

SCIENTIFIC RESEARCH

CASE STUDY

Arizona Elementary School Demonstrates Long-Term Growth on SAT 9 *Reading Score Doubles the State's Average*

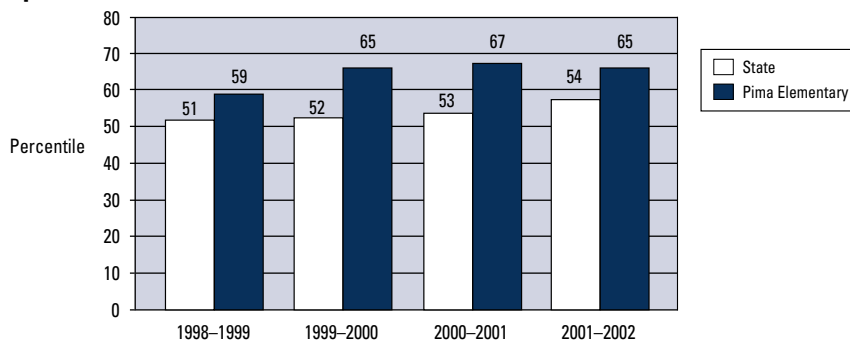
Source: Dr. Steve Nance, principal, Pima Elementary School

Research conducted from 1998 to 2002.

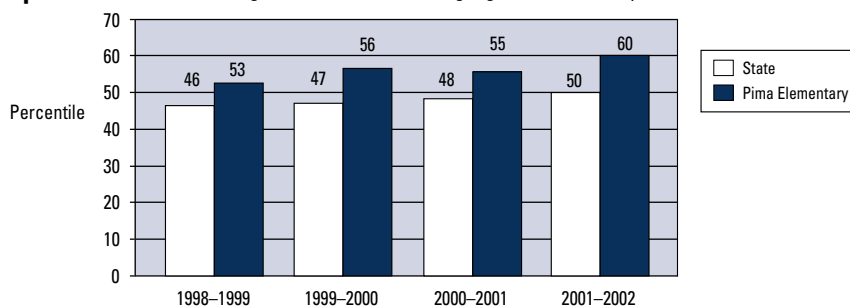
Introduction

The implementation of Accelerated Reader (AR) and research-based best classroom practices has made a significant impact on the Stanford Achievement Test 9 (SAT 9)¹ test results at Pima Elementary. In four years, the average reading score for students in grades two through six rose six percentile points—double the average increase experienced by the state (three percentile points) during the same time period. In addition, Pima's SAT 9 language arts scores increased seven percentile points.

Graph 1: Second- Through Sixth-Grade SAT 9 Reading Scores Improve



Graph 2: Second- Through Sixth-Grade SAT 9 Language Arts Scores Improve



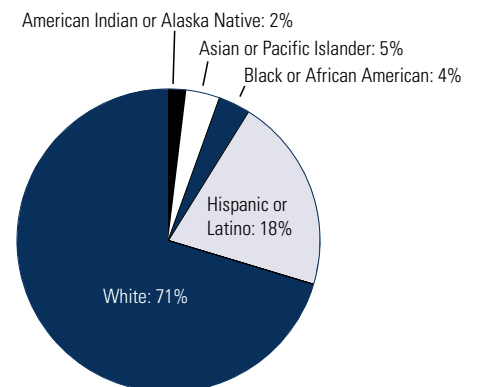
School Profile

Pima Elementary School
Students: 550, Grades K-6
Scottsdale, Arizona

Demographics

Urban
Limited English Proficiency: 12%
Free or Reduced Lunch: 30%
Mobility: 54%

Race/Ethnicity:



Educator Background

Dr. Steve Nance has been an educator for 25 years. He received a bachelor's degree in elementary education and a master's degree in school administration from the University of Northern Iowa in 1977 and 1979 respectively. He received a Ph.D. in Professional Studies in Education from Iowa State University in 1986. Dr. Nance was instrumental in bringing Accelerated Reader to Pima Elementary School by phasing in the progress-monitoring tool over four years and gaining the support of all teachers along the way.

(more information on back)

