



About the School:		About the Students:	
Grades:	6-8	African American:	31%
Number of Students:	892	Caucasian:	22%
Test(s):	API / CST	Hispanic:	33%
Reduced Price Lunch:	59%	Asian:	9%
ELL:	15%	Filipino:	2%
		Pacific Islander:	2%



## Reading Success Achieved School-wide with The REACH System

Teachers at Leroy F. Greene Middle School in the Natomas Unified School District in Sacramento, CA, are celebrating their students' dramatic improvements in reading after using a comprehensive Direct Instruction system from SRA/McGraw-Hill called *The REACH System*.

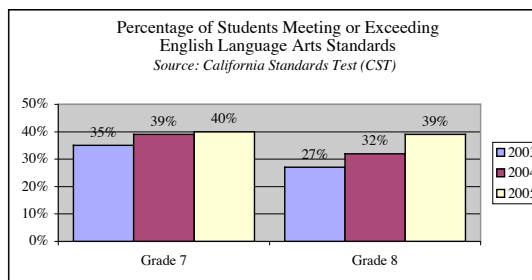
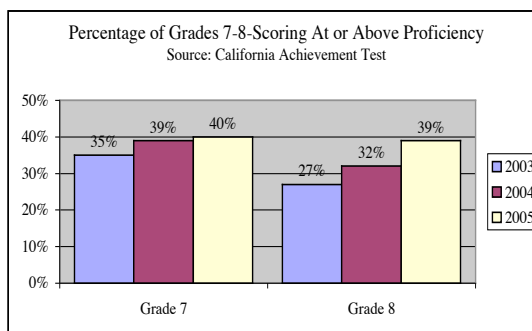
In 1998, nearly 75% of the school's students read below grade level – with 50% testing two or more grades below average. Many could neither read nor comprehend the textbooks, ranging from science to social studies.

In 1999, *The REACH System* was implemented school-wide. Since then, Leroy F. Greene Middle School has shown dramatic results on the state's Academic Performance Index (API). An API score demonstrates students' academic growth and achievement. The maximum score is 1000 and the statewide target is 800.

Greene's API score for 1999 was 630. By 2005, it rose to 687 after reaching a high of 700 in 2004. Teachers are convinced it will rise again in 2006.

In addition to API growth, students have demonstrated increased success on the California Standards Test (CST). The percentage of Grade 7 students meeting or exceeding English Language Arts was 35% in 2003 and rose to 40% in 2005. In Grade 8, the percentage increased from 27% in 2003 to 39% in 2005.

The California Department of Education compares a school's test scores to 100 schools across the state with similar demographic profiles – such as parent education level, poverty level, student mobility, and student ethnicity – to determine its Similar Schools Ranking. In 2004, Greene was ranked 9 out of 10.





Now the school offers triple periods of *REACH* programs with students who test two or more years below grade level. “After just one year of *REACH*, one of our social studies teachers said she noticed a remarkable difference with her kids,” said Tammara Berry-Glauz, the school’s site literacy coordinator. “They actually raise their hands to read aloud in class because their confidence and ability have increased dramatically.”

She continued, “High school teachers who work with our graduates also have noted a big improvement in reading and comprehension. Kids are coming to the library willingly and asking for specific books by specific authors, and they aren’t intimidated by a book with 400-plus pages.”

#### **About The REACH System**

*The REACH System* provides highly effective reading and language arts intervention programs designed to close the educational gaps faced by at-risk students and help those in need of specialized, intensive instruction. Its programs include *Corrective Reading*, *Spelling through Morphographs*, and *Reasoning and Writing*.

#### **About Leroy F. Greene Middle School**

This school serves a diverse group of 892 students in Grades 6-8: 33% Hispanic, 31% African American, 22% Caucasian, 9% Asian, 2% Filipino, 2% Pacific Islander, and 1% Native American. Fifty-nine percent of the children are eligible for free or reduced-price lunches, and 15% are English Language Learners. For more information about Leroy F. Greene Middle School, visit [www.natomas.k12.ca.us/lfgweb/lfg.htm](http://www.natomas.k12.ca.us/lfgweb/lfg.htm).

#### **For More Information**

If you would like to learn more about success with Direct Instruction programs in your school or district, please contact us today at **1-888-SRA-4543**.

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