

# 2004 Special Report

## Spalding Student Achievement

Reading and Language  
Percentile Rank Scores

*A Comparison of Spalding School Scores with  
District, State, and National Norms on  
Standardized Achievement Test*



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Source: Reading and Language Percentile Rank Scores were taken from the Spring 2004 Arizona Department of Education *Stanford 9 Student Achievement Program, State Report*.

## Introduction

Arizona students in grades 2-9 take the Stanford Achievement Test, Ninth Edition each spring. The Stanford 9 measures basic skills in reading, language and math, including comprehension and grammar. The Arizona Department of Education (ADE) reports scores as National Percentile Ranks which show how well students at each school scored in relation to their peers.

This Report provides a comparison between scores in schools where Spalding is taught and district, state and national norms. Arizona charter schools are grouped together as they are in the ADE Report. Multiple Spalding schools in the same district are also grouped. The national portion of this Report provides student achievement data for Spalding schools in California, Wyoming, and Colorado.

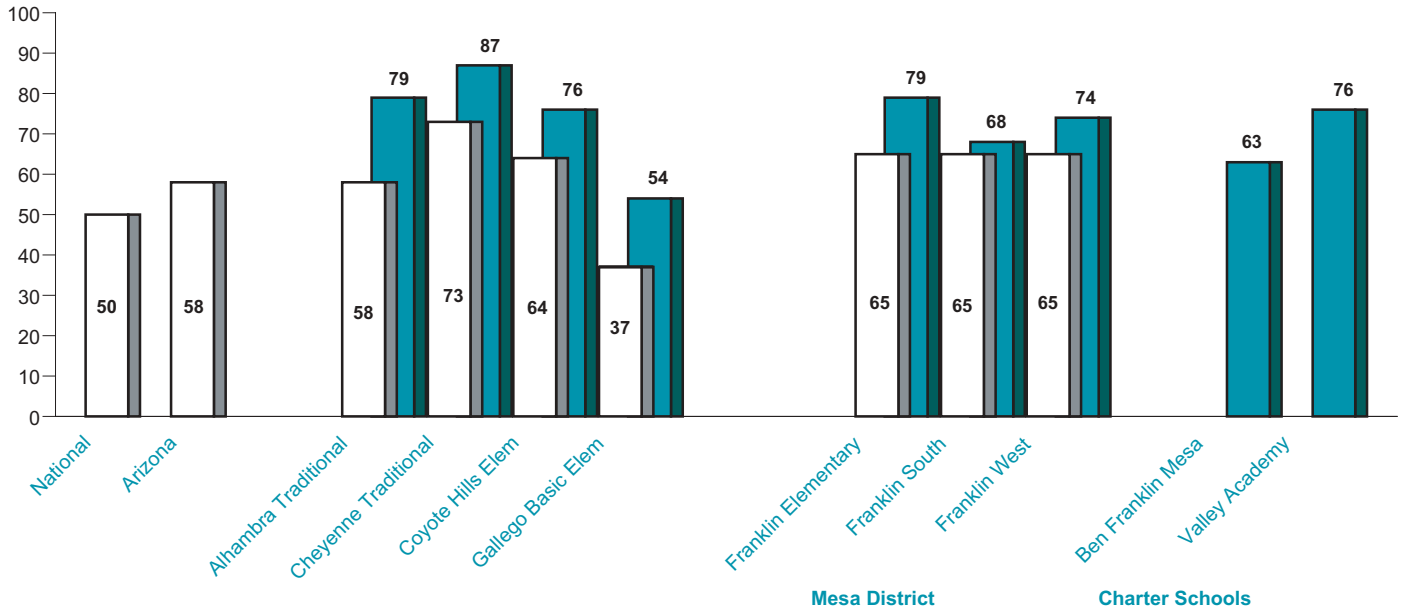
It is important to note that the district and state scores published by the ADE include Spalding schools. Thus, district and state averages are higher than they would otherwise be, and differences between Spalding schools and district and state averages are not as large as they would be if Spalding schools were not included.

# ARIZONA READING ACHIEVEMENT TESTING

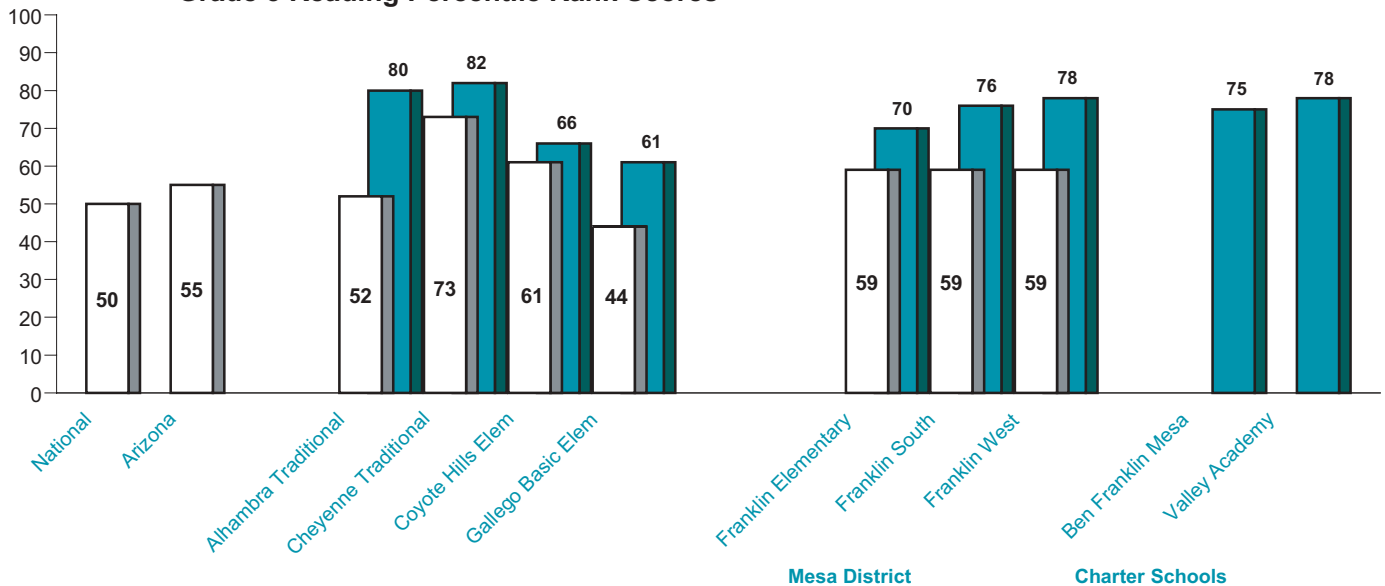
## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

**Grade 2 Reading Percentile Rank Scores**



**Grade 3 Reading Percentile Rank Scores**



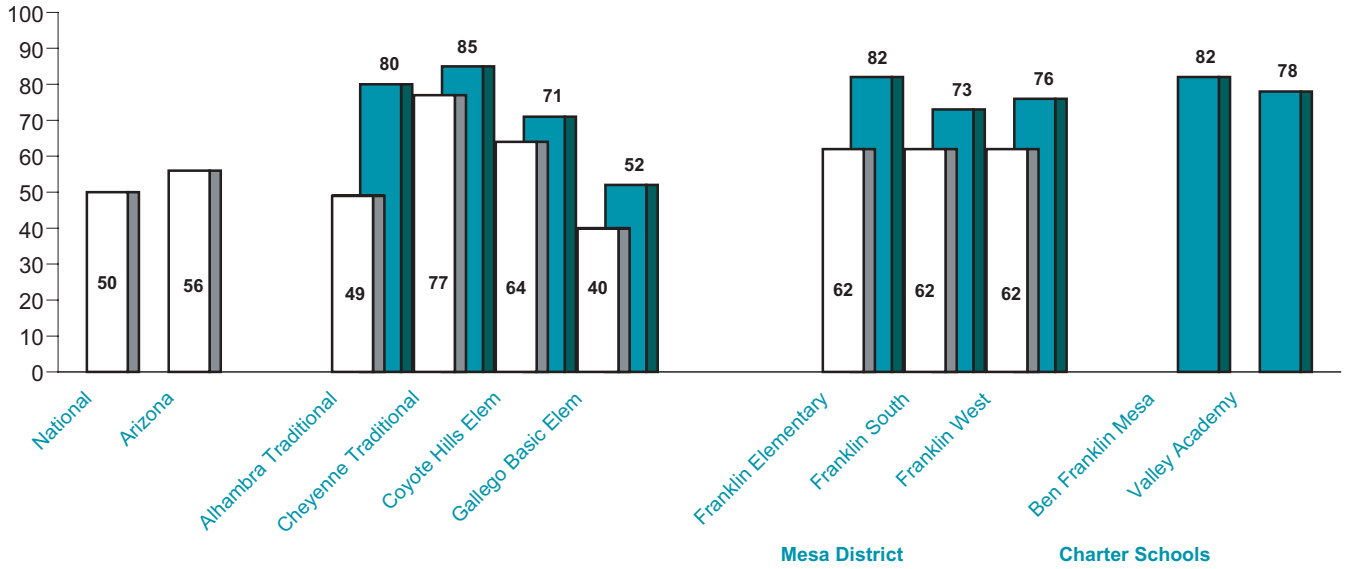
□ National, State, District    
 ■ Spalding Schools

# ARIZONA READING ACHIEVEMENT TESTING

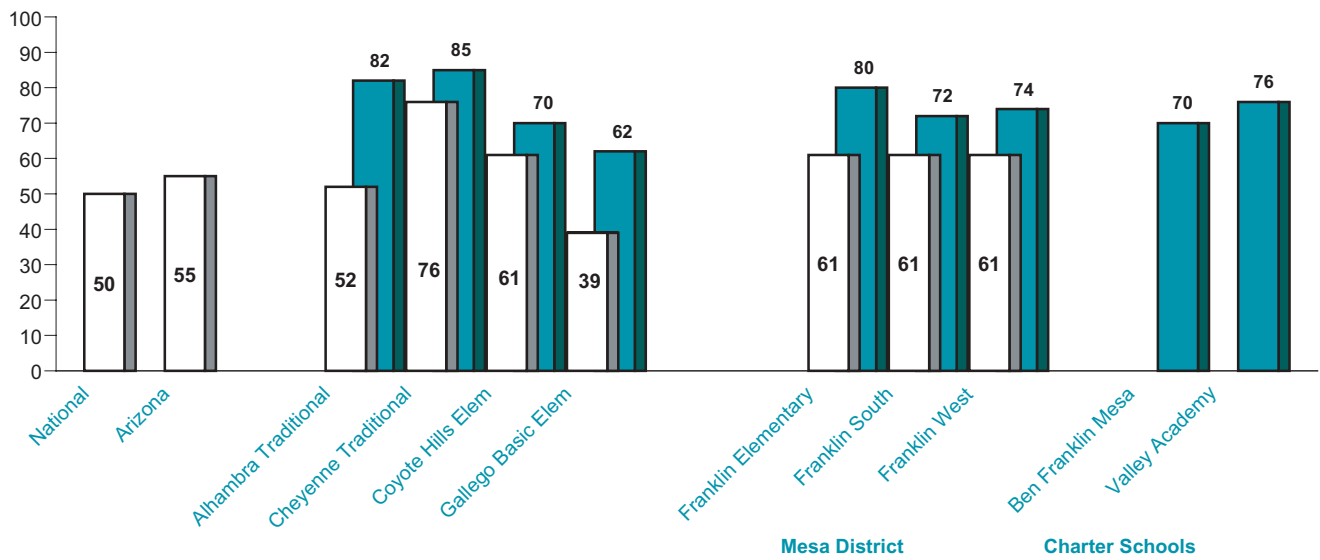
## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

**Grade 4 Reading Percentile Rank Scores**



**Grade 5 Reading Percentile Rank Scores**

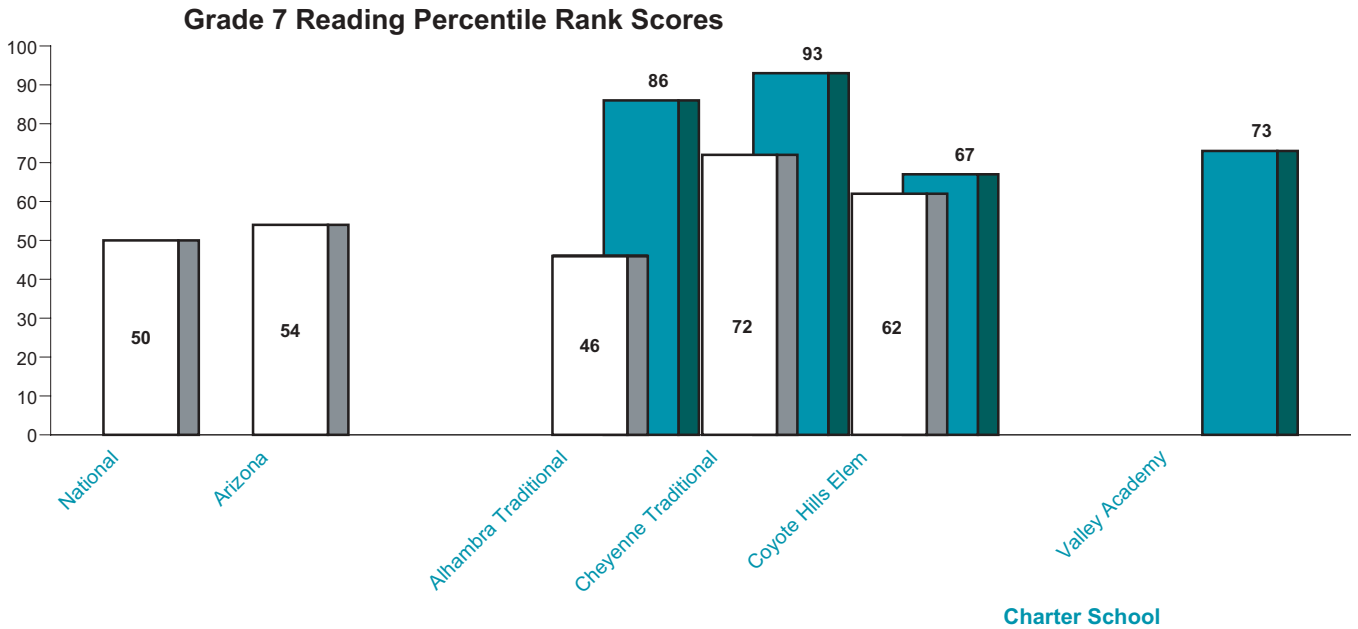
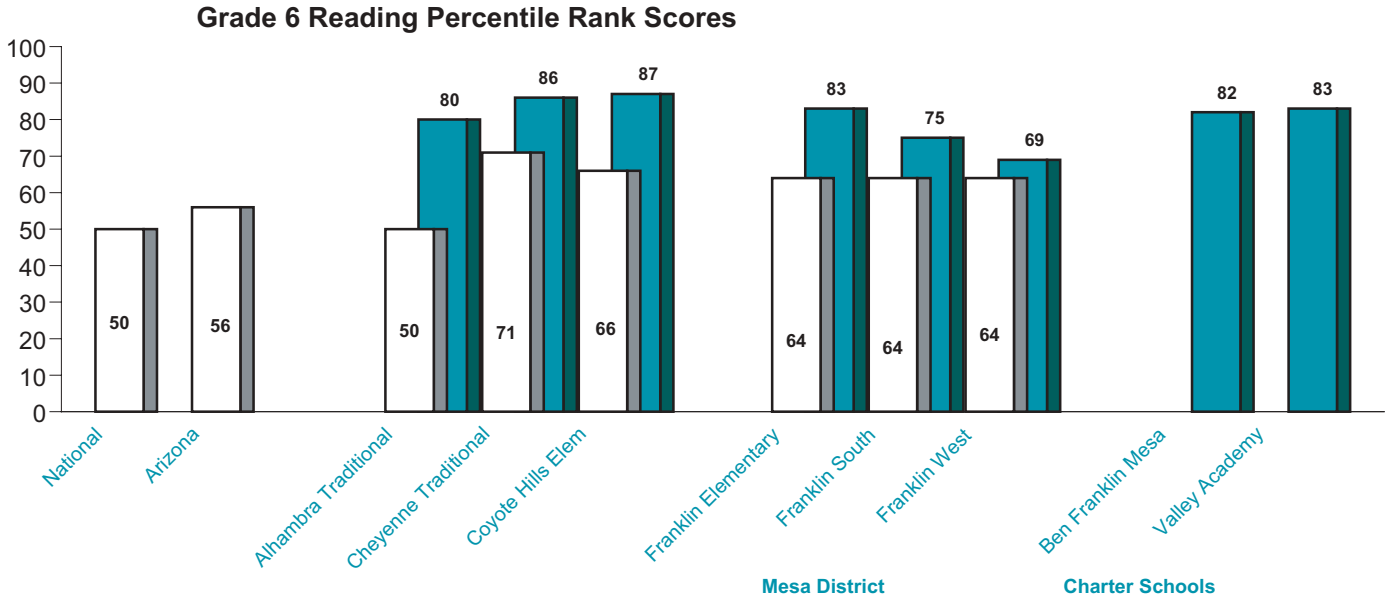


□ National, State, District
■ Spalding Schools

# ARIZONA READING ACHIEVEMENT TESTING

## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

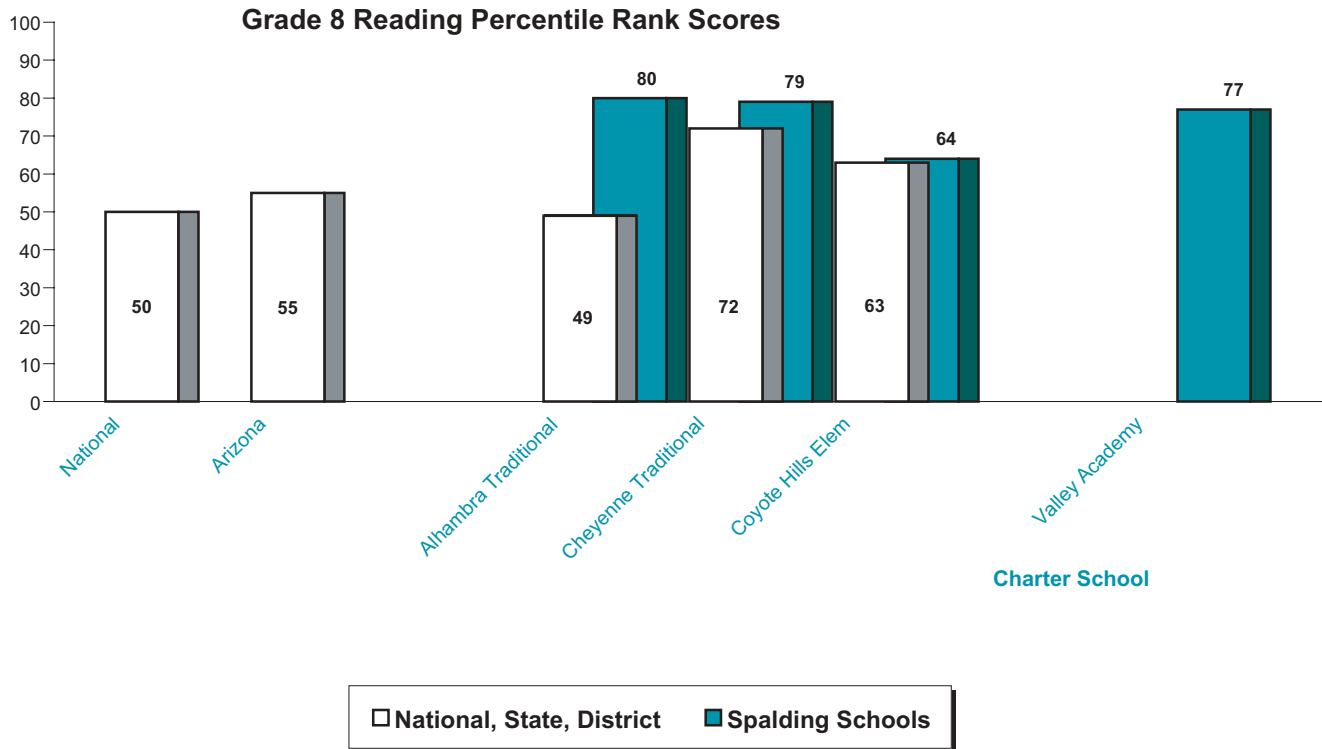


□ National, State, District    ■ Spalding Schools

# ARIZONA READING ACHIEVEMENT TESTING

## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

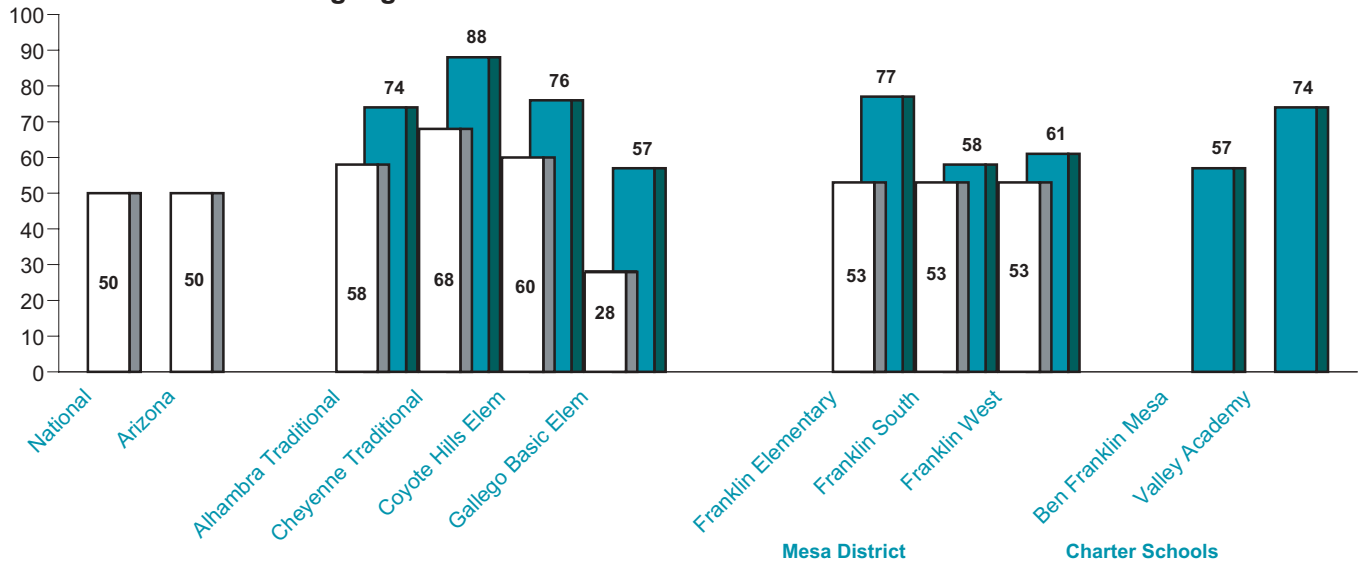


# ARIZONA LANGUAGE ACHIEVEMENT TESTING

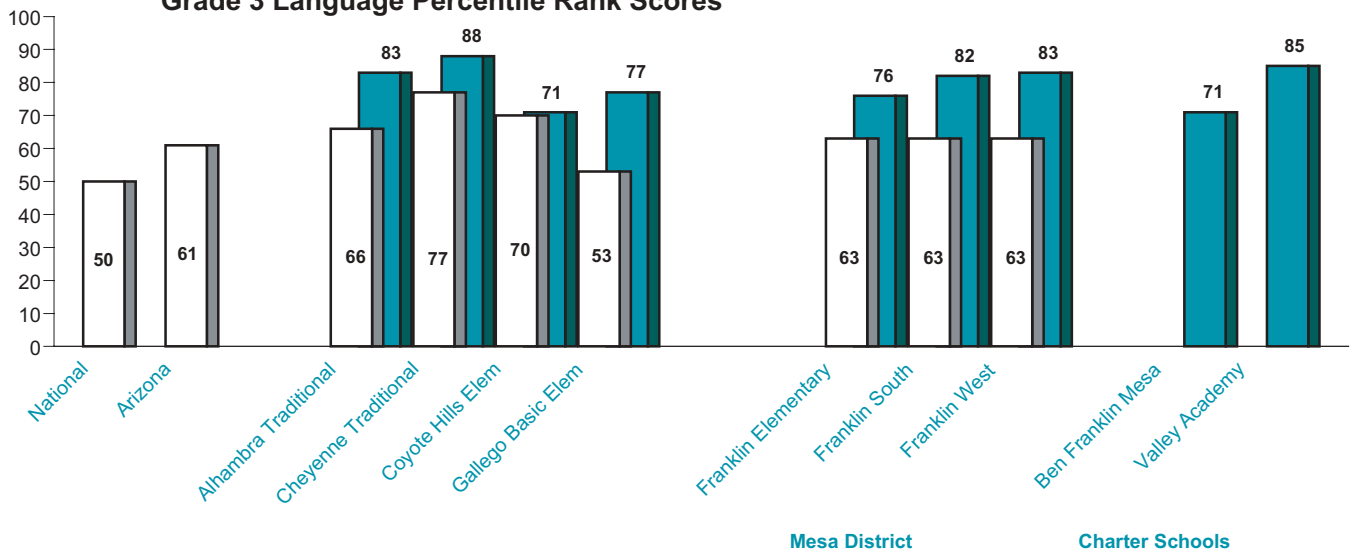
## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

**Grade 2 Language Percentile Rank Scores**



**Grade 3 Language Percentile Rank Scores**



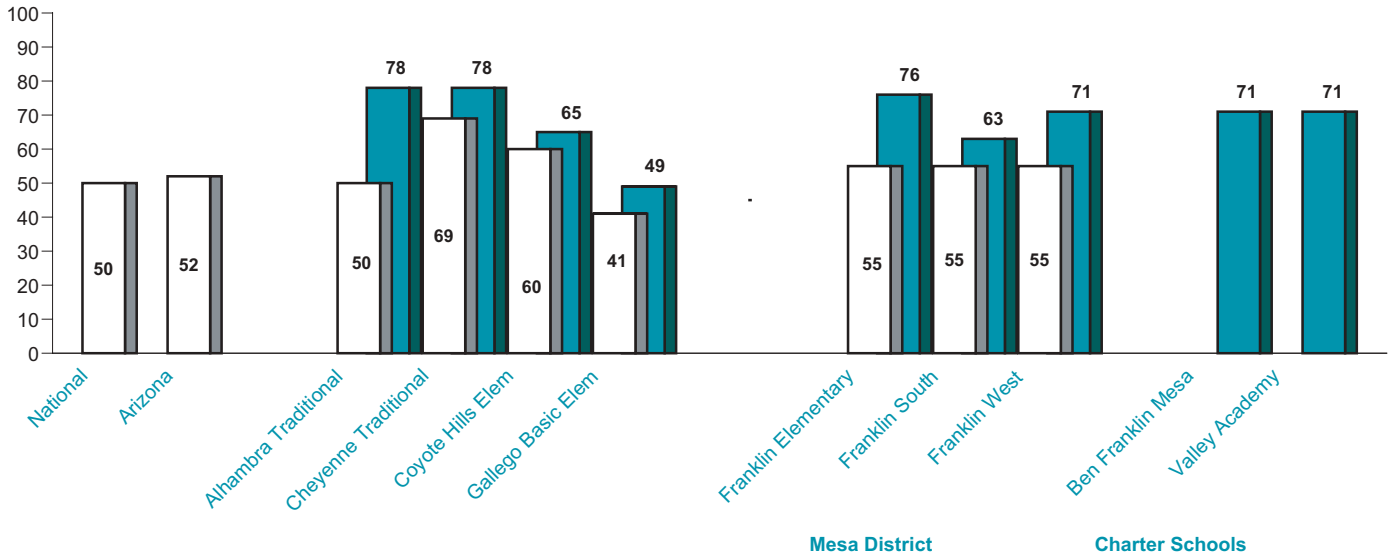
□ National, State, District    ■ Spalding Schools

# ARIZONA LANGUAGE ACHIEVEMENT TESTING

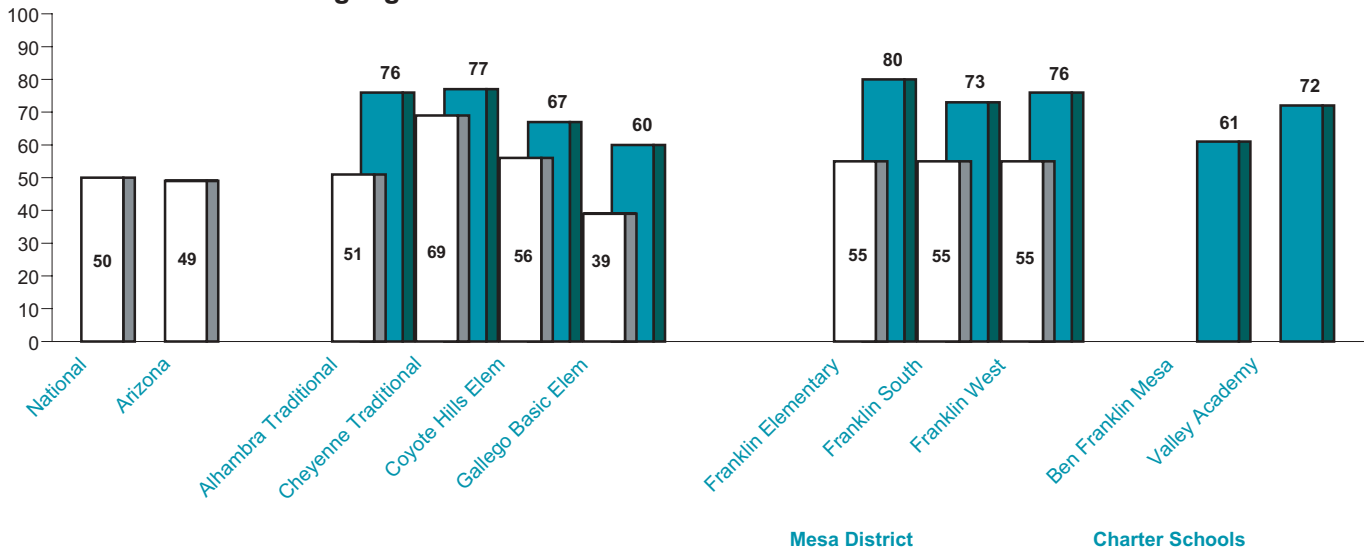
## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

**Grade 4 Language Percentile Rank Scores**



**Grade 5 Language Percentile Rank Scores**



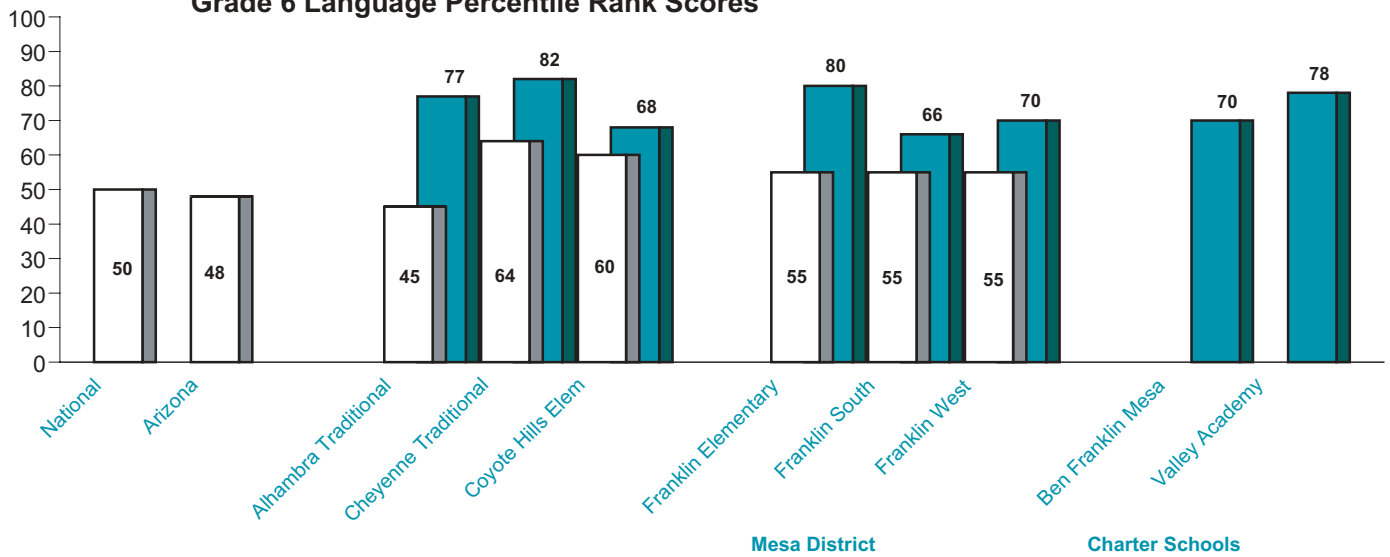
□ National, State, District    ■ Spalding Schools

# ARIZONA LANGUAGE ACHIEVEMENT TESTING

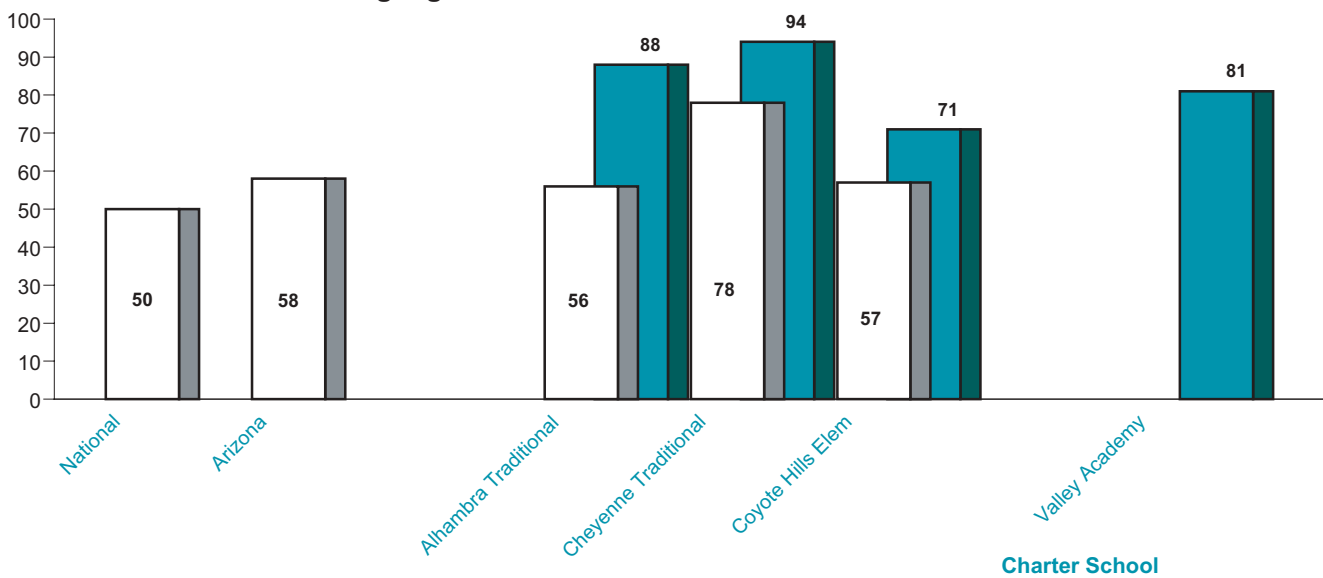
## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

**Grade 6 Language Percentile Rank Scores**



**Grade 7 Language Percentile Rank Scores**

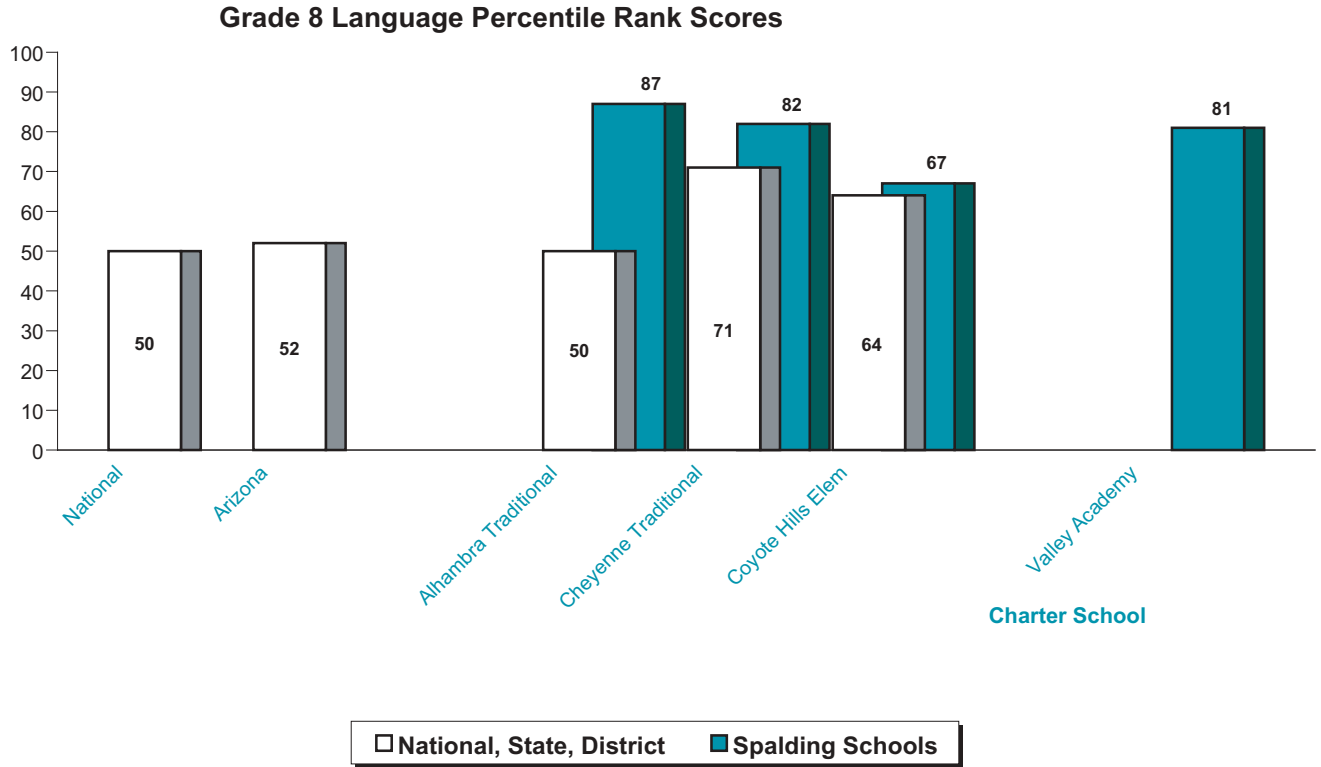


□ National, State, District ■ Spalding Schools

# ARIZONA LANGUAGE ACHIEVEMENT TESTING

## 2003-2004 School Year

### Stanford Achievement Test - Ninth Edition

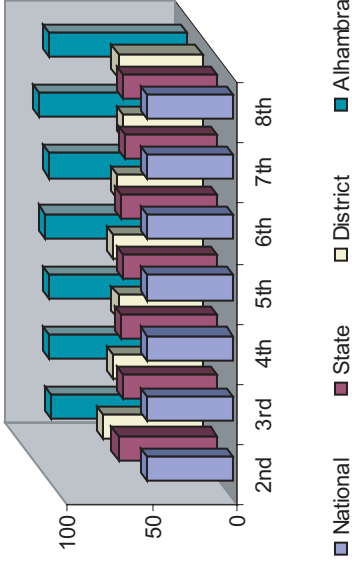


# ARIZONA ACCREDITED SCHOOLS - 2004 ALHAMBRA TRADITIONAL SCHOOL

3736 West Osborn Road, Phoenix, Arizona 85019 Phone: (602) 484-8816 Fax: (602) 484-8952

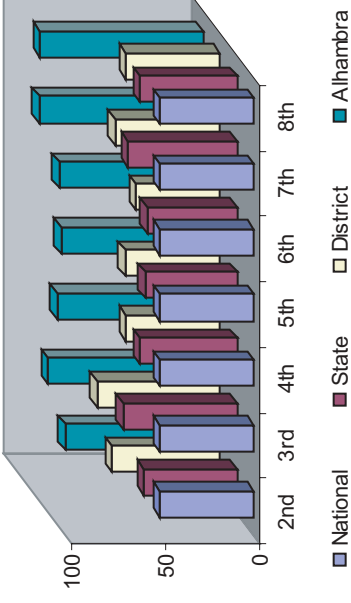
## Stanford Reading Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	58	55	56	55	56	54	55
District	58	52	49	52	50	46	49
<b>Alhambra Traditional</b>	<b>79</b>	<b>80</b>	<b>80</b>	<b>82</b>	<b>80</b>	<b>86</b>	<b>80</b>
<b>PRS Difference</b>	<b>+21</b>	<b>+28</b>	<b>+31</b>	<b>+30</b>	<b>+30</b>	<b>+40</b>	<b>+31</b>



## Stanford Language Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	50	61	52	49	48	58	52
District	58	66	50	51	45	56	50
<b>Alhambra Traditional</b>	<b>74</b>	<b>83</b>	<b>78</b>	<b>76</b>	<b>77</b>	<b>88</b>	<b>87</b>
<b>PRS Difference</b>	<b>+16</b>	<b>+17</b>	<b>+28</b>	<b>+25</b>	<b>+32</b>	<b>+32</b>	<b>+37</b>



## School Information

Principal: **Tracey Lopeman**

Year Adopted Spalding: **1983**

On-Site Spalding Certified Teacher Instructors: **6**

Urban: **Phoenix**

District: **Alhambra Elementary School District**

Student Population (K-8): **661**

Percent Free/Reduced Lunch: **27%**

Percent Minority Population: **51%**

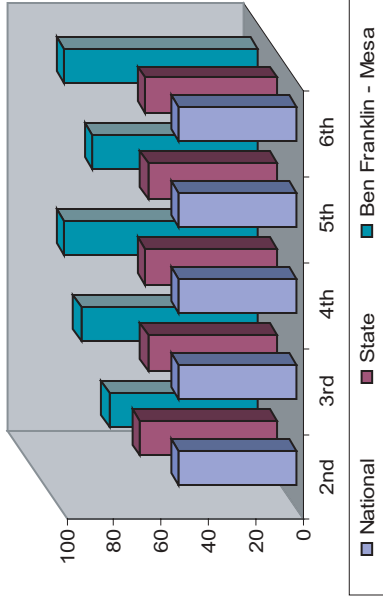
# ARIZONA ACCREDITED SCHOOLS - 2004

## BENJAMIN FRANKLIN CHARTER SCHOOL - MESA

2345 North Horne, Mesa, Arizona 85203 Phone: (480) 649-0712 Fax: (480) 649-8716

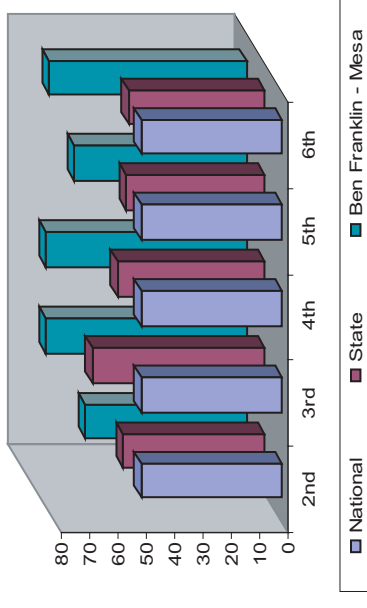
### Stanford Reading Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th
National	50	50	50	50	50
State	58	55	56	55	56
State	58	55	56	55	56
<b>Ben Franklin - Mesa</b>	<b>63</b>	<b>75</b>	<b>82</b>	<b>70</b>	<b>82</b>
<b>PRS Difference</b>	<b>+5</b>	<b>+20</b>	<b>+26</b>	<b>+15</b>	<b>+26</b>



### Stanford Language Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th
National	50	50	50	50	50
State	50	61	52	49	48
State	50	61	52	49	48
<b>Ben Franklin - Mesa</b>	<b>57</b>	<b>71</b>	<b>71</b>	<b>61</b>	<b>70</b>
<b>PRS Difference</b>	<b>+7</b>	<b>+10</b>	<b>+19</b>	<b>+12</b>	<b>+22</b>



### School Information

Principal: **Debra Stoddard**  
 Year Adopted Spalding: **1995**  
 On-Site Spalding Certified Teacher Instructors: **2**  
 Urban: **Mesa**

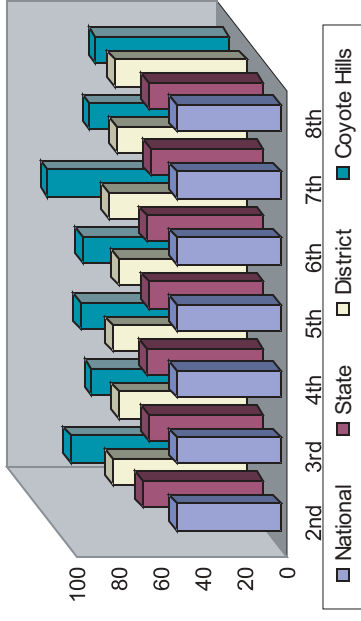
Student Population (K-6): **285**  
 Percent Free/Reduced Lunch: **0%**  
 Percent Minority Population: **14%**

# ARIZONA ACCREDITED SCHOOLS - 2004 COYOTE HILLS ELEMENTARY

21180 North 87th Avenue, Peoria, Arizona 85382 Phone: (623) 412-5225 Fax: (623) 412-5232

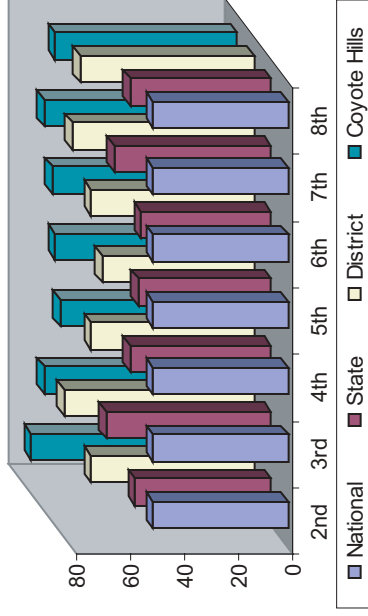
## Stanford Reading Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	58	55	56	55	56	54	55
District	64	61	64	61	66	62	63
<b>Coyote Hills</b>	<b>76</b>	<b>66</b>	<b>71</b>	<b>70</b>	<b>87</b>	<b>67</b>	<b>64</b>
<b>PRS Difference</b>	<b>+12</b>	<b>+5</b>	<b>+7</b>	<b>+9</b>	<b>+21</b>	<b>+5</b>	<b>+1</b>



## Stanford Language Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	50	61	52	49	48	58	52
District	60	70	60	56	60	67	64
<b>Coyote Hills</b>	<b>76</b>	<b>71</b>	<b>65</b>	<b>67</b>	<b>68</b>	<b>71</b>	<b>67</b>
<b>PRS Difference</b>	<b>+16</b>	<b>+1</b>	<b>+5</b>	<b>+11</b>	<b>+8</b>	<b>+4</b>	<b>+3</b>



## School Information

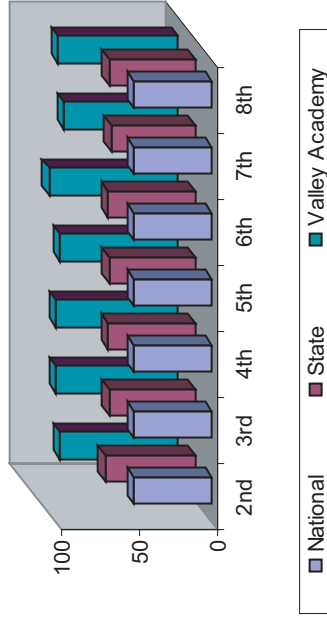
Principal: **Val Barrett** District: **Peoria Unified School District**  
 Year Adopted Spalding: **2000** Student Population (K-8): **1,413**  
 On-Site Spalding Certified Teacher Instructors: **2** Percent Free/Reduced Lunch: **7%**  
 Urban: **Peoria** Percent Minority Population: **20%**

# ARIZONA ACCREDITED SCHOOLS - 2004 VALLEY ACADEMY CHARTER SCHOOL

1520 West Rose Garden Lane, Phoenix, Arizona 85027 Phone: (623) 516-7747 Fax: (623) 516-2703

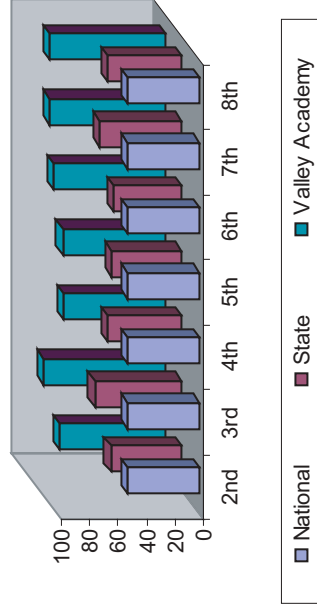
## Stanford Reading Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	58	55	56	55	56	54	55
State	58	55	56	55	56	54	55
Valley Academy	76	78	78	76	83	73	77
PRS Difference	+18	+23	+22	+21	+27	+19	+22



## Stanford Language Percentile Rank Scores (PRS)

Grade Levels	2nd	3rd	4th	5th	6th	7th	8th
National	50	50	50	50	50	50	50
State	50	61	52	49	48	58	52
State	50	61	52	49	48	58	52
Valley Academy	74	85	71	72	78	81	81
PRS Difference	+24	+24	+19	+23	+30	+23	+29



## School Information

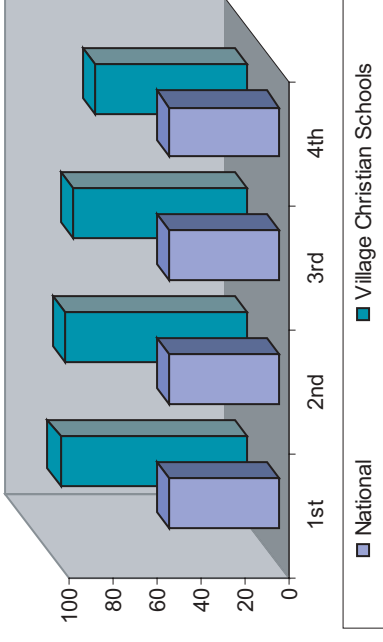
Principal: **Sharon Malone**  
 Year Adopted Spalding: **1995**  
 On-Site Spalding Certified Teacher Instructors: **1**  
 Urban: **Phoenix**  
 Student Population (K-8): **648**  
 Percent Free/Reduced Lunch: **N/A**  
 Percent Minority Population: **20%**

# NATIONAL ACCREDITED SCHOOLS - 2004 VILLAGE CHRISTIAN SCHOOLS

8930 Village Avenue, Sun Valley, California 91352 Phone: (818) 768-1900 Fax: (818) 768-2006

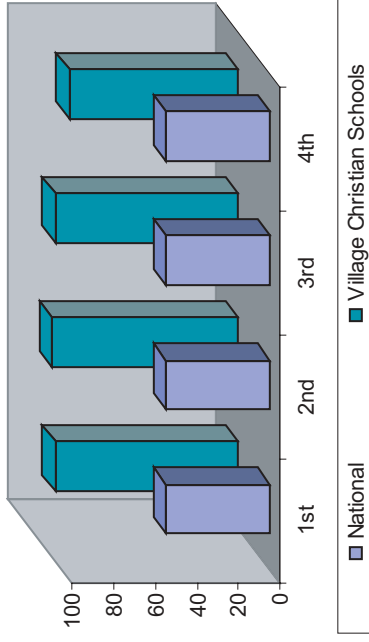
## Stanford Reading Percentile Rank Scores (PRS)

Grade Levels	1st	2nd	3rd	4th
National	50	50	50	50
Village Christian Schools	85	83	79	69
<b>PRS Difference</b>	<b>+35</b>	<b>+33</b>	<b>+29</b>	<b>+19</b>



## Stanford Language Percentile Rank Scores (PRS)

Grade Levels	1st	2nd	3rd	4th
National	50	50	50	50
Village Christian Schools	88	89	88	81
<b>PRS Difference</b>	<b>+38</b>	<b>+39</b>	<b>+38</b>	<b>+31</b>



## School Information

Principal: <b>David Vegas</b>	Student Population (K-5): <b>660</b>
Year Adopted Spalding: <b>1993</b>	Percent Free/Reduced Lunch: <b>0%</b>
On-Site Spalding Certified Teacher Instructors: <b>3</b>	Percent Minority Population: <b>28%</b>
Urban: <b>Sun Valley</b>	

# NATIONAL ACCREDITED SCHOOLS - 2004

## FORT CASPAR ACADEMY

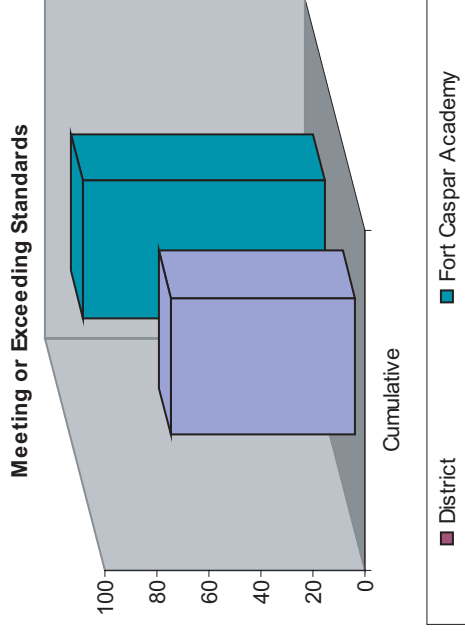
2000 Casper Street, Casper, Wyoming, 82604 Phone: (307) 577-4531 Fax: (307) 577-4534

The Wyoming Comprehensive Assessment System (WyCAS) includes two types of tests. The WyCAS, given at grades 4, 8, and 11 measures Wyoming content and performance standards in language arts. The Northwest Evaluation Association (NWEA) test, a norm-referenced test, is not tied directly to Wyoming standards, but compares local students' performance to a nationally representative sample of similar-aged students. Last year NWEA reported the District by two Cut Scores: Percent Above At-Risk Screening Cut Score; and Percent Above Cut-Score for WyCAS proficiency. The first cut score identifies the percent of children not at risk of meeting state standards and graduating from high school. This cut score predicts the percent of students who will show proficiency on the state WyCAS test. This year the District reports by two categories: Percent Meeting or Exceeding Standards; and Percent Exceeding Standards. Language and reading scores are grouped as reading only.

### (NWEA) - Status Results for Reading (Cumulative)

#### Meeting or Exceeding Standards

District	Cumulative
Fort Caspar Academy	71
<b>Percent Difference</b>	<b>+23</b>



### School Information

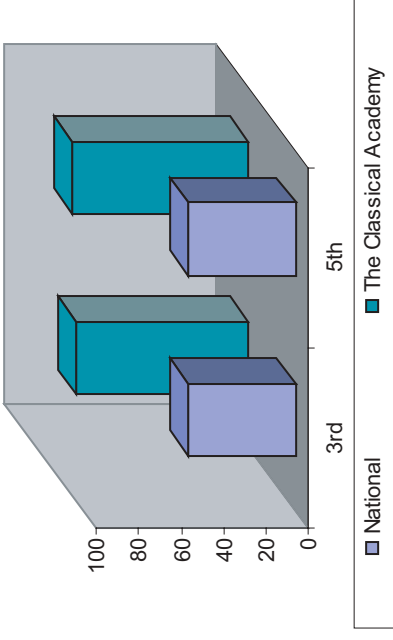
Principal: <b>Janelle Ehrich</b>	Student Population (K-6): <b>405</b>
Year Adopted Spalding: <b>1995</b>	Percent Free/Reduced Lunch: <b>18%</b>
On-Site Spalding Certified Teacher Instructors: <b>2</b>	Percent Minority Population: <b>9%</b>
Urban: <b>Casper</b>	

# NATIONAL ACCREDITED SCHOOLS - 2004 THE CLASSICAL ACADEMY

8650 Scarborough, Colorado Springs, Colorado 80920 Phone: (719) 282-1181 Fax: (719) 282-3226

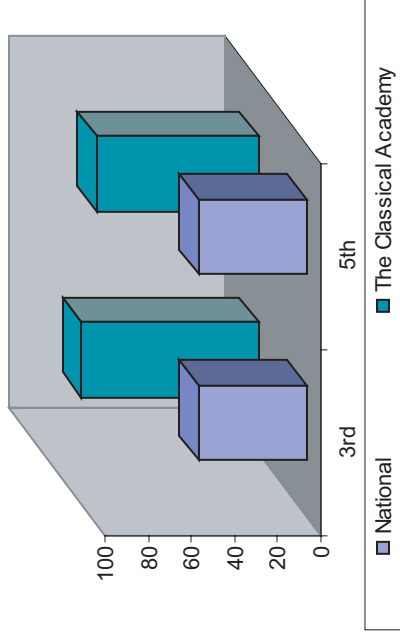
## Iowa Test of Basic Skills Reading Percentile Rank Scores (PRS)

Grade Levels	3rd	5th
National	50	50
The Classical Academy	81	83
<b>PRS Difference</b>	<b>+31</b>	<b>+33</b>



## Iowa Test of Basic Skills Language Percentile Rank Scores (PRS)

Grade Levels	3rd	5th
National	50	50
The Classical Academy	82	75
<b>PRS Difference</b>	<b>+32</b>	<b>+25</b>



### School Information

President/Principal: **Mark Hyatt**  
 Year Adopted Spalding: **1997**  
 On-Site Spalding Certified Teacher Instructors: **3**  
 Urban: **Colorado Springs**  
 Student Population (K-6): **1,698**  
 Percent Free/Reduced Lunch: **0%**  
 Percent Minority Population: **9.7%**

# Discussion and Summary

by Mary E. North, Ph.D., Director of Research and Curriculum

## Arizona Schools

Nine public and charter schools in Arizona met Spalding's criteria for inclusion in the Arizona section of this 2003-2004 Special Report.

All Spalding schools scored higher on the Reading and Language portions of the Stanford 9 test than the federal, state, and district norms.

Arizona has 203 elementary school districts with 1130 public and charter schools. Of this large number of AZ schools, Cheyenne Traditional, Alhambra Traditional, and Valley Academy outscored all others based on reading and language scores through grade 8.

## National Schools

1. Village Christian (page 14) Sun Valley, CA was also tested by the Stanford Achievement Test. This school ranged 19 to 35 percentile points above the national average in reading and 31 to 39 points above in language.

2. Fort Caspar Academy (page 15) Casper, WY was tested in the reading category by the norm-referenced Northwest Evaluation Association system. School cumulative reading scores were 23 percent higher than the equivalent district score.

3. The Classical Academy (page 16) Colorado Springs, CO was tested by the Iowa Test of Basic Skills. Average School Reading scores ranged 31 to 33 percentile points above the national, and school language scores ranged 25 to 32 points above the national.

## Schools that use Spalding

SEI is often asked if Spalding is primarily a Traditional School program. Still others think we are involved in the formation of Charter schools in which Spalding is taught. Both assumptions are incorrect. Spalding is used in roughly 500 public, private, traditional and charter schools throughout the United States. It is also used in a number of schools in Australia (under the auspices of Spalding, Australia), and is being pioneered in Singapore, Honduras and London. In all venues, types of school vary and SEI was invited to provide training.

In some cases, parents organize Traditional schools and specify *The Spalding Method*<sup>TM</sup> as the language arts program. In other instances, the decision to train teachers in *The Spalding Method* is administratively made because of the long record of exemplary student achievement in schools where teachers are Spalding-trained. The data show Spalding students, regardless of school organization and type of assessment, consistently score above district, state, and national norms.

## Assessments

For example, for the past 8 years Arizona schools have been using the Stanford 9 Standardized Achievement Test, an objective, external measure of student learning which provides a comparison of AZ students' progress with students across the country.

Other states may use other tests or combinations of tests. Fort Caspar Academy in Wyoming uses the The Wyoming Comprehensive Assessment System, (WyCAS) which includes two types of tests. One measures students' progress in meeting Wyoming performance standards and the other (The Northwest Evaluation Association Test) is a norm-referenced test that compares Wyoming students to a nationally representative sample of similar-aged students. See page 15. The Classical Academy in Colorado uses the Iowa Test of Basic Skills. See page 16. Village Christian Schools in California (see page 14) also uses the Stanford 9.

## Schools in this Report

Only Spalding Accredited schools, i.e. schools whose language arts staffs have completed Spalding's Professional Development Program (SPDP) and Candidates for Accreditation are included in SEI's annual Special Report.

Spalding Accreditation means that all language arts teachers have completed 90 hours of instruction and every grade level has at least one Spalding Certified Teacher (SCT) on staff to provide follow-up and staff support. To be a Candidate School, all language arts teachers have completed the 90 hours of Spalding instruction, there is at least one Spalding Certified Teacher-Instructor (SCTI) on staff, and observations for grade-level SCT candidates are planned.

Schools that are using *The Spalding Method* in varying degrees and whose teachers have had some, a little, or no training in *The Spalding Method* are not included in this report. Research shows that the quality of teaching makes a huge difference in educational achievement, especially for low-performing students. Spalding courses include all the components identified by The National Reading Panel as essential to literacy. Unless teachers are prepared to explain language concepts accurately and completely, and use the research-based procedures specified in *The Writing Road to Reading*<sup>®</sup>, they cannot be said to be teaching *The Spalding Method*.

## Highly Qualified Teachers

Spalding Professional Development meets federal requirements in the No Child Left Behind legislation, which specify that teachers should be "highly qualified." To be "highly qualified" a teacher must be demonstrably proficient in his or her subject matter. NCLB specifies that Professional Development must have a "lasting impact on classroom instruction and teachers performance...", should not be "1-day or short-term workshops..." and should include methods of teaching children with special needs. The 90 hours of Spalding Professional Development, and on-site follow-up, prepare teachers to meet that requirement.

Spalding School Accreditation signifies that a school's language arts teachers are "highly qualified" as required by NCLB and that it is accurate to say that *The Spalding Method* is being taught.



2814 West Bell Road, Suite 1405  
Phoenix, Arizona 85053

(602) 866-7801  
Fax: (602) 866-7488

Email: [staff@spalding.org](mailto:staff@spalding.org)  
Website: [www.spalding.org](http://www.spalding.org)