

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

Name of Principal Mr. William F. Laffey (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Radnor Middle School (As it should appear in the official records)

School Mailing Address 131 S. Wayne Avenue (If address is P.O. Box, also include street address)

Wayne PA 19087-4119 City State Zip Code+4 (9 digits total)

Tel. ( 610 ) 386-6300 Fax ( 610 ) 688-2491

Website/URL www.radnor.com Email Bill.Laffey@rtsd.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

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. John A. DeFlaminis (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Radnor Township School District Tel. ( 610 ) 688-8100 ext. 6040

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/Chairperson Mr. Chase F. Gibson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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/Chairperson's Signature) Date

## **PART I - ELIGIBILITY CERTIFICATION**

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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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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

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### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      3 Elementary schools  
    1 Middle schools  
    0 Junior high schools  
    1 High schools  
    5 TOTAL
2. District Per Pupil Expenditure:      \$15,771.00  
     Average State Per Pupil Expenditure:      \$8,116.00

### SCHOOL (To be completed by all schools)

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. 6 yrs. 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 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
<b>K</b>				<b>7</b>	111	138	249
<b>1</b>				<b>8</b>	136	125	261
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>	139	125	264	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>774</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| <u>86 %</u> | White                          |
| <u>3 %</u>  | Black or African American      |
| <u>1 %</u>  | Hispanic or Latino             |
| <u>10 %</u> | Asian/Pacific Islander         |
| <u>0 %</u>  | American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.40 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	26
<b>(4)</b>	Total number of students in the school as of October 1	774
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.034
<b>(6)</b>	Amount in row (5) multiplied by 100	3.40

8. Limited English Proficient students in the school: 1.7 %  
13 Total Number Limited English Proficient  
 Number of languages represented: 7  
 Specify languages: French, Japanese, Arabic, Korean, Bulgarian, Gujarati, Chinese

9. Students eligible for free/reduced-priced meals: 3.49 %  
27 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{15.89}{123} \%$  Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>111</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>2</u>	<u>0</u>
Classroom teachers	<u>65</u>	<u>9</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>18</u>	<u>8</u>
Support staff	<u>14</u>	<u>5</u>
Total number	<u>105</u>	<u>22</u>

12. Student-“classroom teacher” ratio: 11.40

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 schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.1%	94.9%	96.1%	95.%	96.3%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	<1%	<1%	<1%	5% *	5.8% *
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	.69%	.14%	.29%	.80%	.78%

\* Early retirement incentive offered

## **PART III - SUMMARY**

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Radnor Middle School (RMS), situated in the heart of Wayne, Pennsylvania, originally opened as a junior-senior high school in 1923. Like the town in which it is located, RMS has a unique flavor and an old-fashioned sense of community—able to adapt to change while anchored to a tradition of excellence. Our mission is to actualize the intellectual, emotional, social, and physical potential of every child in a caring environment that fosters the student’s individuality, interdependence, and strong sense of self.

We recognize and provide for the unique needs of emerging adolescents, encouraging them to become involved in their own learning through perseverance, achievement, and responsibility. Because “students at this period in their lives experience rapid physical, emotional, and intellectual growth, matched in scope only by the first three years of life” (C. Danielson), we have designed and implemented a broad array of structures to support our children. For instance, we group students in teams for small learning communities. Team teachers meet daily to discuss student progress, plan appropriate instruction, and conduct parent conferences. An instructional behavior plan guides students to make sound and appropriate choices. Our student assistance team rapidly identifies at-risk students and refers them for appropriate treatment. Our instructional support team, in conjunction with students, parents, and teachers, plans and implements academic and/or behavioral interventions. Certified special education teachers provide instruction and services for students with learning differences and/or emotional support needs. Programs for gifted learners offer enrichment through a variety of electives and academic extensions. RMS has intentional and purposeful programs to assist children as they experience the fast, and sometimes confusing changes of early adolescence.

Students explore the creative and technical arts such as art, music, technology education, family and consumer sciences, and computer technology. A daily community resource period provides time for extracurricular opportunities that include concert and jazz bands, orchestra, choral groups, dramatic productions, Student Council initiatives, team-building activities, gifted electives, academic help sessions, and resource room support. After-school programs include intramural and interscholastic sports and clubs. Participation rates in all activities are high, and athletic teams are generally inclusive rather than exclusive.

We provide for the emotional, social, and learning needs of students. Our guidance, physical education, and health education programs address the unique needs of middle schoolers. We have three certified counselors—one per grade—that follow students through their middle school years. An advisory program provides for small groups of students to begin their school day with a caring adult who serves as an advocate and role model.

To provide for the social and cultural needs of students, RMS sponsors a variety of events ranging from Fun Nights and dances to a three-day, overnight outdoor education experience. Our Student Council spearheads monthly school and community service activities. Particular points of pride include the holiday toy drive for needy families and the Martin Luther King, Jr., Day of Service involving a high level of student, staff, and community voluntary participation. Also, an active Parent-Teacher Association sponsors special assemblies, a book fair, and artists-in-residence.

Radnor Middle School provides a safe environment of intellectual rigor, responsible risk-taking, and individuality. Our mission is to challenge students to become motivated, life-long learners and responsible leaders in a world community.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

1. The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment administered annually to determine the degree to which school programs enable students to meet or exceed the state academic standards. By mandate, every Pennsylvania student in grades 5, 8, and 11 is assessed in mathematics and reading, and students in grades 6, 9, and 11 are assessed in writing. The assessment is comprised of a combination of multiple-choice items and open-ended tasks. Individual student scores are used to identify students and diagnose the need for additional educational interventions. School scores provide information to districts and component schools for curriculum development and instructional improvement.

For the past three years, PSSA scores indicate that Radnor Middle School has demonstrated high performance levels and growth. Our school consistently ranks among those in the top bands of scores. Our most current results from 2002 place eighth graders among the highest achieving students in the state of Pennsylvania.

The PSSA allows for disaggregated assessment results for special needs students and demographic groups comprised of at least ten students. Results of the PSSA for Radnor Middle School yield no statistically significant data to differentiate any ethnic/racial or socioeconomic group from the general population for a three-year period. Data does exist for the last two years for one racial group, “Asian/Pacific Islanders.” As a disaggregated subgroup, they score at or above the total school population average. Overall, these students show an improvement in their total scores across this two-year period. (See addendum.)

The only other disaggregated subgroup in our population for which we have data is students with an Individual Education Plan (IEP). Although these students do not comprise a demographic group, we include them because they represent our only other subgroup for which we have statistically significant data. Scores for this group clearly indicate improvement in achievement for the three-year period. (See addendum.)

All students are required to be included in the PSSA testing program. In the case of a small number of students, those with the most severe disabilities, participation in the standard statewide assessment is not appropriate. For those students, Pennsylvania has developed the Pennsylvania Alternative System of Assessment. During the past three years of testing, two students, (less than 1% of total school population) were assessed using the PASA rather than the PSSA format.

In addition, The Radnor Township School District is a long-time member school of the Educational Records Bureau, an independent testing organization that serves approximately 1200 member schools, the majority of which are independent schools. Data reviewed from the ERB testing not only confirms ability and achievement but further differentiates our highly performing population. We include in our addenda our most recent testing information (2002) for the seventh grade (the highest grade tested), whose mean scale score at the 90<sup>th</sup> percentile exceeds national school norms at the same level. (See addendum.)

2. All Radnor Middle School students are assessed using four standardized instruments: the Pennsylvania System of School Assessment (PSSA) for reading and math in grade 8, the PSSA Writing Assessment in grade 6, Educational Records Bureau (ERB) CTP III for reading and math in grades 6 and 7, and the ERB Writing Assessment Program in all grades. The school uses assessment data to understand and improve student and school performance.

Administrators and counselors review scores for all students at each grade level. At faculty, team, and district curriculum meetings, teachers and administrators analyze assessment data to determine the need for adjustments in the delivery of curriculum. Teachers have access to individual student score reports and use them to inform and deliver instruction. The Instructional Support Team, Student Assistance Team, school psychologists, and other specialized personnel use the results extensively when determining the need for special services. Additionally, we administer the SAGES-2 and WISC-3 to students who perform at high levels on these tests to determine eligibility for the gifted learning program. Assessment data is housed in cumulative record folders so that individual student progress can be monitored from year to year.

3. Student performance data on both the PSSA tests and the ERB testing program are communicated to parents via individual mailings that include test interpretation guidelines. In addition, the school offers both individual conferences and group sessions for parents to review the testing information. Parents typically share this information with their children. English language teachers discuss and interpret results of the ERB Writing Assessment with their students and use this assessment as an instructional tool. Beyond that, the results of all standardized testing are presented annually—via a five-year perspective—to our Board of School Directors at a televised public meeting. Each year, the Pennsylvania Department of Education releases PSSA test results to the press. The Philadelphia Inquirer publishes this information, along with interpretive data, for schools within the five-county region.
4. Engraved in the foyer of our Administration Building is our district motto, “Knowledge Increaseth Wisdom.” Thus we believe that shared resources benefit all. It is incumbent upon school such as ours to share our successes. With today’s technology, the primary way to communicate with schools across our nation is via electronic resources. Our web site, [www.radnor.com/schools](http://www.radnor.com/schools), will be kept current to showcase our achievements and provide contact information. Additionally, press releases and local and regional television coverage will highlight our successes. As we have in the past, Radnor Middle School will welcome visitors to observe our school in action. Currently we average over 100 visitors per year. Webcasts from our location can provide long-distance access to Radnor Middle School teachers in the classroom. Partnerships with local institutions of higher learning such as the mathematics consortium at Drexel University will encourage the sharing of ideas with teachers at other area schools. Members of our professional staff will make presentations at local, regional, and national conferences.

As we succeed in local, regional, and national competitions such as writing contests, regional music activities, Mathcounts, and spelling and geography bees, students and staff will interact with their peers and colleagues from other schools, thus sharing their successes in a more personal way.

## **PART V – CURRICULUM AND INSTRUCTION**

1. Radnor Middle School’s curriculum, aligned with the Pennsylvania Academic Content Standards, provides students opportunities to explore, experiment, question, grow, and achieve. Students are engaged with significant content based on these standards in conjunction with national and international benchmarks.

Our English language curriculum, a balanced approach to literacy, is taught in a double period block, where the elements of language are integrated to build cohesive understandings. Content and processes are designed to build toward and meet identified benchmarks in the standards-based curriculum. English Language Learners (ELL) participate in a parallel language arts curriculum, focusing on increasing English language proficiency. As the students become more facile with the English language, they are assimilated into the regular language arts classroom.

The mathematics program centers on a spiral instructional approach. In a sequential curriculum, students are introduced to and taught concepts, skills, and problem-solving. Embedded in the curriculum are opportunities for individualized remediation, enrichment, or acceleration.

Sixth grade students begin their world language instruction with an exploration of four languages: French, Spanish, German, and Latin. Seventh graders select one language for instruction every other day. In eighth grade, world language classes meet daily, earning a first-year language credit allowing students to enter the second year of formal language study. Special emphasis is given to speaking, listening, and cultural awareness.

In our science program, students investigate the areas of physical, earth, and life sciences through classroom instruction utilizing tools, technologies, and laboratory experiences. Scientific thinking and communication skills are reinforced via lab reports and group presentations. Note-taking and test-preparation activities support the development of organizational and study skills.

In the social studies curriculum, students explore the concepts of history, geography, economics, civics, and government. Sixth grade students study world geography through a historical perspective. Seventh graders study American history and government from 1787 through World War I. Eighth graders return to a world focus, examining the relationship between geography and contemporary cultures and issues. Teachers use a variety of creative approaches to convey essential ideas. Students demonstrate their knowledge and understanding through hands-on and multi-media experiences such as museum construction, reenactments, and power point presentations.

The special area courses of art, family and consumer science, music, physical education, and technology education are requirements for all sixth and seventh grade students. In addition to physical education and health, eighth graders select two special area courses of interest. These courses support the students’ overall development by offering opportunities to refine, expand, and demonstrate their natural abilities through fully articulated theoretical and participatory curricula.

The Watershed and Soundings programs interweave the core subject areas (excluding math), and provide experiences in integrated and integrative learning around a common theme.

We offer diversified programs, based on need, for students with exceptionalities. Gifted learners participate in seminars and electives that enrich and extend the curriculum. Students with learning differences and/or social, emotional, or behavioral issues receive specially designed instruction.

2. Aligned with state and district standards, our English language curriculum integrates all facets of the language arts—reading, writing, speaking, listening, and viewing—in a balanced approach to literacy. We devote two periods daily to English language instruction and up to three periods for English Language Learners. Using a wide variety of materials and technologies that reflect current best practices, students are actively engaged in developing and demonstrating skills in the expressive and receptive language arts. Our approach provides for a balance between explicit instruction and discovery learning, prescribed instruction and self-directed learning, skill-emphasis and meaning-emphasis methods, whole-group instruction and individual interventions, district-approved materials and student-selected materials, and formal assessments and informal observations. As part of our K-12 language arts program, students maintain a language arts portfolio with samples of their work tied to identified benchmarks in our standards-based curriculum. Our program emphasizes a balance among, and an integration of, the processes of all the language arts within a meaningful context.

Our library is a hub of activity that supports the love of reading. Staffed by a full-time librarian and five aides, it is the place where students select books from 23,000 possibilities, engage in print- and technology-based research, attend book talks to learn of new and exciting young adult literature, and participate in a voluntary after-school study program. Our school-wide sustained silent reading program, a summer reading list, and student reading log support the requirements and intent of Pennsylvania's twenty-five book independent reading standard.

We address the needs of below-grade level readers with a continuum of services, grouping students at their instructional level in smaller classes within the regular education program. Materials, geared to instructional levels, stress the use of active reading strategies. For identified students, special education teachers also provide small-group instruction. English Language Learners receive instruction tailored to their needs. A full-time reading specialist administers informal reading inventories for assessment and prescriptive purposes, and instructs remedial readers.

3. Radnor Middle School uses a problem-solving approach to mathematics instruction. This method provides real life applications allowing students to make connections to their own experiences. We employ a spiral model of instruction, providing frequent opportunities for students to apply previously learned material. Traditional algorithms are learned, not as rote skills, but as problem-solving tools. Accurate computation with estimation to check the feasibility of an answer is a requirement. Students articulate in verbal and written form the critical-thinking processes used in the development of solutions. Students are encouraged to think divergently to find multiple solutions. In keeping with our mission, our math curriculum emphasizes problem-solving and mathematical reasoning skills and tools, communication, and pragmatic applications.

Students are grouped for math instruction as it allows for fluid placement transitions for those students whose needs/abilities require advancement or remediation. Some students perform at or near grade level, while others demonstrate exceptional math skills and are accelerated one grade level. Accelerated students follow the seventh-grade curriculum in sixth grade and the eighth-grade curriculum in seventh grade. As eighth graders, these students take the ninth-grade algebra course. Students with superior mathematical ability are accelerated additional grade levels when warranted. Identified special education students receive small group remedial mathematics instruction in a resource room setting.

4. Teachers use a wide variety of instructional methods to improve student learning. In the content area subjects such as science and social studies both an inquiry-based curriculum and project-based units of study are utilized where students ask critical questions and create projects to find the answers. In areas such as language arts, health, family and consumer science, and social studies, students participate in simulations to examine issues from various points of view. In the math program, word problems, puzzles, and manipulatives are used to approach problems from different perspectives. Two nationally recognized programs, Watershed and Soundings, offer opportunities for non-traditional instruction. Thirty-six to forty interested students are selected by lottery to form heterogeneous learning communities. A team-teaching model is utilized to facilitate student exploration, inquiry, and discovery. Seventh-grade Watershed integrates all content areas to study a local watershed. Eighth-grade Soundings, an integrative program based on a democratic classroom model, challenges students to share in planning their own curriculum around unifying themes.

In all curricular areas, peer collaboration and cooperative learning help students gain understanding and develop problem-solving strategies. Opportunities are available for experiential learning, independent study, and computer-assisted instruction.

5. Our middle school participates in the Professional Education Plan, embedded within the district's Strategic Plan, and scheduled over nine days each year. Best practice in the areas of standards-based curriculum, instruction, technology integration, and student assessment highlights these district-wide professional development days. These days also provide rich opportunities for articulation by department(s), grades, and/or interest areas. In addition to district-wide professional development, RMS schedules school-based opportunities for staff to review/assess student work, review/revise curriculum and implementation projects, investigate new technology integration, and learn about issues relative to the Carnegie Foundation's Report, Turning Points. Organized into small learning communities, team teachers meet on a daily basis to discuss instruction, assessment, and the improvement of academic performance. Teachers meet weekly as subject area counterparts to plan lesson designs, review student work, expand on curricular issues, and/or review technology integration. As part of our professional development plan, authors of curricular materials and programs work with teachers and administrators to provide a research-based understanding of their materials and a fuller understanding of the rich possibilities for implementation within the classroom. In addition to district-wide and school-based opportunities for professional development, teachers participate in local, regional, and national conferences, workshops, and school visitations; time is allocated and funds are earmarked for this purpose.

**Pennsylvania System of School Assessment (PSSA)  
Academic Standards School Report**

**RADNOR MIDDLE SCHOOL - MATHEMATICS - GRADE 8**

		2001-2002	2000-2001	1999-2000
Testing month: April				
SCHOOL SCORES	(mean)	1540	1500	1480
TOTAL				
Advanced	(percent)	53.4	49.2	53.2
Proficient	(percent)	33.6	34.3	30.5
Basic	(percent)	7.2	11.0	11.4
Below Basic	(percent)	5.8	5.5	5.0
<b>Number of students tested</b>		223	254	220
Percent of total students tested		98.2	99.6	99.5
Number of students excluded		2	1	1
Percent of students excluded		.9	.4	.5
SUBGROUP SCORES				
1.	Asian/Pacific Islander (mean)	1590	1600	**NA
	Advanced (percent)	66.7	66.7	
	Proficient (percent)	20.0	33.3	
	Basic (percent)	6.7	0.0	
	Below Basic (percent)	6.7	0.0	
2.	Students with IEP * (mean)	1310	1260	1140
	Advanced (percent)	11.1	10.7	0.0
	Proficient (percent)	38.9	28.6	7.1
	Basic (percent)	19.4	32.1	42.9
	Below Basic (percent)	30.6	28.6	50.0
STATE SCORES				
(mean)		1320	1310	1310
TOTAL				
Advanced (percent)		17.6	17.4	24.5
State Mean Score		NA	NA	NA
Proficient (percent)		34.1	33.6	26.9
State Mean Score		NA	NA	NA
Basic (percent)		21.3	21.7	26.1
State Mean Score		NA	NA	NA
Below Basic (percent)		27.0	27.3	22.5
State Mean Score		NA	NA	NA

\*Though not a demographic group, only other subgroup with data available

\*\*NA - Not Available

**Pennsylvania System of School Assessment (PSSA)  
Academic Standards School Report**

**RADNOR MIDDLE SCHOOL - READING - GRADE 8**

		2001-2002	2000-2001	1999-2000
Testing month: April				
<b>SCHOOL SCORES</b> (mean)		1500	1450	1470
<b>TOTAL</b>				
Advanced	(percent)	51.6	42.5	54.3
Proficient	(percent)	35.4	44.1	33.3
Basic	(percent)	11.2	7.1	8.7
Below Basic	(percent)	1.8	6.3	3.7
<b>Number of students tested</b>		223	254	220
Percent of total students tested		99.1	99.6	99.1
Number of students excluded		2	1	2
Percent of students excluded		.9	.4	.9
<b>SUBGROUP SCORES</b>				
1.	Asian/Pacific Islander (mean)	1490	1470	**NA
	Advanced (percent)	40.0	38.1	
	Proficient (percent)	40.0	52.4	
	Basic (percent)	13.3	0.0	
	Below Basic (percent)	6.7	9.5	
2.	Students with IEP * (mean)	1300	1240	1220
	Advanced (percent)	8.3	10.7	7.1
	Proficient (percent)	41.7	39.3	28.6
	Basic (percent)	41.7	14.3	28.6
	Below Basic (percent)	8.3	35.7	35.7
<b>STATE SCORES</b> (mean)		1310	1310	1310
<b>TOTAL</b>				
	Advanced (percent)	20.4	17.8	25.0
	State Mean Score	NA	NA	NA
	Proficient (percent)	38.4	42.3	28.5
	State Mean Score	NA	NA	NA
	Basic (percent)	20.7	19.9	22.9
	State Mean Score	NA	NA	NA
	Below Basic (percent)	20.5	20.0	23.6
	State Mean Score	NA	NA	NA

\*Though not a demographic group, only other subgroup with data available

\*\*NA - Not Available

## EDUCATIONAL RECORDS BUREAU

### RADNOR MIDDLE SCHOOL - READING - CPT III - GRADE 7

Test Name		Score Name
<b>CPT III</b>		Reading Comprehension
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Local Scale Scores at the 90 <sup>th</sup> Percentile Radnor Middle School
K		
1		
2		
3		
4		
5		
6		
7	358*	378*
8		
9		
10		
11		
12		

### RADNOR MIDDLE SCHOOL - MATHEMATICS - CPT III - GRADE 7

Test Name		Score Name
<b>CPT III</b>		Mathematics
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Local Scale Scores at the 90 <sup>th</sup> Percentile Radnor Middle School
K		
1		
2		
3		
4		
5		
6		
7	351*	399*
8		
9		
10		
11		
12		

**\*Fall 2002 Normative Data**