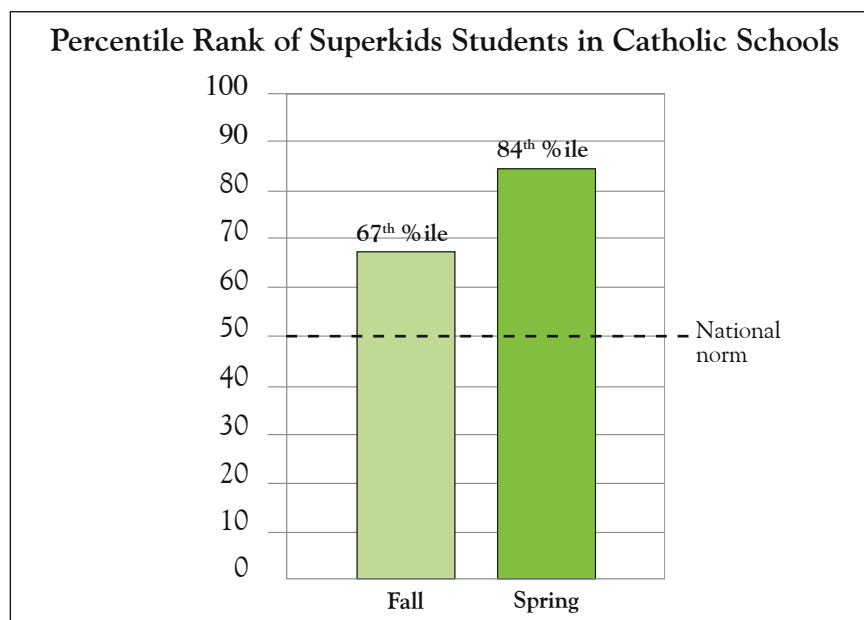
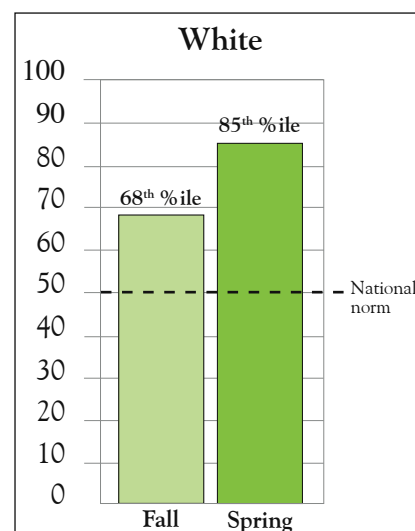
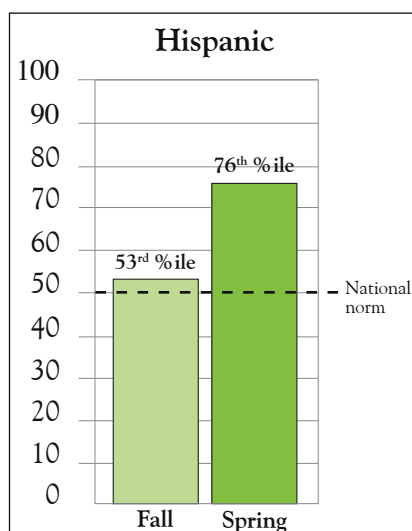
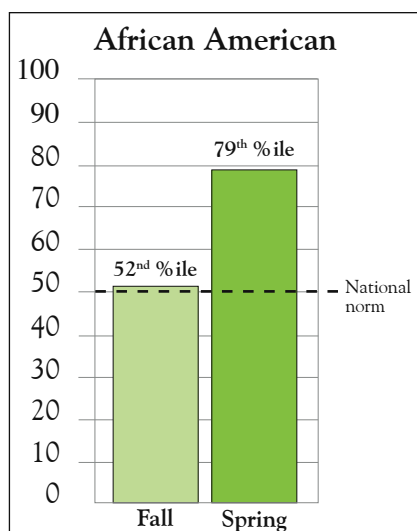


Catholic Students Achieve Superior Results in National Study of The Superkids

During the 2006–2007 and 2007–2008 school years, 808 kindergarten students in 47 Catholic-school classrooms in 12 states took part in a national trial of the Superkids reading program. In both years of the study, students took the Stanford Early School Achievement Test (SESAT) in the fall and spring. The results showed that the students started kindergarten on average at the 67th percentile in reading compared to children nationally and ended kindergarten on average at the 84th percentile. If these students had merely progressed at the same pace as students in the national norming group, they would have remained at the 67th percentile at the end of kindergarten, so the 17-point gain is a truly remarkable result.

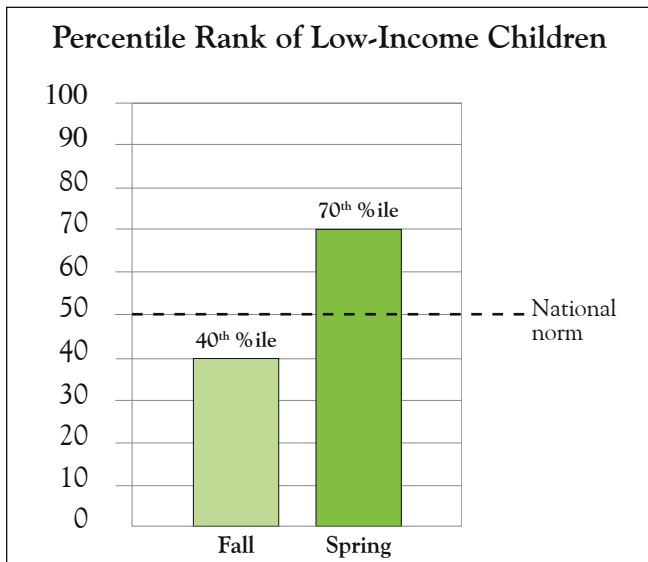


Catholic students of all ethnicities made dramatic progress after one year of instruction with The Superkids. By spring, all students—African American, Hispanic, and White—scored on average well above the 70th percentile.

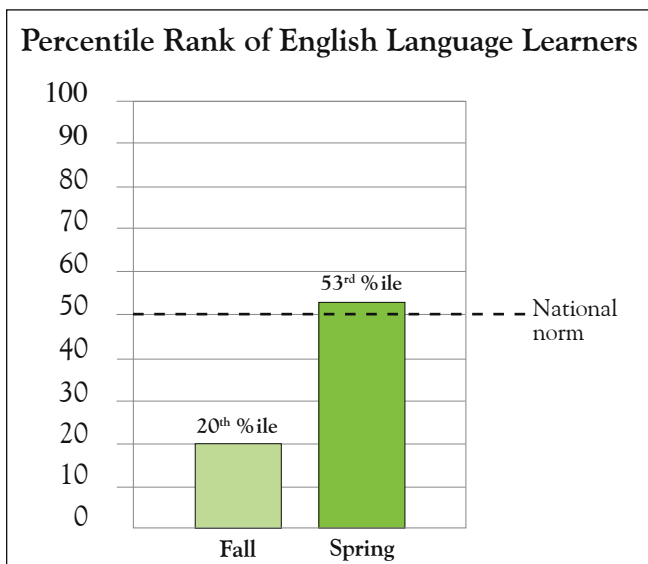


(more information on back)

Low-income children scored on average at the 40th percentile in the fall. In the spring, this group scored on average at the 70th percentile, well above the national norm and an extraordinary gain of 30 percentile points.



English language learners scored on average far below the national norm at the 20th percentile in the fall. By spring, this group made striking gains, finishing the year above the national norm at the 53rd percentile, a gain of 33 percentile points.



Catholic-School Teachers Give The Superkids High Marks

In follow-up interviews, the 47 teachers were overwhelmingly positive in their opinions about The Superkids, rating it 4.8 on a five-point scale for its effectiveness at motivating children and 4.7 for their overall satisfaction with the program. Other findings from the teacher interviews include:

- 93% said The Superkids was more effective than other programs they had used.
- 100% said they would like to use the program again.
- 98% said they would recommend the Superkids program to a colleague.

Conclusion

These results suggest that the Superkids program, in the hands of Catholic-school teachers, can achieve exceptional results with kindergartners from diverse backgrounds, thereby providing another distinguishing feature of Catholic-school education that could positively impact enrollment and retention.

For more information about these results or other research into the Superkids K–2 program, please call Steven Tardrew, director of research, at 866-370-READ.



ROWLAND READING FOUNDATION
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