

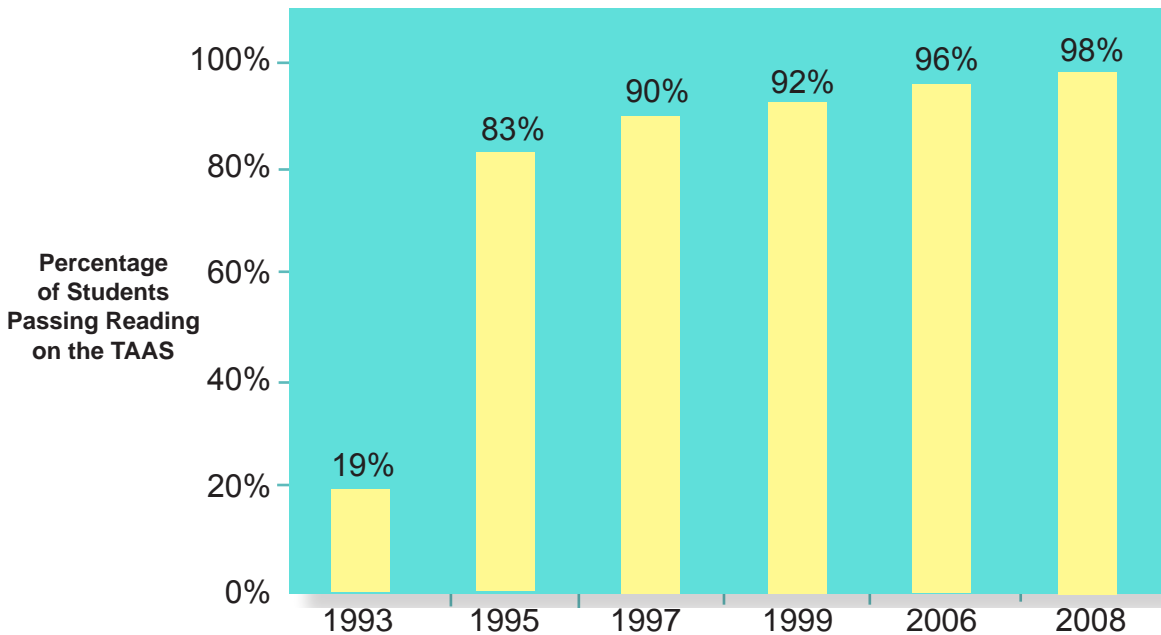
Section 1: Field Studies from Schools and Districts

1.1 Grades 1 Through 5, O'Connor Elementary School, Victoria, Texas, (1993-2008) Before implementing Carbo recorded books, 19% of O'Connor's fourth-graders were passing the Texas Assessment of Academic Skills (TAAS); only fourth graders were tested. After the implementation of Carbo recorded books and the Power Reading® Program, scores rose dramatically. In 1995, 1997, 1999, 2006, and 2008 the percentage of students passing the TAAS was 83%, 90% and 92%, 96% and 98% respectively for grades one to four. As O'Connor principal Sherry Gorsuch noted,

“Over the past six years, since beginning the Reading Styles Model, according to our TAAS testing data, scores have continued to rise in reading, math and writing.”

Discipline referrals decreased dramatically. O'Connor is both a year-round magnet school and a school-wide Title I campus serving more than 700 students in grades PK-5. In 2007, the school population was 74% Hispanic, 14% Anglo-American and 12% African American, with 75% of the students enrolled in the free or reduced lunch program. O'Connor Elementary School became a National Reading Styles Model School in 1997. It has welcomed thousands of visitors to its campus to experience its outstanding Reading Styles Program. O'Connor also serves as a partnership training school for the local university's teacher training program. Reporting educator: Sherry Gorsuch, Principal, O'Connor Elementary School.

**O'Connor Elementary School, Victoria, TX
Percentage of Students Passing Reading on the TAAS Test
Increases Dramatically Over 15 Years**

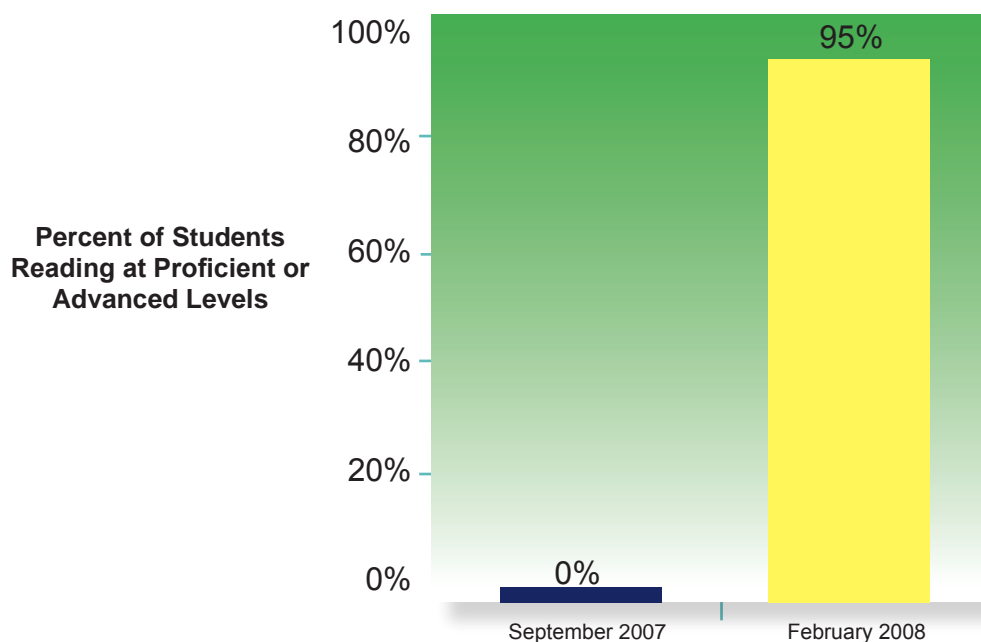


1.2 Grades 7-8, Minor Hill Elementary School Power Reading® Lab, Minor Hill, TN, 2007-2008 (53% free or reduced lunch, 36% of lab students are special ed). In 2007, 22 of Minor Hill Elementary’s seventh- and eighth-graders scored below the proficient reading level on a university-created predictive reading test. After six months of attending the Power Reading® Lab established in the school, 21 of the 22 students achieved proficient or advanced levels in reading on that same test, including five of the six special education students in the group. Principal Lisa Stogner, reported a 100% turnaround in student attitude, from negative to positive toward reading, writing on February 27, 2008:

All Power Reading students in grades 7/8 scored proficient or advanced. But most important, they wanted to know how they did and were sharing their scores with each other as a caring community. 100% attitude turn around! There is a local newspaper article (front page) on our lab.

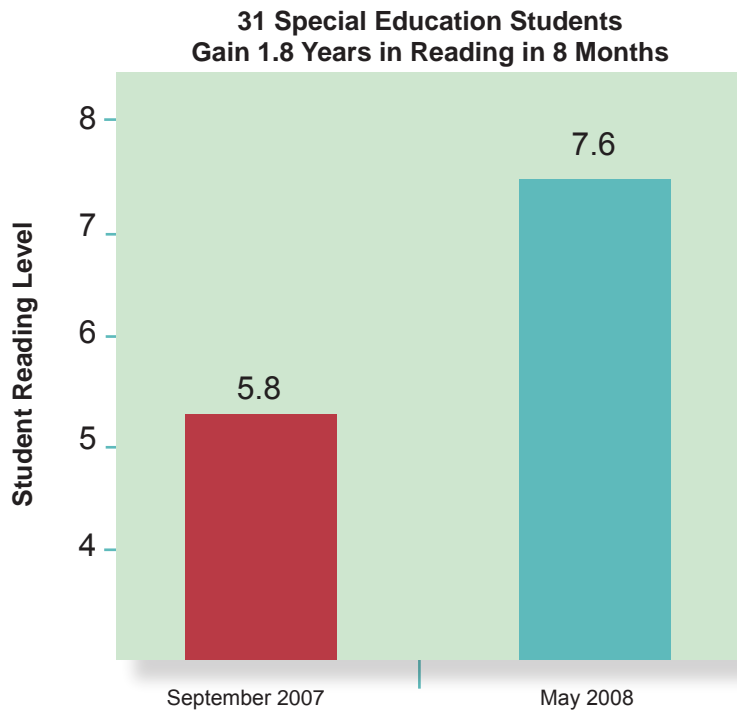
Minor Hill Elementary is a PreK-8 school. Reporting Educator: Lisa Stogner, Principal, Minor Hill Elementary School.

In 6 Months, 16 of 16 Struggling Readers and 5 of 6 Special Ed Students Grades 7-8 Rise From Below Proficient to Proficient and Advanced Levels in Reading



1.3 Grades 9-12, Boyd County High School Power Reading® Lab for Special Ed Students, Boyd County, Kentucky, 2007-2008 (39% free or reduced lunch) Over a period of 8 months, the 31 special education students in grades 9-12 who attended the Power Reading® Lab in Boyd County High School, gained an average of 1.8 years in reading comprehension and vocabulary on the Gates McGinitie Reading Achievement Test.

Each student attended the Power Reading Lab approximately 5 days per week for 30 minutes. The primary materials used in the Power Reading Lab was the Power Reading® Program, which contains high-interest stories, recorded at a special slow pace in small amounts. Students listened to a section of a challenging story a few times and read the section aloud to their teacher. After completing a story, the students played a skill game based on the story and answered the story questions. The Power Reading® Program is structured so that students are consistently challenged with increasingly difficult stories.



1.4 Grades 9-12, Ramey-Estep High School Power Reading® Lab Alternative Treatment Facility, Boyd County, Kentucky, 2007-2008 (88% free or reduced lunch). Ramey-Estep High School is the alternative treatment facility in Boyd County. Students are sent there from all over Kentucky. They live there year round and some stay until they graduate; others earn the right to leave. Most would rather stay because the principal and teachers are so extraordinary.

In 2007 – 2008, for the 15 students attending the Power Reading Lab at Ramey-Estep most frequently, the pre-test and post-test data were as follows: the average growth rate of those students using the Power Reading Lab over a nine-week period was +1.32 G. E. (Grade Equivalent). The largest class growth was +2.0, and the largest individual growth was +4.3.

The class size attending the Power Reading Lab is five students. The reading assessment tool used was STAR.

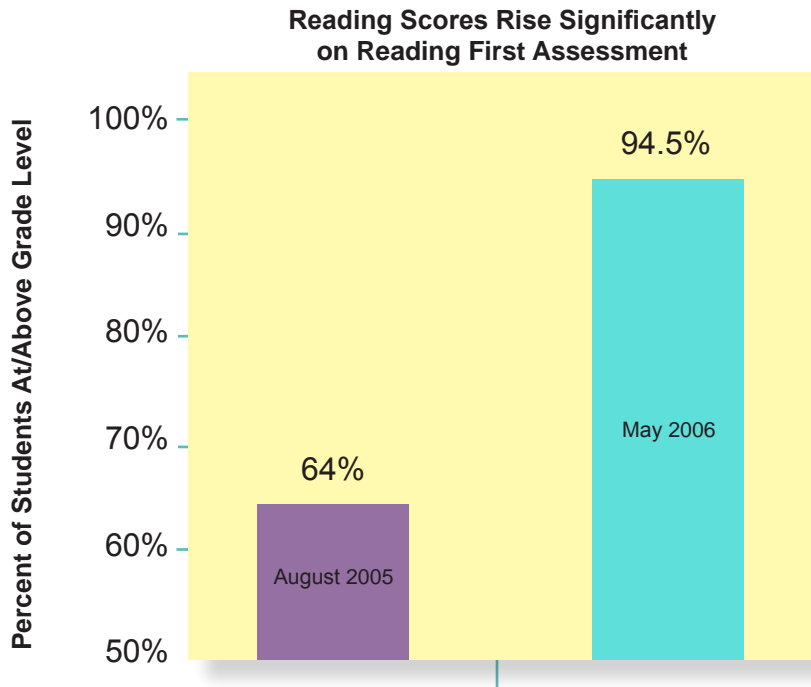


1.5 Grades 2-3, Catlettsburg Elementary School, Boyd County, KY, 2006-2007 (72% free or reduced lunch, 21% special ed). At the end of the 2006 school year, primary students (Grades K-3) at Catlettsburg Elementary School, scored in the 64th percentile on their Reading First assessment (the GRADE test). At the end of the 2007 school year, after using the Power Reading® Program, Catlettsburg’s primary students averaged a reading score of 94.5%. Principal, Marci Prater, wrote:

I wanted to let you know that we use the GRADE test to assess all primary students. We assess them in August, January and May.

We went from 64% passing to 94.5% of our students reading on or above grade level with full implementation of the Power Reading® Program into our 90 minutes of uninterrupted reading, plus 30 minutes of extra Power Reading® instruction in our lab for those students reading 2 grade levels or below in reading... We are extremely excited and I am sure that these gains are because of Power Reading®.

Reporting Educator: Marci Prater, Principal, Catlettsburg Elementary School.



- 1. 6 Grades PreK-6, West Haverstraw Elementary School, North Rockland, NY, 2003-2006** (Suburban, 79% free or reduced lunch, 63% limited English proficiency). After one year of rising the Power Reading® Program, West Haverstraw Elementary (North Rockland, New York), made the “Exemplary List of Most Improved Schools” in New York State. After three years, they became a “High Performing/Gap Closing school in Language Arts and Math (their state’s highest ranking).

Assistant Superintendent, Robert Katulak, wrote:

“As assistant superintendent for our district, I work hard to find research-based programs that help principals help teachers to raise test scores and close the achievement gap. the Power Reading® Program has done just that with our students, and it is a perfect fit with our literature-based reading series. Using Carbo has reduced discipline referrals and suspensions by more than 50%.”

Reporting Educator: Robert Katulak, Assistant Superintendent, North Rockland Schools, New York.

**ENGLISH LANGUAGE ARTS GRADE 4
NEW YORK STATE ASSESSMENT**

ELA Results

Year	Proficiency	Mastery
2001	49%	8%
2002	70%	19%
2003	61%	12%
2004	78%	17%
2005	79%	20%

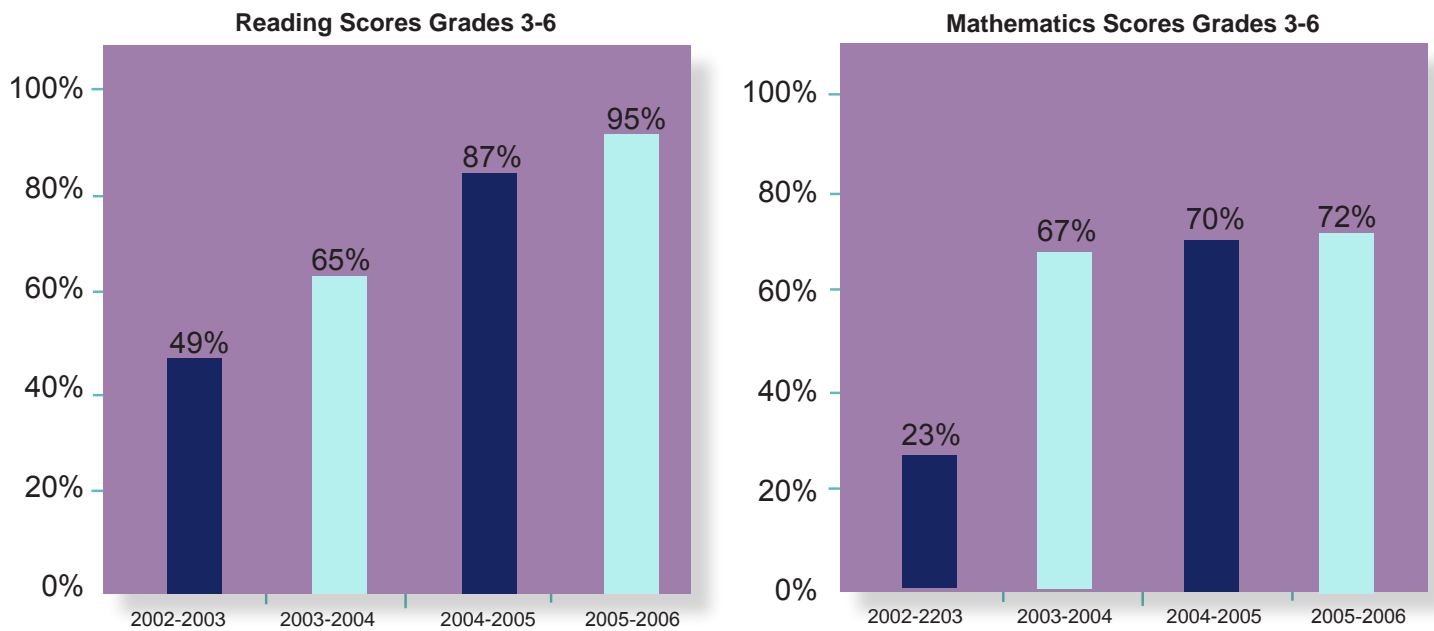
In 2005, 79% of West Haverstraw’s student attained proficiency and 20 % attained mastery, compared to 49% and 8%, respectively, in 2001.

1.7 Marion Elementary School, Marion, MI (2001-2005) (PreK-5, rural, 995 White, one-third of families had no phones, high unemployment, 61% free or reduced lunch). In 2001, 42.1% of the fourth graders at Marion Elementary scored at the proficient reading level on their state test (the MEAP). Training in the Power Reading® Program began at Marion in 2002. By the end of that year, the percentage of students in grades 3-6 scoring at the proficient level was 49% in reading and 23% in mathematics. By 2006, those percentages rose to 95% proficient in reading and 72% proficient in mathematics. In 2005 Marion Elementary School was awarded the prestigious status of a Level 3 “National Reading Styles Model School.” Superintendent of Marion Schools, Charles Chase, wrote the following comment in a letter to Marie Carbo on June 2, 2005:

During the implementation of the Carbo Reading Styles Program, our achievement scores have increased - most significantly, our mathematics scores. We believe that this is the direct result of the students’ ability to read the problems presented on the test.

Reporting Educator, Charles Chase, Superintendent of Schools.

**Reading and Mathematics Scores Rise Significantly After 3 Years of Power Reading®
(Reading Scores Rise Above State Average)**

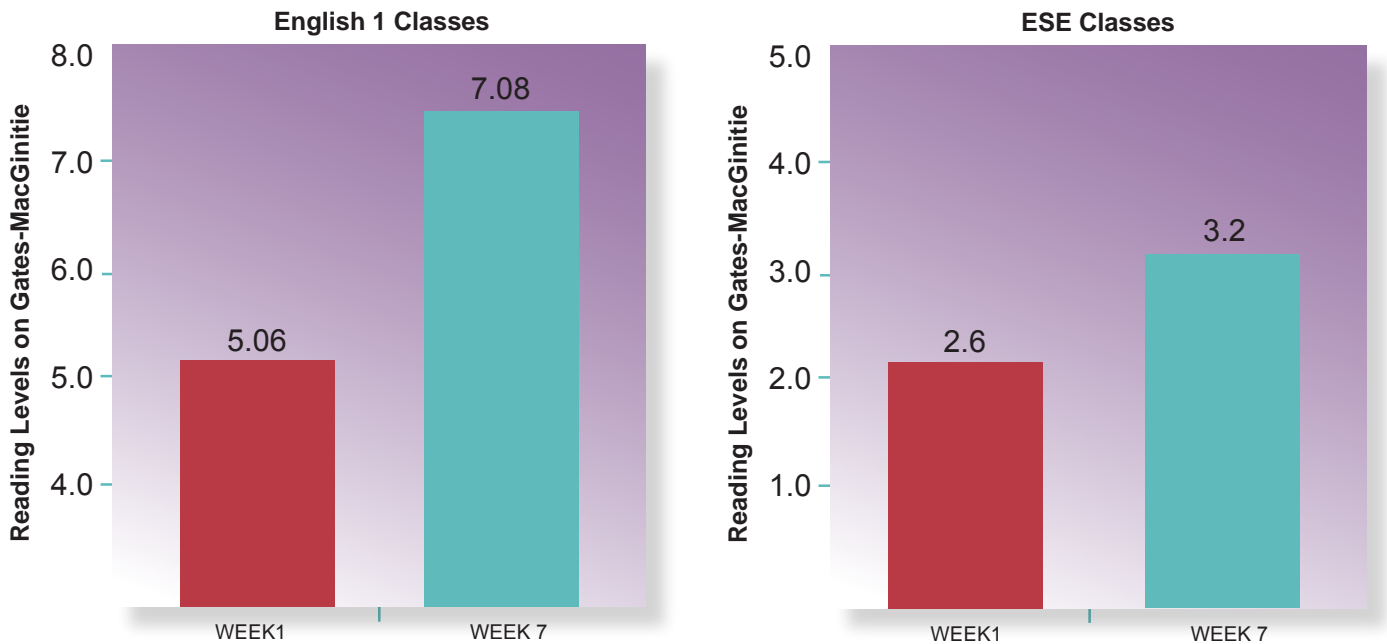


1.8 Grades 10-12, Immokalee High School Reading Lab, Collier County, Naples, FL, 2001-2005 (94% free or reduced lunch). After only seven weeks of using the Power Reading® Program, 21 regular Anglo-American students gained two years in reading comprehension, and 23 ESE students gained seven months in reading comprehension during that same period on the Gates-MacGinitie Reading Achievement Test. By the second year (2003), Bridget Morris, Power Reading® lab teacher, wrote:

We are bursting at the seams for this term. There are about 200 students utilizing the lab-all English classes, the FCAT skills class, and some ESE classes. We've also created a movable Power Reading® Lab for the ESOL students at lower levels. Things are going great!

Immokalee High School has a school population that is 94% minority. Reporting Educator: Bridget Morris, Power Reading® Reading Lab Teacher, Immokalee High School.

**High Reading Comprehension Gains in 7 Weeks
for Struggling Readers and ESOL Students
on Stanford Diagnostic Reading Test**



1.9 Grades 4-8, Grand Caillou Middle School, Houma, LA, 1999-2004 (85% free or reduced lunch, 54% minority, 11% migrant). Between 1999 and 2000, achievement scores at Grand Caillou Middle School rose for both fourth- and eighth-graders, the only two grade levels tested annually. Eighth-graders made the highest gains, suggesting that a greater amount of time with the Carbo Reading Styles and Power Reading® Program increases student achievement. Eighth-graders had more than one year of CRS, whereas fourth-graders had only six months. The results were as follows: In eighth grade, 24% more students performed at the “basic” and “proficient” levels, while 22% fewer performed at the “unsatisfactory” and “approaching basic” levels. Fourth-graders recorded a 10% increase in students performing at the “basic” and “approaching basic” levels and a 10% decrease in those at the “unsatisfactory” level. Grand Caillou Middle School achieved the status of National Reading Styles Model School. Grand Caillou Middle School maintained their gains as well as their status as a Level 3 “National Reading styles Model School until 2004, when Judy Gaspard retired as the principal of Grand Caillou.

During 1999-2000, Grand Caillou Middle School served 623 students in grades 4-8. Economically disadvantaged students made up 89% of the student population, which is 46% Anglo, 41% Native American, 12% African American and 1% Asian American. Reporting educator: Judy Gaspard, Principal, Grand Caillou Middle School.

In 2003, Grand Caillou principal, Judy Gaspard, was the only individual in North America invited to address a United Nations panel on education. This great honor was awarded to Judy after a U. N. official visited her school for a few days, and was impressed by the high test scores, respect, and love of learning demonstrated by Grand Caillou’s students and teachers. Reporting Educator: Judy Gaspard, Principal, Grand Caillou Middle School.

Houma principal to address U.N. panel on education

She can offer insight on beating poverty

By Kimberly Krupa
The Daily Item

HOUMA — Judy Gaspard was raised on a farm in a little French town in southwestern Louisiana, where her parents lived off the land and the children made extra change by picking pecans.

Gaspard, who has served at Grand Caillou Middle School as principal for the past 12 years, worked her way through school, determined to learn a lesson from her hard-working parents, who had stopped their education in first and fourth grades.

In September, Gaspard will address a United Nations panel on education, discussing lessons she learned as a poor child growing up with a father who couldn't sign his name, then as principal of a school where 84 percent of students, because of their families' low incomes, receive a daily free or discounted school lunch.

Gaspard has been invited to New York City to speak as an expert in her field, with 37 years of teaching experience, at the United Nations' 50th annual Conference of Non-Governmental Affairs.

The conference, "Human Security and Dignity: Fulfilling the Promise of the United Nations," is scheduled for Sept. 8-10. Last year, the human rights event attracted about 2,000 representatives from more than 70 countries.

Gaspard has been asked to

address an international audience of U.N. and government officials Sept. 8 during a panel discussion, "Educatong for a Secure Future."

The panel includes four other experts in education, mostly from organizations outside of the United States. It will focus on innovative programs teachers are using to promote knowledge, "the greatest hope for lasting peace," wrote Shashi Tharoor, an undersecretary-general for communications at the United Nations, in an invitation letter to Gaspard.

Gaspard's panel also will discuss how messages of tolerance and conflict resolution are being promoted among young people. It also will examine how organizations are striving to meet the United Nations' goals of narrowing the gender gap in grade schooling by 2005 and, by 2015, ensuring that all children receive at least an elementary school education.

Though her thoughts are still in rough-draft form, Gaspard knows at least one thing she will say to U.N. delegates during her 15-minute opening speech: how Marie Carbo's Reading Styles program has changed students at her school.

Grand Caillou Middle is one of few schools in Louisiana using the national Reading Styles program, which was introduced at the Terrebonne Parish school in a single fifth-grade classroom in 1997. It is now taught at every grade level at the school.

The program teaches students, parents and teachers about their preferred ways of learning. Files track everything from when a child studies best — morning, afternoon or night

— to what kind of lighting he or she likes — a desk lamp or a single reading lamp.

The school's emphasis on using alternative ways to get students interested in learning will be Gaspard's focus at the U.N. event.

"She credits the program with improving everything from reading to performance to a child's love of learning."

"Parents don't argue with their kids anymore at home," Gaspard said.

Test scores also have gone up in recent years. Eighth-grade LEAP test scores last spring improved at Grand Caillou Middle more than at any other school in the parish. The school also was one of only two in Terrebonne whose male scores did not decline.

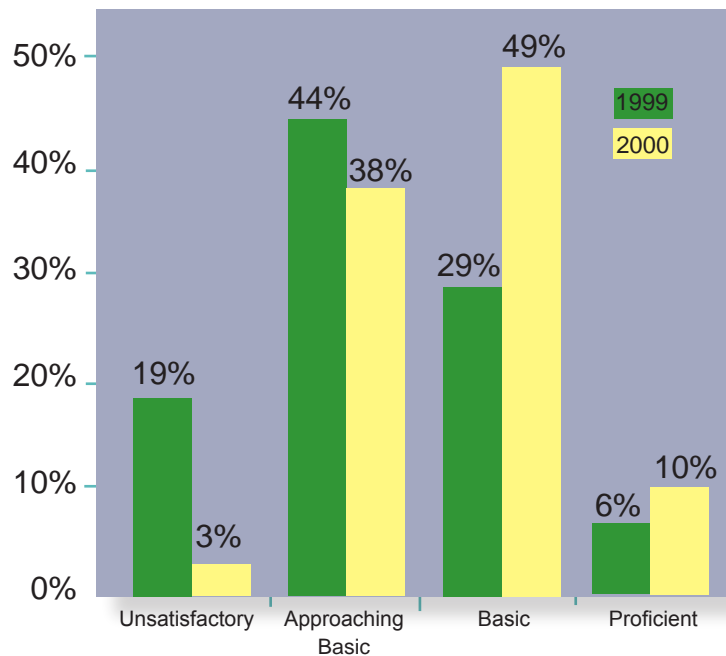
"I want these people to know that this works," Gaspard said. "This program lets the kids know why they do the things they do. We're teaching them instead of yelling at them."

Gaspard's work at the Grand Caillou school was noticed this year when a U.N. delegate from the Northeast visited and Louisiana as part of a traveling singing troupe.

The official was shocked by the lower-income way of life, where families still make much of their living off the sea, and by the struggles that students immersed in this lifestyle inevitably bring to school, said Kirby Verret, a Houma resident who helped introduce the U.N. visitor to Terrebonne Parish.

Amid the high poverty that marks much of the bayou landscape, he outsiders, reforms under way at Grand Caillou Middle School stand out, Verret said.

GRAND CAILLOU MIDDLE SCHOOL, HOUMA, LA EIGHTH GRADE ACHIEVES GREATER PROFICIENCY ON LOUISIANA EDUCATIONAL ASSESSMENT AFTER ONE YEAR OF CRS and POWER READING®



1. 10 Grades Pre-K-2, West Amory Elementary School, Amory, MS, 1999-2002 (PreK-2, rural, 58% free or reduced lunch, school-wide Title 1). In 2002, after three years of the Power Reading® Program, West Amory Elementary was one of three Title 1 schools to achieve the highest NCE gains in Mississippi. West Amory's students had gained 38.5 NCEs in reading in three years, and won the IRA Distinguished Title 1 School Award. That same year, West Amory Elementary school was awarded the prestigious status of a Level 3, "National Reading Styles Model School." West Amory Elementary is a school-wide, Title 1 school in rural Mississippi, with 58% of its students receiving a free or reduced-price lunch. Reporting Educator: Nancy Sullivan, Principal, West Amory Elementary School.

