

CASE STUDY

Pennsylvania Reading Scores Nearly Double in Five Years

Percentage of Fifth-Grade Students Demonstrating Proficiency in Reading Increases by 24 Points

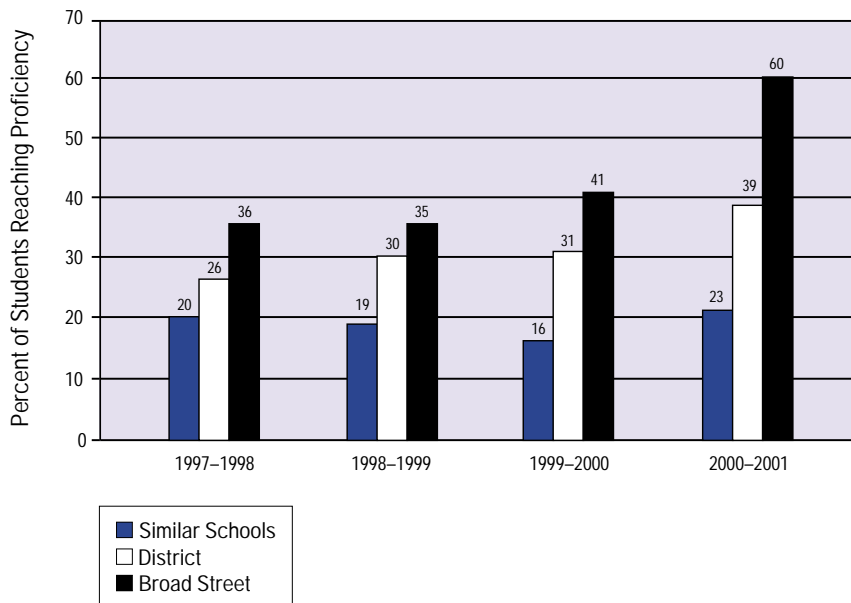
Source: Mary Jo Straney, Title I director and reading specialist, and Linda Peifer, principal

Research conducted from 1997–2002, report submitted 2002.

Introduction

Since achieving Renaissance™ Certification¹ as a Model School in reading, the percentage of fifth-grade students at Broad Street Elementary demonstrating proficient reading ability has increased by 24 points. (See Graph 1.) Teachers, administrators, parents, and students believe in and support Broad Street's Reading Renaissance™ program.

Graph 1: Fifth-Grade Reading Scores Improve Dramatically (Pennsylvania System of School Assessment, 1997–2001)



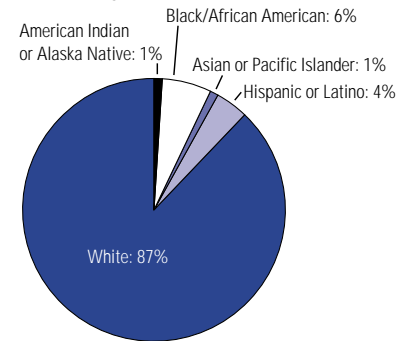
School Profile

Broad Street Elementary School
 Students: 285, Grades K–6
 Butler, Penn.

Demographics

Urban
 Limited English Proficiency: 6%
 Free or Reduced Lunch: 78%

Race/Ethnicity:



Educator Background

Mary Jo Straney, an educator with the Butler Area School District for more than 32 years, received a bachelor's degree in Elementary Education and a master's degree in Elementary Education–Reading from Slippery Rock University. She helped bring Reading Renaissance to Broad Street Elementary after her first Reading Renaissance training in 1996.

Linda Peifer has been the principal at Broad Street Elementary School since 1994. She graduated from Clarion University with a bachelor's degree in Elementary Education and received her master's degree in Administration from the University of South Carolina. In 2002, Peifer was named the National Distinguished Principal for the state of Pennsylvania.

(more information on back)

