

SCIENTIFIC RESEARCH

CASE STUDY

California School Shows Growth on API Four Years in a Row

80% of staff Considers Accelerated Reader a Major Factor to Success

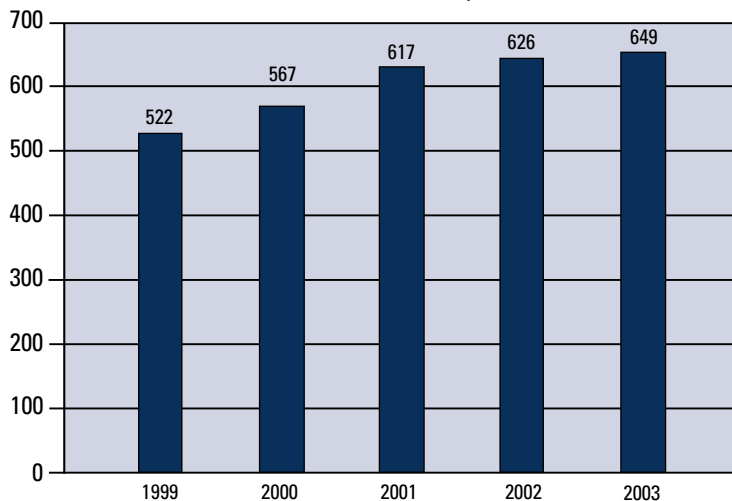
Source: Roy Woods, principal, and Cathy Merchant, ELD resource teacher, Palm Elementary School

Research conducted during 2000–2004.

Introduction

Palm Elementary, a rural K–6 school located in California’s central valley, has achieved tremendous success in the six years since it began incorporating Accelerated Reader (AR)—a computerized, progress-monitoring tool—and its research-based best classroom practices. The school, which has a high migrant population and serves a large number of students living in poverty, has made growth on California’s Academic Performance Index (API) every year since 2000, twice gaining three to four times their target growth.

API Score Increases Steadily Over Five Years



(more information on back)

School Profile

Palm Elementary School

Orosi, Calif.

Students: 763, Grades: K–6

Demographics:

Rural

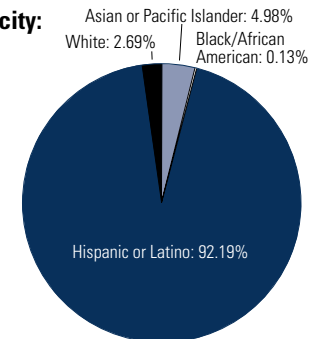
Title I

Free or reduced lunch: 95%

Limited English proficient: 80%

Migrant students: 16%

Race/Ethnicity:



Educator Backgrounds

Roy Woods has been the principal at Palm Elementary for two years. He began teaching fourth-grade at the school and also worked as a resource teacher. Woods holds a bachelor’s degree in Management from Athens State University in Alabama and a master’s degree in Education from Fresno Pacific University.

A teacher at Palm Elementary for 33 years, **Cathy Merchant** has taught second, third, and fifth grades. She spent 20 years as the teacher and coordinator for the Palm’s Gifted and Talented Education (GATE) program and is currently serving her fourth year as a resource teacher. Merchant holds a bachelor’s degree in Social Sciences from California State University at Fresno.

