



About the School:		About the Students:	
Grades:	PK-5	African American:	9%
Number of Students:	830	Caucasian:	8%
Test(s):	CST	Hispanic:	80%
Reduced Price Lunch:	100%	Asian:	-
		Other:	3%
		ELL	55%



## Special Education Students at California Elementary School Achieve AYP With Direct Instruction

When Virginia Primrose Elementary became a Reading First school in 2004–2005, new Principal Darlene Duquette knew it was time to introduce reading intervention programs into the curriculum because the majority of Grade 5 students read on a Grade 2 level. Once Direct Instruction’s *Reading Mastery* and *Corrective Reading* were adopted in Grades K–3 and Grades 4–5 respectively, students’ reading proficiency improved.

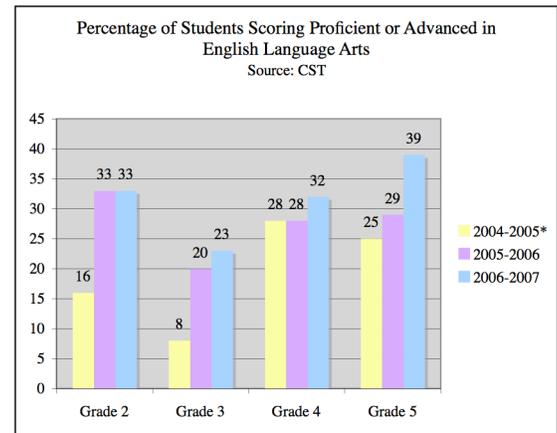
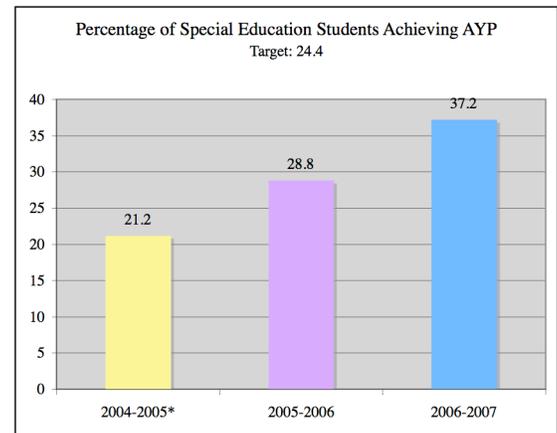
In addition, Virginia Primrose Elementary School was the only school in the Fontana Unified School District in which special education students achieved Adequate Yearly Progress (AYP) in both 2005–2006 and 2006–2007.

Duquette said all students are achieving success because they are developing skills needed to read. This includes special education students, many of whom exit the special education program because of Direct Instruction.

“Our special education students are improving each year on the California Standards Test (CST),” she said. “By spring of 2007, 77% moved up – from Far Below Basic to Below Basic or from Basic to Proficient. What’s important is they are moving up and not staying at one level, and this is because of Direct Instruction.”

Duquette said Direct Instruction fills in the missing links for all children. “They don’t move on until they achieve mastery. Each program’s small group instruction makes all the difference in the world as well. We’ve watched children’s fluency improve tremendously year after year,” she said.

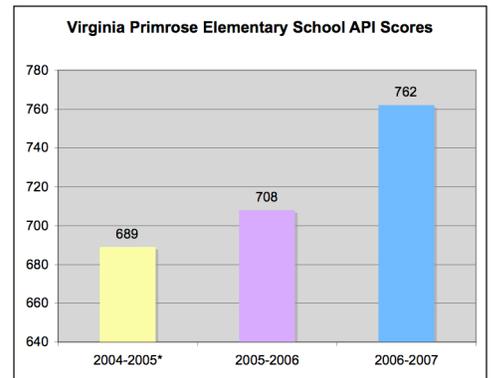
That wasn’t the case before Direct Instruction began. In fact, the percentage of students scoring Proficient or Advanced in English Language Arts on the CST more than doubled in Grades 2 and 3 during the 2006–2007 school year compared to 2004–2005.



\*Before Direct Instruction began.



Duquette said the school is eligible for Distinguished Elementary School of the Year in 2007–2008 because of improved standardized scores and because it had the highest Academic Performance Index (API) growth in the district. API is a numeric index ranging from 200–800. A school’s API score is demonstrative of its students’ academic achievement.



\*Before Direct Instruction began.

“We finally see engagement in learning in all classes,” Duquette explained. “Each time I enter a room, I see individual children progressing – not only academically but socially as well. Since we adopted Direct Instruction, discipline referrals have decreased by one-third. Before we began, we had 89 referrals in 2004–2005. During the first year of *Reading Mastery* and *Corrective Reading*, that number dropped to 30, where it hovers now. Direct Instruction makes such a huge difference for our kids, in multiple ways.”

**About Virginia Primrose Elementary School**

Serving roughly 830 students in Grades Pre-K–5, this Title I school’s student population is 80% Hispanic, 9% African American, 8% Caucasian, and 3% multicultural. All students qualify for free or reduced-price lunch, 87% are transient, 55% are English Learners, and 24% receive special education services. For more information, please visit: [www.fontana.k12.ca.us/schools/Elementary/Primrose/index.stm](http://www.fontana.k12.ca.us/schools/Elementary/Primrose/index.stm).

**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**.