2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal: Dr. Susan G. Williamson

Official School Name: William Howard Taft Elementary School

School Mailing Address: 3722 Anderson Street

Boise   Idaho   83703-5225
City   State   Zip Code

Telephone: (208) 338-3508   Fax: (208) 338-3623

Website/URL: Boiseschools.org/schools/taft   Email: swilliamson@boiseschools.org

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

Name of Superintendent: Dr. Stan Olson

District Name: Independent School District of Boise City (Boise ISD)

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 President: Rory Jones

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

_____   _____
School Board President's Signature   Date

PART II – DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private school.)

1. Number of school in the district:
   <u>36</u> Elementary schools
   <u> </u> Middle schools
   <u>9</u> Junior High schools
   <u>6</u> High schools

   52 TOTAL

2. District Per Pupil Expenditure: $6,897

   Average State Per Pupil Expenditure: $5,569

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   ( ) Urban or large central city
   (x) Suburban school with characteristics typical of an urban area
   ( ) Suburban
   ( ) Small city or town in a rural area
   ( ) Rural

4. <u>5</u> Number of years the principal has been in her/his position at this school.

5. Number of students currently enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	28	40	**68**		7			
1	41	21	**62**		8			
2	20	21	**41**		9			
3	26	27	**53**		10			
4	26	22	**48**		11			
5	32	24	**56**		12			
6	30	28	58		Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL						**386**

6. Racial/ethnic composition of
   the students in the school:

89%	White
1%	Black or African American
7%	Hispanic or Latino
1%	Asian/Pacific Islander
2%	American Indian/Alaskan Native

   100% Total

7. Student turnover, or mobility rate, during the past year: **38%**

   (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	71
(2)	Number of students who transferred from the school after October 1 until the end of the year.	64
(3)	Subtotal of all transferred student (sum of rows (1) and (2))	135
(4)	Total number of students in the school as of October 1	355
(5)	Subtotal in row (3) divided by the total in row (4)	.3803
(6)	Amount in row (5) multiplied by 100	38

8. Limited English Proficient students in the school: **4.7%**
   17 Total Number LEP

   Number of languages represented: 4
   Specify languages: English, Bosnian, Hispanic, Russian

9. Students eligible for free/reduced-priced meals: **74%**
   263 Total Number Students qualify

10. Student receiving special education services: **21%**

                                                        80 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2	Autism	1	Orthopedic Impairment
__	Deafness	4	Other Health Impaired
__	Deaf-Blindness	34	Specific Learning Disability
__	Hearing Impairment	29	Speech or Language Impairment
7	Mental Retardation	__	Traumatic Brain Injury
2	Multiple Disabilities	__	Visual Impairment

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

<div align="center">Number of Staff</div>

	Full-time	Part-Time
Administrator(s)	1	_____
Classroom teachers	16	2
Special resource teachers/specialists	7.5	_____
Paraprofessionals (classified aides)	19	_____
Support staff	5	_____
Total number	46.5	2

12. Student-"classroom teacher" ratio **26:1**

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high school need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	94.9%	94.5%	93.0%	95.2%	94.8%
Daily teacher attendance	97.0%	94.9%	94.7%	94.3%	94.7%
Teacher turnover rate	3.8%	7.6%	3.8%	23%	3.8%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

PART III – SUMMARY

William Howard Taft Elementary, Boise, Idaho, is one of 36 elementary schools in the Independent District of Boise City. High poverty is just one of several challenges the children at Taft face as compared to students from more affluent backgrounds. Other factors include a high mobility rate, little or no educational stimuli in the home, and a higher rate of physical, emotional, and sexual abuse. While these factors are certainly daunting, during

> *While **74% of students are on free and reduced lunch** the school improved from being ranked **35 out of 36 on the State Direct Writing Assessment** to being ranked 10th in less then 5 years.*

the past four years W. H. Taft has made impressive gains in lowering the number of students suspended, dramatically decreasing severe discipline problems, eliminating vandalism, and most importantly, raising the achievement test scores in reading and writing from one of the lowest in the Boise District to among the best. Parents have gone from "vowing to put their kids in any elementary school other than Taft" to requesting permission to attend (50 students are attending W. H. Taft by "permission to attend").

The transformation to a professional learning community wasn't easy. It began with the hiring of a *strong instructional leader* who had a vision of W. H. Taft becoming a high-performing learning community, the commitment to provide the necessary support to staff, students, and parents, and the knowledge base to guide the changes that must take place. A change in the beliefs of students, staff, and parents required an understanding of what an "*effective school*" looked like and the implementation of a *continuous improvement process* that focused on: data as a tool to improve instruction, significant research findings about best practices and strategies, school wide planning, frequent monitoring and assessment of specific learning objectives, job-embedded professional development, collaborative grade level teams, and the use of results as a tool for improvement.

A twenty (20) member *school wide improvement team* made up of teachers, paraprofessionals, parents, support staff, business and community members began the continuous improvement process by

Percentage of students reading on grade level in ONE YEAR (2001 to 2002) improved from:		
K	**33**	**90**
1st	**17**	**66**
2nd	**62**	**73**
3rd	**49**	**61**

articulating those correlates of highly effective schools, by developing and embedding into the culture a vision and *mission statement* that was based on the belief that "it is our responsibility to create an environment in our classrooms that engages students in academic work resulting in a high level of achievement. We believe that with our support & help, students can master challenging curricula, & we expect them to do so." A *Schoolwide Improvement Plan* delineated four overarching goals that focused on student achievement, a safe learning environment, partnerships with parents and community, and the integration of technology. To further the school's mission, under each goal are *specific, measurable objectives* that are aligned with district/state goals and objectives, target particular challenges, are attainable, are focused on results & outcomes, are continuously assessed and monitored, and are time-bound.

A *new paradigm of professional development* was critical in the process of W. H. Taft becoming a learning community. Teacher learning became focused on how students learn and achieve at high levels, and on the instructional skills needed to enhance student learning. It was driven by the goals and objectives of the school wide plan and was embedded in the daily lives of all staff members. *Collaborative teams* have become the basic structure for continuous improvement. *'Thinking outside the box*", supporting & *involving parents* in their student's achievement, establishing *strong partnerships* with the community, and obtaining numerous *educational grants* have become a way of doing business at W. H. Taft Elementary. The results are impressive, scores have greatly improved, respect and responsibility have become the norm, state recognition and awards have been received, and so…. the journey of school improvement continues.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The academic performance of students at William Howard Taft Elementary School that is reported in this document is measured using a variety of instruments. They include the K through 3rd grade *Idaho Reading Indicator* (IRI), the 4th grade *Idaho Direct Writing Assessment* (DWA), and the *Iowa Test of Basic Skills* (ITBS) *Math Computation* subtest (3rd & 5th grade).

a. Idaho Reading Indicator (IRI): Idaho requires that all K-3 students be individually tested in the fall and spring using the Idaho Reading Indicator (IRI), which is a 10-minute test that is based on standards identified by the Idaho Comprehensive Literacy Plan. Tests may also be administered in the winter. The IRI distinguishes strengths and weaknesses in areas such as letter and word identification, decoding, rhyming, and sentence or passage reading/fluency. The test results can be used to identify individual student needs, as well as make comparisons with other students at the district/state level. It is not intended to be a complete diagnostic reading test, but is designed to measure grade level knowledge. The IRI assesses the skills that each child should have mastered at the time of testing. It was not designed to measure growth like a pre-/post-test measure. Results of the IRI are reported as percentages of students who are reading at grade level ("3"), near grade level ("2"), and below grade level ("1") for grades K - 3 based on the number of skill points available on each IRI test.

Idaho Direct Writing Assessment (DWA): The Idaho Direct Writing Assessment is a statewide test administered annually in January to all public school students in grades 4, 8, and 11. Beginning with the 2002-2003 school year the test will be piloted in grades 5, 7, and 10. Students are provided with a specific topic and are given 75 minutes at the 4th grade level to write a narrative essay on that subject. The student writes a rough draft, then does the editing and writes the final draft. The DWA measures students' ability to clearly present information that is interesting, organized, and informative. In addition, the assessment evaluates students' use of literary devices and convention. It identifies strengths and weaknesses of individual students, as well as class, grade level, school, and district. A rubric based on the "6 Traits of Writing" is utilized by two scorers to determine an accurate assessment of the student's writing. Scoring ranges from 1 through 5, with "5" being the highest. A score of "3" and above is considered to be at or above grade level.

Iowa Test of Basic Skills (ITBS): The ITBS represents one of the most widely administered standardized tests measuring the development of basic skills needed for academic success. It is currently being replaced with the Idaho Standard Achievement Test (ISAT); therefore, test results can only be reported for the 2001-2002 school year and preceding years. Test scores are reported in a number of different forms, including grade equivalents, stanines, and local and national percentiles. In the Boise District ITBS results are reported for grades 3 through 6 in reading, language, and math and in 3rd & 5th for math computation.

b. Only one student has been excluded at W. H. Taft during the past 5 years. This student was severely, mentally impaired. An alternative assessment was given which measured the most fundamental of life skills.

c. Data are not disaggregated due to the limited number of students who belong to any one subgroup.

2. Examples of the use of assessment data to improve student performance:

- Prior to the beginning of the school year, a team of teachers assess the developmental levels of incoming kindergarten students. The data is used to determine the placement of students in large/small classrooms. On a daily/weekly basis the kindergarten teachers assess their students on identified math & reading skills based on Fall IRI data, state

standards, & district curriculum. On a daily basis, students who have not achieved master of a specific skill/concept receive additional tutorial time.

- On a weekly basis teachers meet in grade level learning teams to make instructional decisions based on assessment data. With the use of a learning log, they share successes, identify challenges, brainstorm solutions, develop an action plan, and determine a timeline for implementation and data gathering. A private foundation grant provides reading specialists from the Lee Pesky Reading Institute to partner with the K-3rd grade teachers. Together this team generates powerful solutions and strategies.
- Math & reading instructional calendars were developed in the summer based on an analysis of end of the year assessment data. Mini-assessments were then developed for each skill/concept on the calendar. The data obtained from the assessments is used to determine student groupings for enrichment or tutorial during a 30 minute team time period each day.

3. Examples of communication of assessment data to parents, students, and the community:

- At the end of the first nine week grading period, teachers meet with parents to discuss their child's current level of achievement. Fall assessment data is also shared. In the upper grades, several teachers involve students in these conferences. Not only do the teachers share achievement data, but they also provide parents with strategies for reinforcing and helping their student improve academic performance.
- Letters are sent to parents following each state assessment with an explanation of their student's individual scores.
- The monthly school newsletter highlights school wide academic achievement.
- Kindergarten parents are given the opportunity to attend evening meetings that provide them with information concerning the skills/concepts that their students need in order to be successful.
- The Idaho Statesman, Boise's leading newspaper, communicates individual school test scores to the public on a regular basis.
- Test data is shared with the school wide improvement team, the staff, and with the PTA board.
- Assessment data is continually shared with students throughout the year. Students have individual graphs that indicate their fluency rate on weekly timed readings. Students proudly share these scores with the principal.
- A team of Taft staff members shared assessment data with school board members and superintendents at the State School Board Association Conference.

4. Plan for communicating school wide successes with other schools.

Each of the below listed examples are several ways that W. H. Taft has communicated its successes to local, district, state and national educators:
- Because of the state and local recognition that W. H. Taft has received during the past several years, the Boise school district and surrounding school districts have sent teams of administrators and staff members to observe classrooms and analyze instruction. Team presentations have been made at several conferences. Interviews by the National Staff Development Council, the Northwest Regional Laboratory, the Parent network, Channel 6, and the Boise Statesman have provided a vehicle for sharing and communicating the behavioral and academic successes that Taft has experienced.

- During the 2002-2003 school year six Title 1 elementary schools have been engaged in implementing a collaborative instructional model. Grade level teams from the six schools meet on a bi-quarterly basis to share positive strategies & brainstorm challenges.
- District newsletters share "What's Happening Around the District" on a monthly basis. The community also receives highlights of district happenings.
- During the past semester a Leadership Academy has been implemented for the eighteen Title I schools. An integral component is continual collaboration of its principals and teachers.

PART V – CURRICULUM AND INSTRUCTION

1.   Describe the school's curriculum and show how all students are engaged with significant content, based on high standards.

During the 1999-2000 school year two significant events helped bring about the development of a comprehensive, aligned, and well-designed curriculum. The State of Idaho developed a set of standards and the School District of Boise City hired consultants to do a comprehensive curriculum audit. The findings from the curriculum audit were used in the development of the Curriculum Management Plan that conveys the intent of the Boise School District and guides the development, scope, alignment and evaluation of the written curriculum in all subject areas. This plan also ensures quality control of the designed and delivered curriculum. This systematic plan links the budgetary process to the review and revision of curriculum. The plan is a dynamic document that requires annual review promoting constructive revision. The newly revised curriculum 1) delineates essential student learnings aligned to the state standards; 2) defines the depth & breadth of instruction—what is required to be taught; 3) guides instructional decision-making; 4) focuses and connects instruction, both horizontally & vertically; 5) provides order, sequence, and definition for instruction; and 6) provides connection to state and district assessments of student learning.

Learning has been enhanced at W. H. Taft Elementary by the adherence to a written curriculum that has been aligned and articulated and that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The unique and special needs of students have been addressed in the written curriculum. The written curriculum reflects the best practices supporting the growth and development of learners, and reflects content requirements of district, state and national standards. The Boise District Curriculum has been written and aligned to provide the essential knowledge and skills that students are to learn and teachers are to teach. This district-wide format includes performance objectives and references locally developed assessments aligned to district and state standards. Other components of the written curriculum include references to district-approved resources appropriate for teaching the curriculum.

The teachers at W. H. Taft know the district/state expectations regarding planned curriculum and instruction and, therefore, are able to implement the written curriculum successfully. The district is responsible for assuring continuity and equity across the system in the delivery of the instructional goals. Curricula serve as the framework from which the teachers at W. H. Taft develop units of study, individual lesson plans, and approaches to instruction that will serve the student's needs. A scope and sequence guide instructional decisions at the student, classroom, school, and district levels.

Assessment of the written and taught curriculum is essential to support data-driven instruction. Data-driven instruction occurs when students are regularly assessed for mastery of the curriculum, and the assessment data is used to guide instruction decisions at the student, classroom, school, and district levels. A variety of instruments, including teacher, district, state and national assessments help ensure a consistent and informed educational opportunity for students in the Boise School District. The assessment program at W. H. Taft informs instruction and instructional practices; guides student learning and measures progress; communicates student, school and district progress to parents and or guardians; reflects the written and taught curriculum; provides a comparison of the school and district to other populations on state assessments; provides direction for professional development efforts pertaining to assessment; and, guides curriculum revision efforts within the district.

2.   Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

STATE & DISTRICT: In March of 1999, the Idaho Legislature enacted Idaho's Child Literacy Act into law. This law is based on the Idaho K-3 Comprehensive Literacy Plan. This literacy plan encompasses what researchers have discovered about how to successfully teach all children to become proficient readers and get meaning from text. It is the blueprint for the development of the Idaho reading

standards.   The Boise District reading curriculum is aligned with the newly adopted state standards.   It is well known that reading is the product of decoding and comprehension with the ultimate goal of reading instruction being to enable students to understand what they read.

      SCHOOL: In kindergarten special attention is given to print awareness, alphabet recognition and phonemic awareness. This is followed by a strong emphasis on phonemic awareness instruction for kindergarten, first graders, and older, less able readers. Students in the early grades are also provided a phonics program that is systematic and explicit. Ample opportunity is given to students to apply their knowledge of phonics as they read words, sentences, and text. The Fry word list is used in 1st through 6th grade in order to provide students with systematic instructions in high-frequency words. Spelling is taught through active word study that leads students to discover rules and underlying patterns. In second grade and above emphasis is placed on decoding unfamiliar multisyllabic words. At all grade levels students are involved in reading fluency activities on a daily, weekly basis with frequent monitoring and assessment by staff members, peer tutors, and older students. The accelerated reading program provides a catalyst for students to read independently. Writing is integrated into reading at all grade levels.

      The goal of W. H. Taft's reading program if for all students to learn to read fluently, to enjoy reading, and to use reading as a tool for learning in all subject areas.

3. Describe the school's writing curriculum and show how it relates to essential skills and knowledge based on the school's mission.

      Students at W. H. Taft Elementary must be able to identify information that is important enough to write about and present it in such a way that it is accessible, understandable, and penetrable to a range of audiences. Our students are among those who will eventually explain newly generated information in essays, textbooks, travel brochures, maps, greeting cards, letters, poems, legal briefs, medical reports, and advertisements. Although only a few will likely write plays or novels, most will write to inform, record, define, and explain technical concepts; to condense, summarize, and interpret data; to teach; and to persuade throughout most of their working lives. Writing is an important skill for students on their way *to becoming productive citizens and lifelong learners.*

      . Because of low scores on the Idaho Direct Writing Assessment four years ago, teachers and paraprofessionals at W. H. Taft selected the "Six Trait Writing" process as a framework by which to teach and assess student writing. The six analytic traits are an integral part of the Idaho writing standards, as well as the rubric that is used to assess student's writing on the Idaho Direct Writing Assessment.

      Incorporated into the teaching of the "6 traits" are the processes taught & modeled in the "Step Up to Writing" program. Beginning at 2nd grade, direct instruction in these methods allow students to write paragraphs with topic sentences, concrete details, and supporting facts. A color-coded system is used which greatly enhances a student's understanding toward writing a 3 to 5-paragraph essay.

      The staff's commitment to a strong writing program has moved students from the bottom of the district in writing to one of the top ten schools, surpassing the state average score. An added bonus for the twenty-five 4th through 6th grade students at W. H. Taft is being selected to attend an "*After-School Writing Club*" once a week on Tuesday afternoons for over an hour. These students have been given the expertise and technical skills to produce their own books, newsletters, and poems. They are on their way to "becoming life-long learners."

4. Describe the different instructional methods the school uses to improve student learning.

      The staff at W. H. Taft has implemented a systematic process for planning and providing instruction for each student and for engaging the student until learning objectives are attained. These processes involve the effective use of student data. Data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions. At W. H. Taft this process involves the disaggregation of test scores, development of an instructional calendar that targets areas for growth, providing students with an instructional focus followed by an assessment to identify master/nonmastery, providing tutorials and enrichment, review of previously taught skills, and monitoring by the instructional leader. All grade levels use flexible grouping and regrouping of students within and between classrooms based upon student achievement data. The

reading program at K-3 has been designed to accelerate the reading skill acquisition for those children identified as reading below grade level on state & local assessments. These students receive an additional 30 minutes/day of reading instruction as well as the opportunity to attend after-school tutoring.

Instructional resources and teaching activities are identified and matched to learning objectives and student's developmental levels. Activities are identified for priority objectives. Resources and teaching activities are reviewed for content and appropriateness and are modified according to experience to increase their effectiveness in helping students learn. The instruction is clear and focused using a variety of strategies (i.e. using physical activities to learn spelling words). The learning progress is continually monitored both formally and informally. When students do not exhibit a clear understanding of the skill/concept, they are re-taught. Clearly the focus in the classrooms is on letting the assessments drive the instruction.

5. Describe the school's professional development program and its impact on improving student achievement.

A new paradigm of professional development was critical in the process of increasing student achievement at W. H. Taft. As a professional learning community the staff is committed to results-driven education that focuses specifically on what students should know and be able to do as a result of their education. The purpose of Taft's comprehensive professional development program is to improve the ability of educators to help all students achieve the school wide program goals and objectives. Professional development must alter instructional behavior in a way that benefits students. The focus on student results means that staff members assign a higher priority to building the collective capacity of the group than the knowledge and skills of individuals. Since the staff has embraced the tenets of a professional learning community the training program is focused on:

- Providing time in the school day and school year for teachers to collaborate together (horizontally & vertically) on a weekly basis on issues of teaching and learning.
- Reflecting on best available research and practice which supports goal oriented collaboration
- Empowering teachers to develop further their expertise in subject content, teaching strategies, discipline management, classroom procedures, use of technology, assessment, data disaggregation, and other essential elements in teaching to high standards.
- Training educators on the purpose of focused, data driven collaboration and the processes involved in creating learning teams
- Providing opportunities for teachers to share their knowledge and expertise as trainers of trainers in faculty meetings, vertical team meetings, and school wide in-service training
- Providing strategies for involving parents as partners in their students' learning

The primary goal of the instructional leader at W. H. Taft Elementary is to become a leader of leaders. The staff is well on their way to achieving this goal.

APPENDICES

STUDENT ACHIEVEMENT DATA

- Idaho Reading Indicator (IRI) – Grade K-3
- Idaho Direct Writing Assessment (DWA) – Grade 4
- Iowa Test of Basic Skills –Math Computation – Grades 3 & 5

IDAHO READING INDICATOR (IRI)
Criterion-Referenced Test

Grade: **Kindergarten**
Publication Year: 1999-2000
Publisher: The Idaho State Department of Education
                      Waterford Institute
Groups excluded: None
Percent excluded: 0%

Legislative Standards for the Idaho Reading Indicator by Spring of 2006
Percent Scoring at Grade Level ("3")

	2003-04	2004-05	2005-06
Kindergarten	55%	55%	60%

W. H. Taft Kindergarten Proficiency Levels

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	Spring	Spring	Spring		
Below grade level – "1"	2%	16%	35%		
Near grade level – "2"	8%	51%	51%		
At grade level – "3"	**90%**	**33%**	**14%**		
Number of student tested	58	63	51		
Percent of total students tested	100%	100%	100%		
State Results At grade level – "3"	**64%**	**57%**	**-**		

- Subgroups are not statistically significant.
- **Consistently over the past three years, only 30% to 40% of the Kindergarten students entering W. H. Taft have been on grade level. (Proficiency level "3").**
- **Over the past three years Kindergarten students at W.H. Taft have gone from being ranked at the bottom to being ranked 2nd highest out of the 36 elementary schools in the Boise School District.**

IDAHO READING INDICATOR (IRI)

Criterion-Referenced Test

Grade: **First Grade**
Publication Year: 1999-2000
Publisher: The Idaho State Department of Education
Waterford Institute
Groups excluded: None
Percent excluded: 0%

Legislative Standards for the Idaho Reading Indicator by Spring of 2006
Percent Scoring at Grade Level ("3")

	2003-04	2004-05	2005-06
First Grade	60%	65%	70%

W. H. Taft First Grade Proficiency Levels

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	Spring	Spring	Spring		
Below grade level – "1"	2%	20%	42%		
Near grade level – "2"	32%	62%	24%		
At grade level – "3"	**66%**	**17%**	**33%**		
Number of student tested	47	69	66		
Percent of total students tested	100%	100%	100%		
State Results At grade level – "3"	**62%**	**52%**	**-**		

- Subgroups are not statistically significant.

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IDAHO READING INDICATOR (IRI)

Criterion-Referenced Test

Grade: **Second Grade**
Publication Year: 1999-2000
Publisher: The Idaho State Department of Education
                                         Waterford Institute
Groups excluded: None
Percent excluded: 0%

Legislative Standards for the Idaho Reading Indicator by Spring of 2006
Percent Scoring at Grade Level ("3")

	2003-04	2004-05	2005-06
Second Grade	*	70%	80%

* No standard was set for the 2003-04 school year.

W. H. Taft Second Grade Proficiency Levels

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	Spring	Spring	Spring		
Below grade level – "1"	7%	15%	14%		
Near grade level – "2"	20%	23%	14%		
At grade level – "3"	**73%**	**62%**	**72%**		
Number of student tested	44	61	43		
Percent of total students tested	100%	100%	100%		
State Results At grade level – "3"	**62%**	**53%**	**-**		

- Subgroups are not statistically significant.

IDAHO READING INDICATOR (IRI)
Criterion-Referenced Test

Grade: **Third Grade**
Publication Year: 1999-2000
Publisher: The Idaho State Department of Education
                     Waterford Institute
Groups excluded: None
Percent excluded: 0%

Legislative Standards for the Idaho Reading Indicator by Spring of 2006
Percent Scoring at Grade Level ("3")

	2003-04	2004-05	2005-06
Third Grade	*	*	85%

* No standards have been set for the 2003-04 school year or the 2004-05 school year.

W. H. Taft Third Grade Proficiency Levels

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	Spring	Spring	Spring		
Below grade level – "1"	8%	20%	22%		
Near grade level – "2"	31%	32%	20%		
At grade level – "3"	**61%**	**49%**	**58%**		
Number of student tested	49	41	55		
Percent of total students tested	100%	100%	100%		
State Results At grade level – "3"	**57%**	**49%**	**-**		

- Subgroups are not statistically significant.

IDAHO DIRECT WRITING ASSESSMENT (DWA)

Grade: **Fourth Grade**
Publication Year: Revised in 1999
Publisher: The Idaho State Department of Education
Groups excluded: None
Percent excluded: 0%

W. H. Taft 4th Grade Direct Writing Assessment Scores

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month		January	January	January	
TAFT: Average Scores "1" to "5" rubric	**3.4**	**3.2**	**2.5**	**2.5**	
DISTRICT: Average Scores "1" to "5" rubric	3.2	3.0	2.7	2.8	
STATE: Average Scores "1" to "5" rubric	3.0	2.7	2.6	2.8	
TAFT: % of students scoring "3" or above	**82.6%**	**73.2%**	**39.1%**	**28.3%**	
DISTRICT: % of students scoring "3" or above	71.6%	68.4%	54.7%	59.6%	
TAFT: Rank order as compared to all district elementary schools	**9th out of 36**	**14th out of 35**	**28th out of 35**	**33rd out of 34**	
Percent of total students tested	100%	100%	100%	100%	

- Subgroups are not statistically significant.

IOWA TESTS OF BASIC SKILLS

MATH COMPUTATION

Grade: **Third Grade**
Publication Year: Fall 1992 Norms
Publisher: Riverside Publishing
Groups excluded: None
Percent excluded: 0%

W. H. Taft 3rd Grade ITBS Math Computation Percentiles

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	October	October	October	October	October
Percentile Rank of Avg SS: Nat'l School Norms	**57th %ile**	**54th %ile**	**55th %ile**	**43rd %ile**	**41st %ile**
Number of students test	49	42	56	46	53
Percent of total students tested	100%	100%	100%	100%	100%

- Subgroups are not statistically significant.

IOWA TESTS OF BASIC SKILLS

MATH COMPUTATION

Grade: **Fifth Grade**
Publication Year: Fall 1992 Norms
Publisher: Riverside Publishing
Groups excluded: None
Percent excluded: 0%

W. H. Taft 5th Grade ITBS Math Computation Percentiles

W. H. Taft 5th Grade ITBS Math Computation Percentiles

	2001-2002	2000-2001	1999-2000	1998-2000	1997-1998
Testing Month	October	October	October	October	October
Percentile Rank of Avg SS: Nat'l School Norms	**52nd %ile**	**61st %ile**	**25th %ile**	**25th %ile**	**7th %ile**
Number of students test	49	42	56	46	53
Percent of total students tested	100%	100%	100%	100%	100%

- Subgroups are not statistically significant.