the opportunity to receive the same level of professional development as tenured staff by attending statewide training to aid them in their ability to be effective teachers.

Radley teachers are dedicated professionals who recognize the value of continued professional development and the part it plays in increasing student achievement. We are committed to doing what it takes to grow with our students.

Part VII- Assessment Results

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 4
 Test MontCas
 Edition/Publication Year MontCas 2004 Publisher Measured Progress Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	82	77	64		
% "Exceeding" State Standards	34	33	29		
Number of students tested	114	123	97		
Percent of total students tested	100	100	100		
Number of students alternatively assessed			3		
Percent of students alternatively assessed			3		
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	82	69	39		
% "Exceeding" State Standards	18	27	6		
Number of students tested	40	26	36		
2. <u>Males</u>					
% "Meeting" plus "Exceeding" State Standards	78	74	58		
% "Exceeding" State Standards	35	30	22		
Number of students tested	49	53	45		

Subject Math Grade 4
 Test MontCas Phase 2
 Edition/Publication Year MontCas 2004
 Publisher Measured Progress Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	79	41	33		
% "Exceeding" State Standards	34	4	6		
Number of students tested	114	123	97		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	3		
Percent of students alternatively assessed	0	0	3		
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	70	38	3		
% "Exceeding" State Standards	28	0	0		
Number of students tested	40	26	36		
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	79	42	34		
% "Exceeding" State Standards	33	4	6		
Number of students tested	52	45	53		
3. <u>Male</u>					
% "Meeting" plus "Exceeding" State Standards	73	45	28		
% "Exceeding" State Standards	37	12	7		
Number of students tested	49	60	46		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4
 Test Iowa Test of Basic Skills
 Edition/Publication Year 2000
 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs Scaled scores Percentiles X
 (Proficient to Advanced)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	March
SCHOOL SCORES					
Total Score	83	82	76	70	71
Number of students tested	115	124	97	129	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. <u>Female</u>	85	89	81	71	77
Number of students tested	58	56	52	61	27
2. <u>Male</u>	81	76	69	70	65
Number of students tested	57	68	45	68	28
3. <u>Free and Reduced Lunch</u>	74	74	50	66	54
Number of students tested	47	34	38	70	26
4. <u> </u> (specify subgroup)					
Number of students tested					

Subject Math Grade 4
 Test Iowa Test of Basic Skills
 Edition/Publication Year 2000
 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs Scaled scores Percentiles X
 (Proficient to Advanced)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	March
SCHOOL SCORES					
Total Score	88	81	75	72	64
Number of students tested	115	124	97	129	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. <u>Female</u>	91	82	73	74	63
Number of students tested	58	56	52	61	27
2. <u>Male</u>	84	79	78	70	67
Number of students tested	57	68	45	68	27
3. <u>Free and Reduced Lunch Elig.</u>	81	74	55	66	63
Number of students tested	47	34	38	50	24

For all other sub-groups the number tested (N) is below 10 and statistically insignificant.
 At the end of the 2001-2002 school year Radley School and Eastgate Elementary were reorganized into grade level schools with all the grade (3-5) students at Radley.