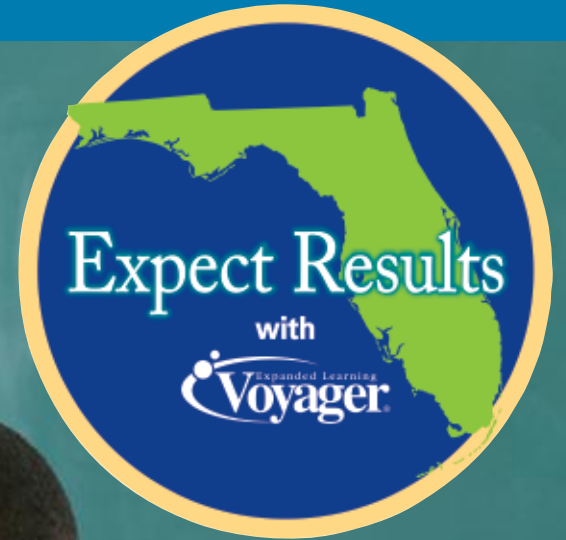
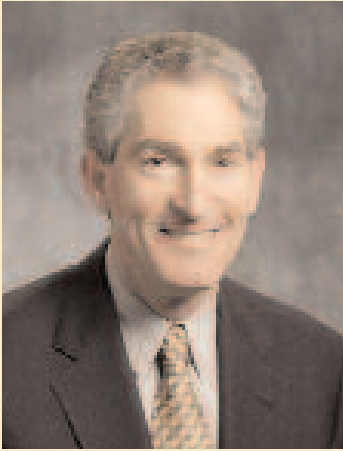


Expect Results™ in Florida Schools

A Report Highlighting Student Reading Achievement





Dear Florida Educators,

It is with great pleasure we bring you the second edition of Florida Expect Results™. Inside are featured Florida schools and districts that have made substantial gains in increasing student achievement. We are proud to share their stories.

These successes confirm that hard work, strong leadership, and dedicated teachers positively affect student academic achievement. Increased FCAT performance, achievement of AYP goals, and recognition by the state of Florida are just a few of the accomplishments made by our featured schools and districts.

Our mission is to provide proven resources to help educators bring all students to grade-level proficiency in reading and in math. The foundation of our programs includes evidence-based curricula, integrated assessment and progress monitoring, and ongoing professional development and implementation support. But our real success comes from our partnership with educators like you, whose dedication and commitment to young learners makes everything we do worthwhile.

We value your partnership and we celebrate your success in improving teaching and learning every day with your students. If I could be of help, please let me know.

Sincerely,

Ron Klausner
President Voyager Expanded Learning
Tel: (214) 932-9432
Email: rklausner@voyagerlearning.com



Let us tell
your
success story
next!

If you have a story you would like to share from your school or district that was the result of a Voyager program, let us know. Email Kelly Freckmann at kfreckmann@voyagerlearning.com or call (888) 399-1995 ext. 9443.

Thank you for being a part of the Voyager Community!

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Dallas, Texas 75234
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www.voyagerlearning.com

Expect Results with Voyager Expanded Learning®

Voyager Expanded Learning® incorporates the most current scientifically based reading research into all of its education solutions. Leading researchers explicitly implemented recommendations from the National Research Council, the National Reading Panel, and the National Institute of Child Health and Human Development.

Outside evaluators, including the Florida Center for Reading Research, reviewed the Voyager Universal Literacy System®, Voyager Passport™, and VoyagerU® professional development solutions for use in Reading First schools across the country.



The Voyager Universal Literacy System®

The *Voyager Universal Literacy System* is a comprehensive K-3 reading solution that includes core, supplemental, and intervention materials and has been proven by independent evaluators to teach a higher percentage of children to read than any other core reading curriculum.

Voyager Passport™ Reading Intervention System

Voyager Passport is a research-based reading intervention program proven to accelerate students in grades K-6 to grade-level proficiency.

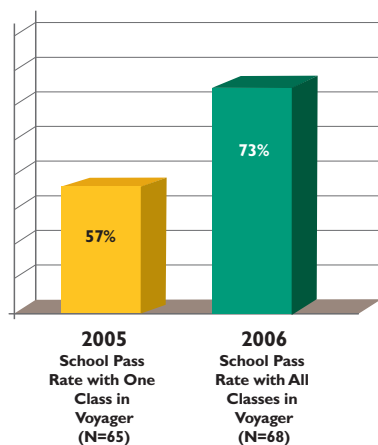
Passport Reading Journeys™

Passport Reading Journeys is an intensive reading intervention program designed to accelerate middle and high school students reading below grade level.

Florida students, schools, and districts have made remarkable reading gains using Voyager programs. Their success is replicable with your students as well.

Norwood Elementary Students Increase Performance on State Assessments

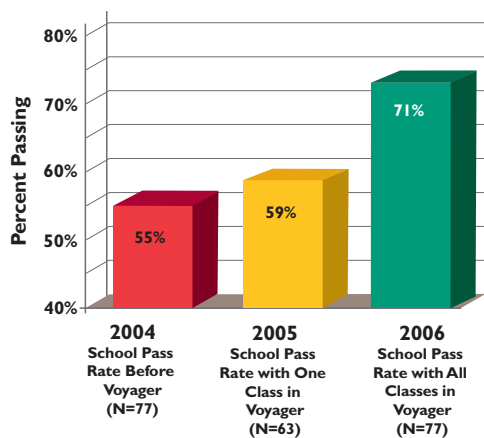
Second Graders Scoring At or Above 50th Percentile on the SAT-10 (2006)



“Our third grade scores were awesome, and we owe it all to Voyager,” says Frances Rotford, Principal at Norwood Elementary.

After 26 weeks in *Voyager Passport*, 73 percent of second graders scored at or above the 50th percentile (national average) on the SAT-10, a 28 percent increase over the previous year.

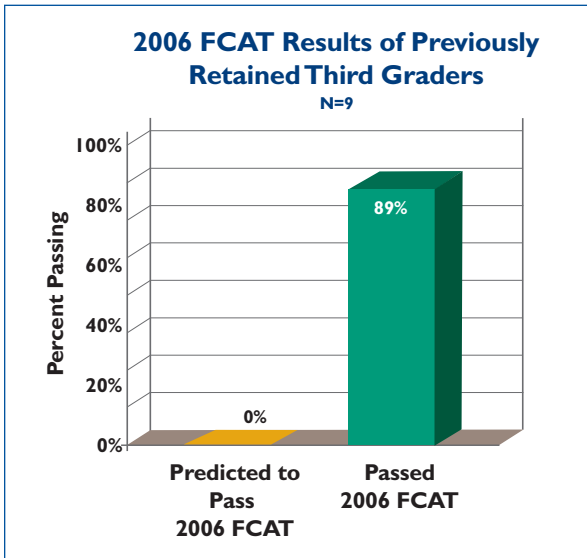
FCAT Results of Norwood Third Graders



Before implementing *Voyager Passport*, Norwood’s school-wide FCAT pass rate in third grade was 55 percent in 2004. The school piloted *Voyager Passport* in one classroom during 2005, raising the school’s overall pass rate to 59 percent. In 2006, with all classrooms using the *Voyager Passport* program, Norwood’s overall third grade pass rate jumped to 71 percent.

“Last year we found that without the use of Voyager, our on-grade-level students did not make the same learning gains our struggling students in *Voyager Passport* did with their reading fluency,” said Janine Townsley, a Reading Coach at Norwood Elementary.

Norwood Third Graders Dramatically Improve Pass Rate on FCAT

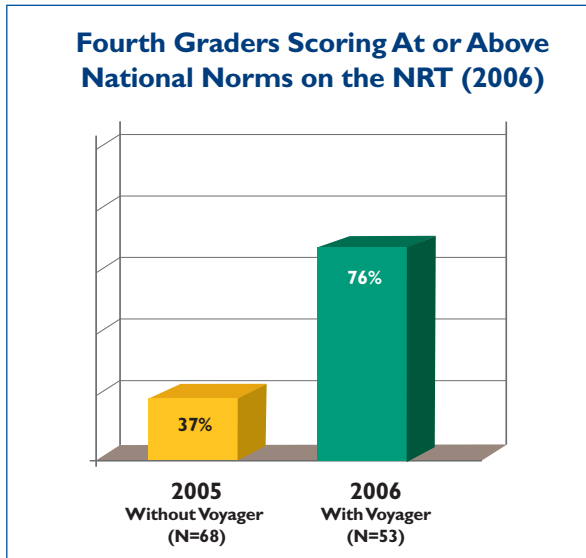


“Our third grade scores were awesome, and we owe it all to Voyager!”

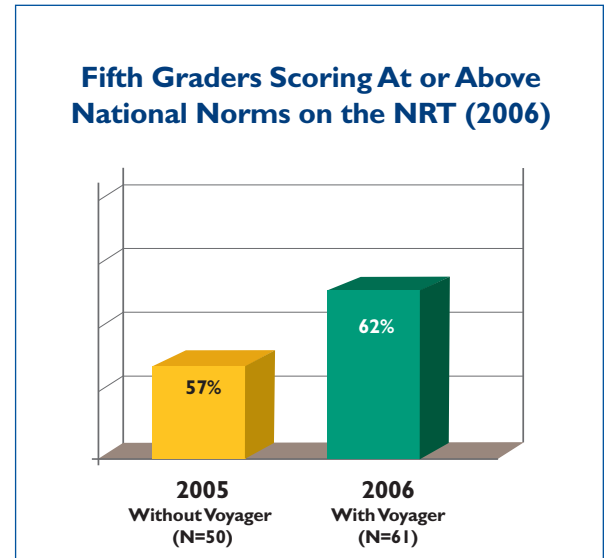
-Frances Rotford, Principal, Norwood Elementary

Norwood’s previously retained third graders also made significant gains on the FCAT. Without Voyager, none of these students were predicted to pass the FCAT. After 26 weeks with *Voyager Passport*, 89 percent of the previously retained third graders passed the assessment.

Norwood Fourth and Fifth Graders Increase Performance on NRT



During the 2005-2006 school year, Norwood Elementary also implemented *Voyager Passport* with at-risk fourth and fifth grade students. After 26 weeks in the program, 76 percent of fourth graders scored at or above national norms on the Norm-Referenced Achievement Test (NRT) compared with just 37 percent in 2005 who used another reading program. This is a 105 percent increase in the number of Norwood fourth grade students scoring at or above the national average on the assessment.



In fifth grade, 62 percent of students scored at or above national norms on the NRT, compared with 57 percent in 2005 who used another reading program.

Norwood Elementary received an A grade from the state of Florida for the 2005-2006 school year; even more impressive when considering that according to the FCAT accountability matrix, 75 percent of Norwood teachers were either new to teaching, new to the profession, or new to teaching that grade level.

“Voyager Passport works, and it works quickly.”

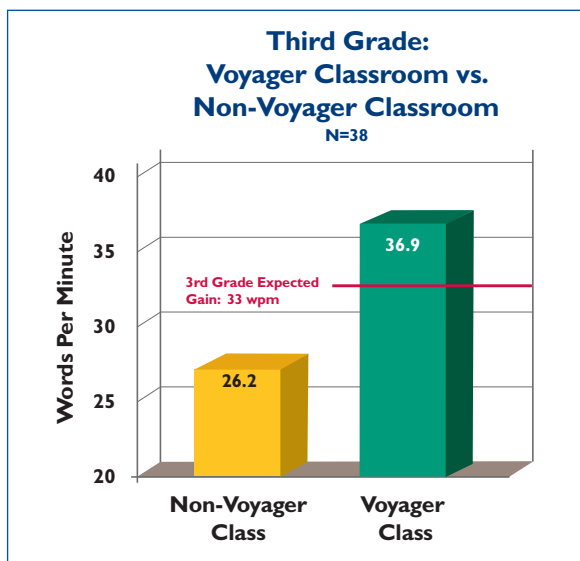
-Janine Townsley, Third-grade reading specialist

At-Risk Third Graders Make Greater Gains than Low-Risk Peers

In the 2004-2005 school year, Norwood Elementary divided third grade students into two reading classes based on their reading proficiency. Students at risk of failing the FCAT were placed in a classroom using *Voyager Passport* for additional daily reading intervention. Students not at risk were placed in a separate classroom and remained in their core reading program.

At the beginning of the school year, most of the 38 students in the *Voyager Passport* classroom were at risk of failing the FCAT. “Very few, maybe four children, without any intervention, would have passed. All students in the class were high or moderate risk at the beginning of the year,” says Fran Rotford, Principal at Norwood Elementary. By the end of the year, nearly 80 percent of the students in this high-risk classroom passed the FCAT. “*Voyager Passport* works, and it works quickly,” says third-grade reading specialist Janine Townsley.

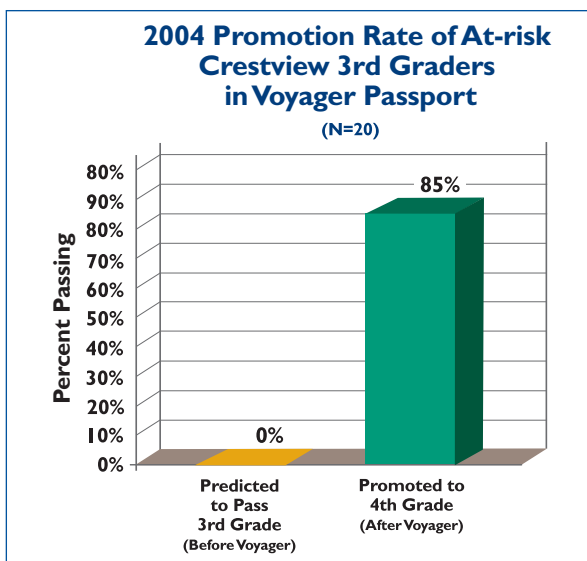
Although both classrooms made gains in reading fluency, the at-risk students in the *Voyager Passport* classroom gained almost 11 words per minute more than the low-risk students, as measured by DIBELS™.



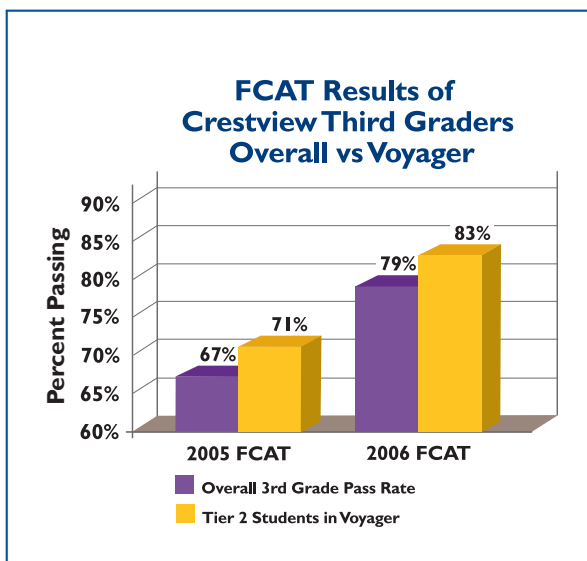
About Norwood Elementary

Norwood Elementary is located in the Miami-Dade County Public School System and in 2005-2006, served more than 450 students in pre-K through 6th grade. The student population is 90 percent African American, 6 percent Hispanic, 2 percent Caucasian, and 2 percent Asian/Pacific Islander. Eighty-three percent of students are eligible for free or reduced lunch, and 27 percent of students have disabilities.

Crestview's Voyager Third Graders Outperform Peers on FCAT



Just nine weeks before the 2004 FCAT, Crestview began a targeted implementation of *Voyager Passport* with 20 third graders identified as at risk of failing the assessment. After the intensive intervention, 17 of these students (85%) were promoted to fourth grade.

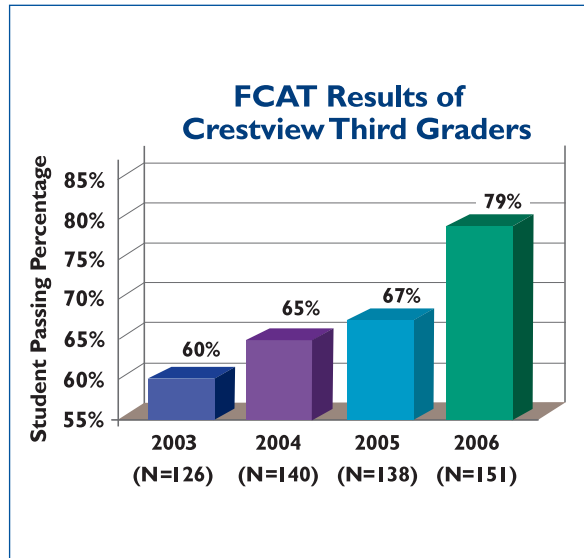


Crestview continued the program in the 2004-2005 school year with 36 at-risk Tier 2 third graders. Seventy-one percent of Tier 2 third graders in *Voyager Passport* achieved a Level 3 or higher on the assessment, compared to Crestview's overall third grade percentage of 67 percent.

In 2005-2006, twenty-three third grade students identified as at risk of failing the FCAT were placed in the intensive intervention. Eighty-three percent of Tier 2 third graders in *Voyager Passport* achieved a Level 3 or higher on the assessment, compared to Crestview's overall third grade percentage of 79 percent.

Crestview Third Graders Make Significant Gains on FCAT

“Every year we have seen a significant increase in FCAT scores,” says Dr. Mildred Mejia, Principal at Crestview Elementary. “We are reaching out to our students through the *Voyager Passport* program, and we are seeing significant growth.”



About Crestview Elementary

Crestview Elementary School is located in the Miami-Dade County School District and serves more than 800 students in pre-K through 5th grade. The student population is 95 percent African American, 3 percent Hispanic, 1 percent Caucasian, and 1 percent Asian/Pacific Islander. Seventy-eight percent of students are eligible for free or reduced lunch, and 1.1 percent of students had limited English proficiency.

STUDENT SPOTLIGHT: KRISTOPHER LYNCH



“Read! Read! Read! Because reading makes you smarter!” Dr. Mejia shouts throughout the halls of Crestview Elementary School. The proof is clear for one exceptional third grade student, Kristopher Lynch. Last year, Kristopher missed passing the FCAT by one point. He was retained and enrolled in *Voyager Passport*. This year, Kristopher scored a Level 3 in reading and a Level 5 in math, posting one of the highest math scores in his class. *Voyager Passport* not only helped Kristopher with reading, but it boosted his self-esteem, confidence, and motivation to learn.

“He was the most motivated student in his group,” says reading teacher Vivian Vergara.

“Kristopher wouldn’t have been able to score as well as he did on th FCAT math section, had it not been for *Voyager Passport* improving his reading skills and making him a more successful student,” adds reading teacher Janice Harris.

**“Read! Read! Read!
Because reading
makes you smarter!”**

-Dr. Mildred Mejia, Principal, Crestview Elementary

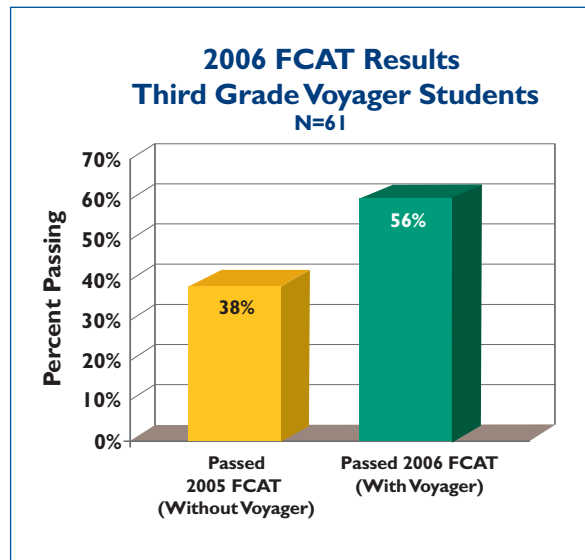
Larkdale Elementary Ranks in Top 5% of District Reading First Schools

In the fall of 2005, 61 third graders were enrolled in *Voyager Passport* after being identified as at risk of failing the FCAT and being retained. After 26 weeks in the intensive intervention program, 56 percent of these third graders passed the 2006 FCAT.

Larkdale's primary grades demonstrated such large increases in performance that they were ranked 7th in learning gains among the 138 schools in the Broward County School District, and in the top 5 percent of the 52 *Reading First* schools in the district, according to DIBELS™ scores.

The most recent *State Quarterly Report* showed 84 percent of all at-risk students grew significantly, demonstrating at or above grade level performance.

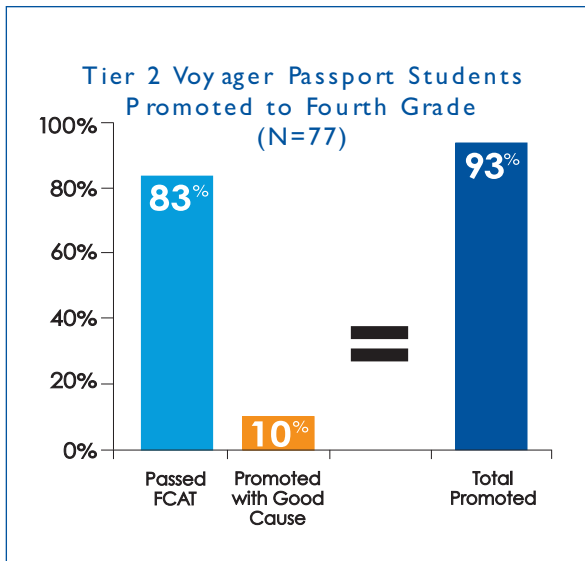
“The improved performances of the students came directly from the intensive intervention of *Voyager Passport*, comprehensive professional development of teachers and staff and Voyager's progress monitoring initiative,” says Ramon Dawkins, Principal at Larkdale Elementary.



About Larkdale Elementary

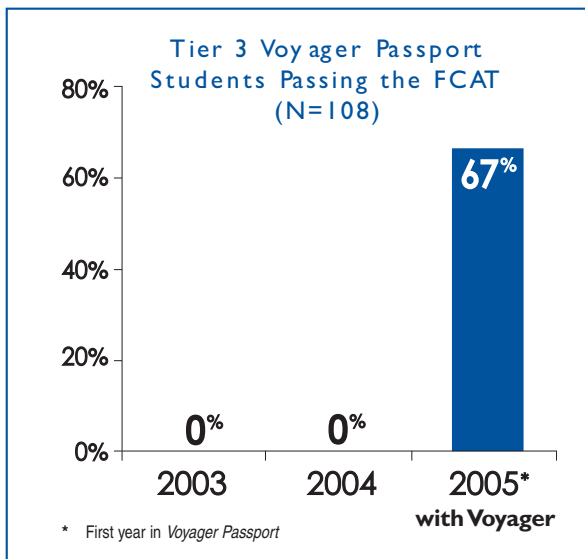
Larkdale Elementary School is located in the Broward County School District and serves more than 800 students in pre-K through fifth grade. The student population is 99 percent African American and 1 percent multiracial. Ninety-seven percent of students are eligible for free or reduced lunch, and 9 percent of students have limited English proficiency.

Dramatic Increase in FCAT Performance of Miami-Dade Tier 2 and Tier 3 Third Grade Students



During the 2004-2005 school year, Miami-Dade County Public Schools provided targeted reading instruction with *Voyager Passport* to most Tier 2 and all Tier 3 third graders in the district. As a result of this intensive reading initiative, 93 percent of Tier 2 students (at risk for retention) were promoted to fourth grade.

More than 100 Tier 3 students who failed the FCAT two years in a row also received instruction with *Voyager Passport*. After 26 weeks of the targeted reading intervention, 67 percent of these Tier 3 third graders passed the 2005 FCAT.



The intensive reading intervention was implemented five days per week for 60 minutes each day. Due to its proven success, *Voyager Passport* is currently implemented in more than 220 schools throughout Miami-Dade.

“Every year we have seen a significant increase in FCAT reading scores.”

-Dr. Mildred Mejia, Principal, Crestview Elementary

Phillippi Shores' At-risk Third Graders Increase Performance on FCAT

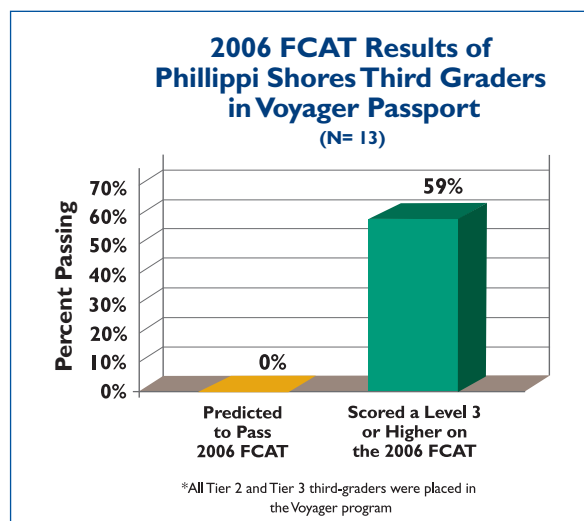
In the 2005-2006 school year, Phillippi Shores Elementary School made a commitment to increase performance of their lowest quartile of students on the FCAT. Teachers and administrators identified incoming third-grade students most at risk for failing the FCAT and placed those students in *Voyager Passport* in an effort to improve performance on the state assessment.



Based on SAT-9 scores, none of the 13 students were predicted to pass the FCAT. After 26 weeks in *Voyager Passport*, 59 percent of these students scored a Level 3 or higher on the FCAT.

"*Voyager Passport* takes the five reading components and hits every one of them every day," says Candace Dearing, Principal at Phillippi Shores Elementary. "It works, and the proof is in the students' success."

The dramatic improvement helped Phillippi Shores Elementary achieve the fourth greatest gains in the district (Sarasota County Public Schools), and the school was recognized by the state with an A grade. Because of the success of the program and increased student achievement, the school will implement *Voyager Passport* with at-risk students in grades K-4 during the 2006-2007 school year.



"Voyager Passport takes the five reading components and hits every one of them every day. It works, and the proof is in the students' success."

-Candace Dearing, Principal, Phillippi Shores Elementary

STUDENT SPOTLIGHT: VICTORIA HEIDESBURGER



Victoria Heidesburger, a third-grader at Phillippi Shores Elementary, came to the United States from Munich, Germany, in March 2004. Having spoken English at home, she was not classified as an ESOL student, and always excelled in mathematics. But Victoria struggled in reading.

“She always worked so hard, and her work in her classes was good. She did her homework and made good grades, but when it came to testing, Victoria really, really struggled,” says Candace Dearing, Principal at Phillippi Shores. “We were of the opinion that she had a learning disability that we were unable to identify.”

Victoria was predicted to score a Level I on the FCAT based on several assessments. Both Victoria and her mother were very worried knowing that she had to pass the assessment in order to be promoted to fourth grade. If she did not pass, she would not be able to spend the summer in Germany with her father as she always had, and instead would need to stay in Florida and take a summer reading course in an effort to not be retained.

Victoria's teachers opted to place her in a targeted group that received additional daily reading instruction with *Voyager Passport*. She worked very hard, but when spring came and she took the FCAT, Victoria and her mother worried about her scores and the possibility of spending the summer in school instead of in Germany.

“When the scores came in and we saw how Victoria did, we went directly to her classroom, pulled her out and said, ‘Victoria, look! You did it! You passed!’” recalls Dearing. “She was absolutely elated. And then we called her mother, and when we told her, she was thrilled to the point of tears.”

Victoria scored a Level 4 on the 2006 FCAT. She's very excited about being a fourth grader next year, but right now, she's enjoying the summer in Germany with her father.

STUDENT SPOTLIGHT: GARRISON BARTLEY



Garrison Bartley has always struggled in reading. The third grader came to Phillippi Shores Elementary last year after having been to three elementary schools in the past four years. He had been on an academic improvement plan since kindergarten, and says, “Reading is hard because it’s hard to see the words.”

Garrison had been retained the previous year after having failed to achieve proficiency on the FCAT, and this was his second year as a third grader. When he came to Phillippi Shores, Garrison did not qualify as an ESE student.

Garrison’s performance, however, was so low that his teachers were not sure how they were going to help him. There was an open slot in the targeted group that would receive additional daily reading instruction with *Voyager Passport* each day, and they opted to place Garrison in this group.

Principal Candice Dearing recalls, “At the beginning of the year, Garrison did not want to come to the Voyager program. We’d go to his classroom and say, ‘Ok, we’re going on a Voyage, send them over!’ and he would put his head down on his desk. But as the year

progressed, and as Voyager does so well, students were given an opportunity to shine at every turn. Garrison’s small successes were magnified, and his self-esteem grew along with his reading ability. At the very end of the year when we told the targeted group there would be no more Voyager that year, Garrison looked puzzled and said, ‘No! Why not? I love Voyager!’”

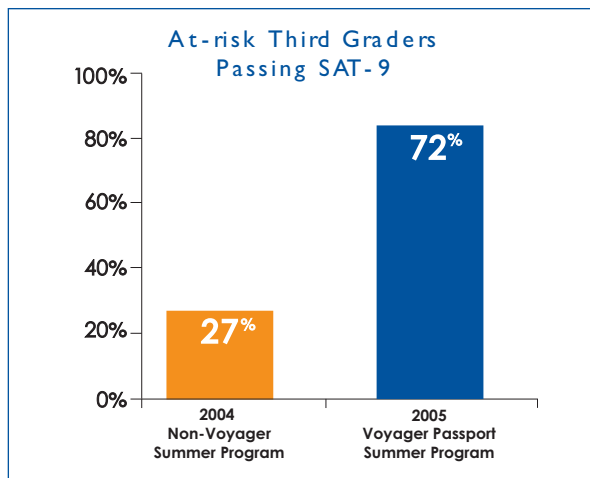
When it came time to take the FCAT this spring, Garrison was reading better than ever before. He took the test confidently, and when the results came back, Garrison learned he would be promoted to fourth grade. He had scored Level 2 on the FCAT, but did well enough to allow for promotion.

Dearing recalls, “When we told Garrison he passed and was going to be in fourth grade next year, he was beaming from ear to ear. He knew somehow that Voyager had contributed to his success.”

About Phillippi Shores Elementary

Phillippi Shores Elementary School is located in the Sarasota County School District and serves more than 400 students in pre-K through 5th grade. The student population is 69 percent Caucasian, 12 percent African American, 10 percent Hispanic, 1 percent Asian/Pacific Islander, and 8 percent multiracial. Forty-four percent of students are eligible for free or reduced lunch, and 32 percent of students have disabilities.

Manatee County Third Graders Achieve Highest Summer Reading Gains in the State of Florida



“I think it made a tremendous difference. [Voyager] captures more of the students’ ability to comprehend and recognize vocabulary and those are the two major keys to the third-grade reading test.”

—Dr. Roger Dearing, Superintendent, Manatee County Public Schools, cited in the Bradenton Herald

According to the Florida Department of Education, Manatee County realized the highest summer gains in the state of Florida.

In the summer of 2005, the School District of Manatee County enrolled third graders who failed to achieve proficiency on the 2005 FCAT in a six week summer school session. The district chose to implement the *Voyager Passport* program during this summer school course to accelerate student reading ability to grade level.

After 30 days of intensive reading instruction, 72 percent of the 263 third graders achieved proficiency on the SAT-9, the standardized assessment given at the end of the summer school session, resulting in promotion to the fourth grade. This is a 167 percent increase over the previous summer when only 27 percent of students passed the assessment after using another reading program.

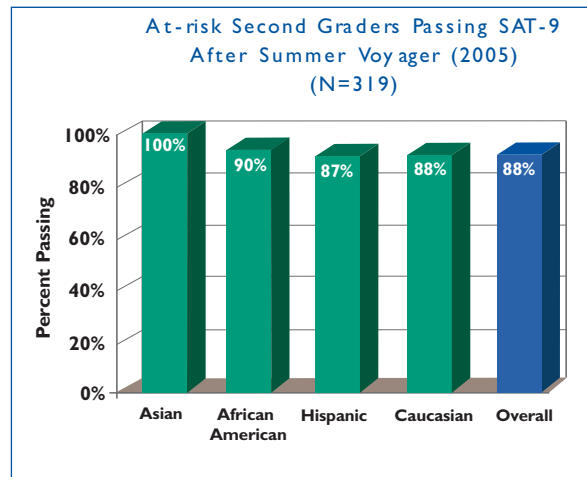
Manatee County administrators credit *Voyager Passport* for the students’ dramatic improvement and continue to implement the program with at-risk students across the district.

About Manatee County

Located in Bradenton, Florida, Manatee County School District serves approximately 38,980 students. Student demographics are 63 percent Caucasian, 16.9 percent African American, 17 percent Hispanic, and 3 percent Other. Forty-three percent of students are eligible for free lunch or reduced lunch.

Eighty-Eight Percent of Manatee County Second Graders Achieve Proficiency on SAT-9

The district also chose to implement *Voyager Passport* with its second-grade students who needed additional instruction to reach grade level goals. After six weeks in the intensive summer intervention, 88 percent of Manatee County second graders enrolled in *Voyager Passport* achieved proficiency on the SAT-9 and were promoted to third grade. By ethnicity, 100 percent of Asian students, 90 percent of African American students, 87 percent of Hispanic students, 88 percent of Caucasian students, and 88 percent of Multiracial students achieved proficiency on the SAT-9.



Manatee County administrators credit *Voyager Passport* for the students' dramatic improvement and continue to implement the program with at-risk students across the district.



“Our district achieved the greatest gains in the state. Voyager Passport made all the difference.”

-Dr. Roger Dearing, Superintendent, Manatee County Public Schools

Manatee County Return on Investment for Retention Prevention

Base Student Allocation (BSA) for Florida:

\$3,800/student

Manatee County 3rd graders who would have been retained without summer intervention:

263 students

Manatee County total cost of 3rd grade retention without summer intervention:

$(263 \text{ students} \times \$3,800) = \$999,400$

Manatee County 3rd graders promoted after summer:

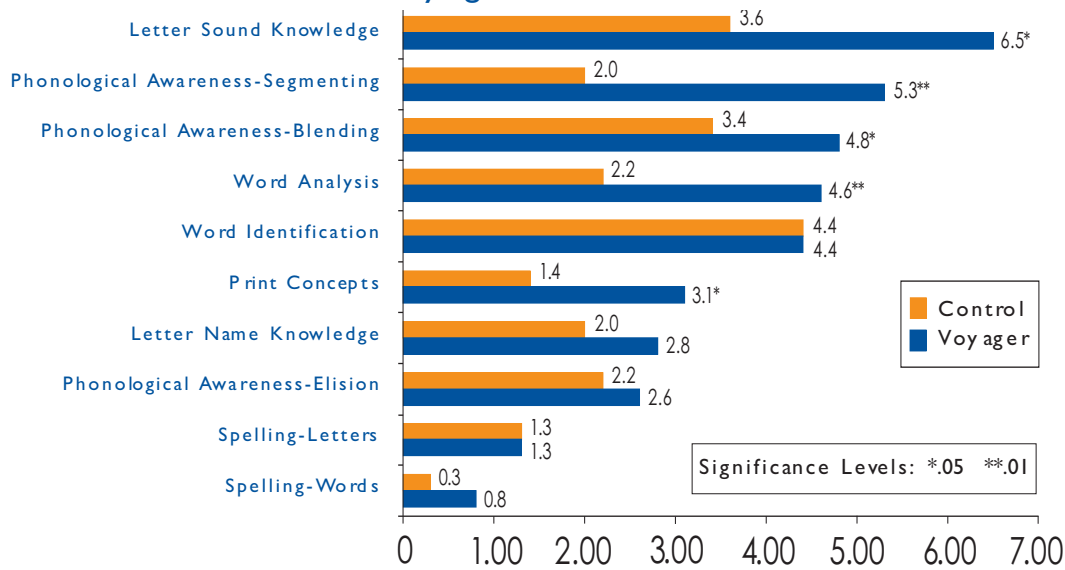
72% or 189 students

Cost savings due to summer implementation:

$(189 \text{ students} \times \$3,800) = \$718,200$

Orange County Kindergartners Outperform Peers on Key Reading Measures

A Comparison Graph of Control Students to Voyager Students



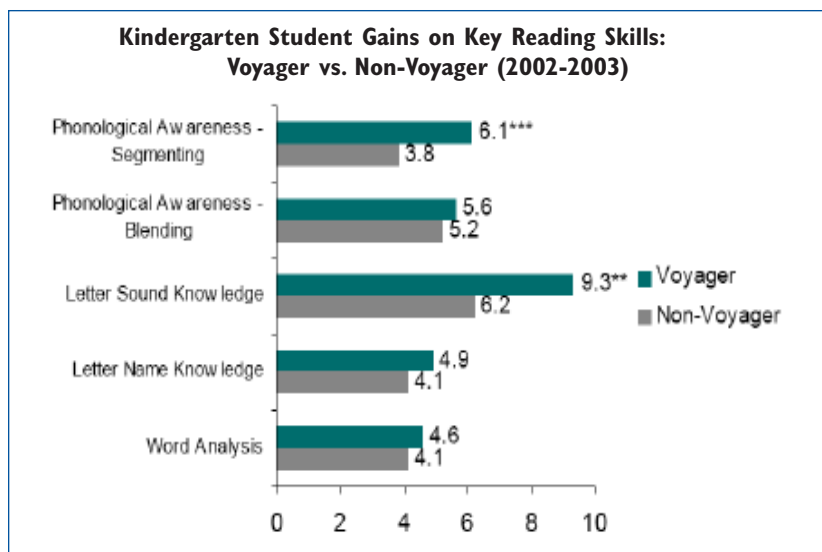
During the 2001-2002 school year, low-income kindergarten students in Orange County, Florida, were enrolled in the *Voyager Universal Literacy System*[®]. After 11 weeks of instruction, Voyager students significantly outperformed students in the control group on several critical early literacy skills that are crucial for reading development. Specifically, Voyager students showed greater growth in print concepts, letter sound knowledge, and nationally standardized measures of phonemic awareness. The kindergarten students using the

Voyager program also demonstrated superior ability to apply their newly-acquired literacy skills toward sounding-out unfamiliar non-words when compared to students in the control.

The findings from this study are particularly significant considering that students were only exposed to approximately three months of Voyager instruction.

*This report summarizes the first evaluation of the *Voyager Universal Literacy System*[®] in Orange County, Florida, directed by Steven A. Hecht, Ph.D. and Joseph K. Torgeson, Ph.D.

Orange County Kindergartners Make Significant Gains on Key Reading Measures



Note: Significance value for posttest denotes that that group scored significantly higher than the other group at posttest. A significant effect for gain indicates that that group showed greater improvements in performance over the pre- to post-test time period than the other group.

* (p < .05), ** (p < .01), *** (p < .001)

Control n=112 Voyager n=101

During the 2002-2003 school year, low-income kindergarten students in Orange County, Florida, were enrolled in the *Voyager Universal Literacy System*®. After five months of instruction, students significantly outperformed their peers in the control group on all key reading measures. Voyager students were able to access knowledge about letters and the sounds that letters make in words and phonemic awareness skills at a faster rate than students in the control group.

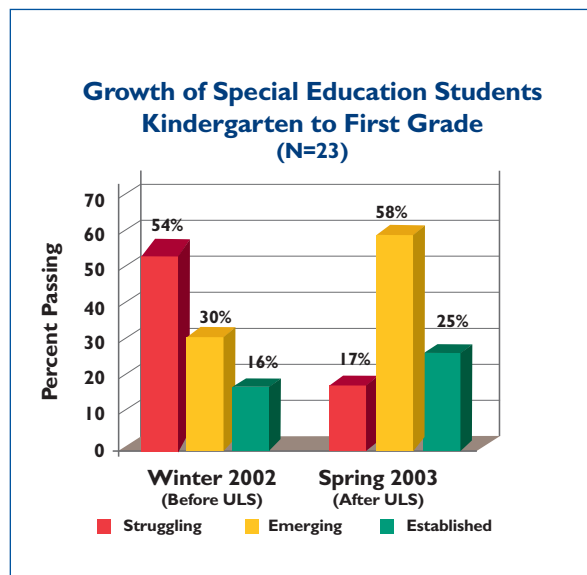
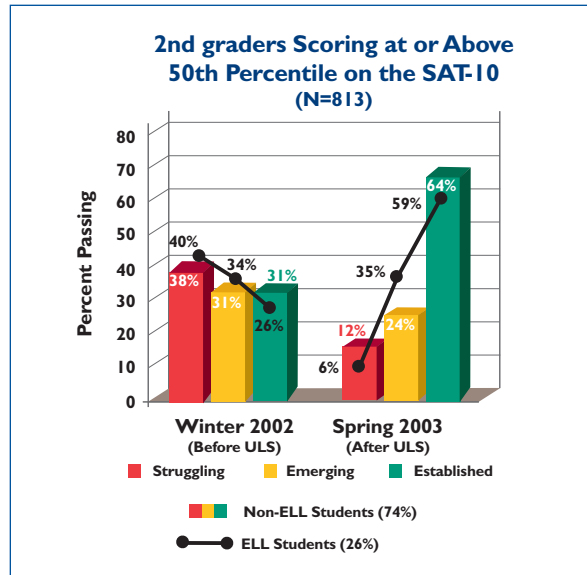
These findings are consistent across the current and the prior evaluative study conducted during the 2001-2002 school year.

*This report summarizes the second evaluation of the *Voyager Universal Literacy System*® in Orange County, Florida, directed by Steven A. Hecht, Ph.D.

Orange County ELL and Special Ed Students Close Achievement Gap

In January of 2002, both English Language Learners (ELL) and non-ELL kindergarten students in Orange County Public Schools were enrolled in the *Voyager Universal Literacy System*® (ULS). After five months of instruction, 59 percent of students were considered established readers. This is a 126 percent increase over the previous year (before ULS), when only 26 percent of students were established readers. ELL students acquired proficiency in reading at the same rate as English speaking students, closing the achievement gap in their classes.

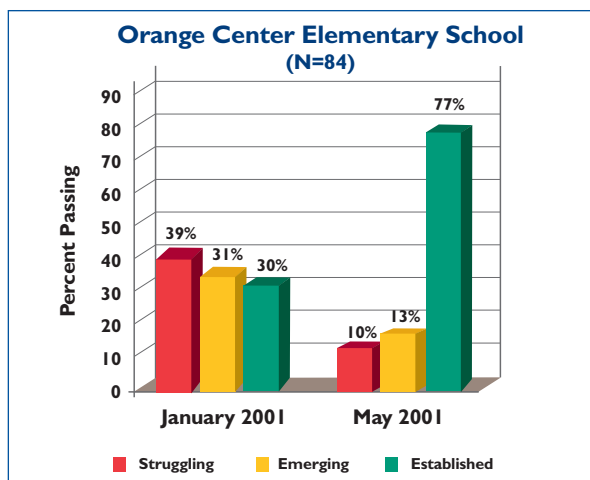
In Orange County Public Schools, 23 special education kindergarten students were enrolled in the *Voyager Universal Literacy System*®. Students continued in the program throughout kindergarten and first grade. At the end of their first grade year, 56 percent more students were established readers. There was also a 69 percent decrease in the number of



About Orange County

Orange County Public Schools is located in Orlando, Florida, and serves more than 177,000 students in pre-K through 12th grade. The student population in this study is 56 percent African American, 12 percent Hispanic, 19 percent Caucasian, and 13 percent other. Forty-seven percent of students are eligible for free or reduced lunch.

Kindergartners Become Established Readers in 15 Weeks



After receiving a “D” grade from the state of Florida during the 2000-2001 school year, Orange Center Elementary School vowed to increase student achievement, and began by implementing the *Voyager Universal Literacy System*® with 84 kindergarten students in January 2002. After just 15 weeks of instruction, 77 percent of Kindergartners were considered established readers. This is a 156 percent improvement over the initial benchmark (before ULS) when just 30 percent of students were considered established.

According to Assistant Principal Anne Lynaugh, teachers made good use of Voyager’s embedded progress monitoring system. “The data were awesome,” says Lynaugh. “For the first time...kindergarten teachers had immediate feedback on how their students progressed on specific skills. The anticipation between benchmarks was astonishing.”

Additionally, after just one semester of Voyager, Principal Cynthia Drayton observed that fewer Orange Center Kindergartners were retained than in previous years.

The sign greeting parents as they enter the school speaks volumes of its commitment to students and parents. It says: **Come and watch your kindergartner learn to read.**

About Orange Center Elementary

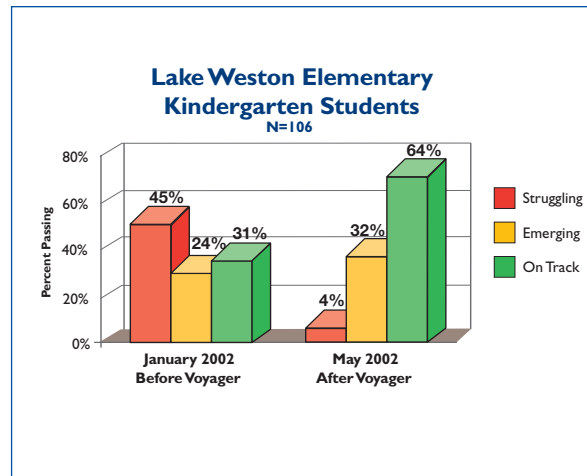
Orange Center Elementary School is located in the middle of low-income housing projects in Orlando, Florida. All students are African American or Haitian Creole. Ninety-five percent of students are eligible for free/reduced lunch. Twenty-nine percent of students are English Language Learners.

Dramatic Decrease in Retention of Lake Weston Kindergarten Students

In the spring of the 2001-2002 school year, teachers and administrators at Lake Weston Elementary began implementing the *Voyager Universal Literacy System*[®] with the school's 109 kindergarten students. After just 15 weeks of instruction, the number of struggling students decreased 91 percent. The number of established students increased 107 percent, from 31 percent of kindergarten students considered established in January to 64 percent in May.

"I have been teaching for 31 years and this is better than any program I have ever seen," says Linda Berry, a kindergarten teacher at Lake Weston Elementary. "Our original projections for children to be retained have decreased significantly, and there are more kids ready for first grade than ever."

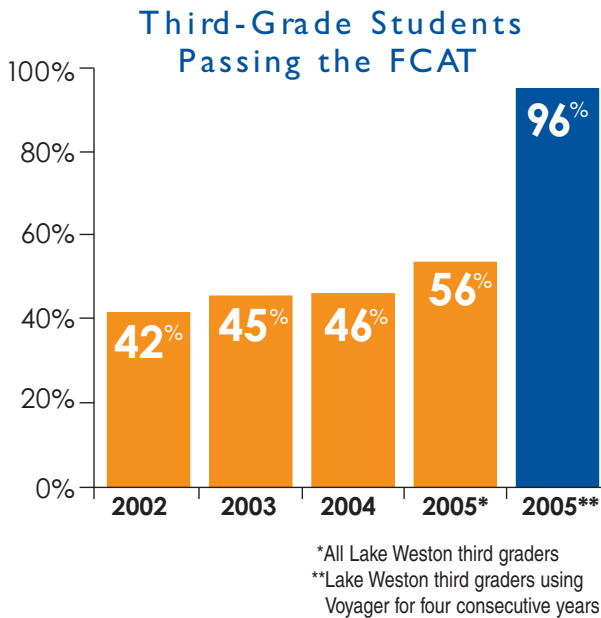
The principal of Lake Weston (at that time), Dr. Don Richardson, agreed saying that the retention of kindergarten students dramatically decreased after only 15 weeks in *Universal Literacy*. He suggests that principals personally observe and experience a Voyager classroom in action. "The two hours they spend observing and experiencing Voyager will be time well spent," Richardson says. "They will see a literacy system in action that isn't the latest programmatic silver bullet to cure the literacy issue. They will see and experience a literacy system that fundamentally changes adult paradigms and skill sets, and most importantly, changes kids' lives in meaningful and permanent ways."



"The Voyager curriculum offers lessons and strategies that help students meet those benchmarks. I now feel confident that students have the reading skills to be successful in the first grade."

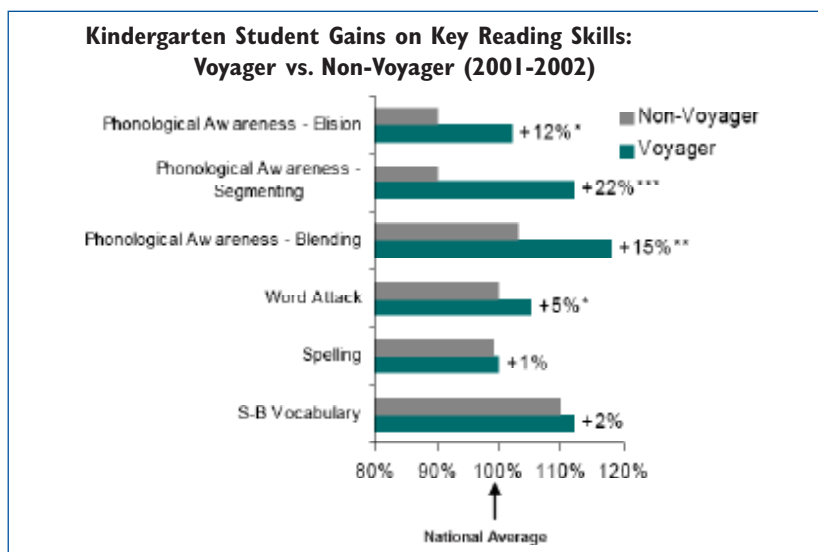
*-Leslie Newman, Kindergarten Teacher
Lake Weston Elementary School*

Lowest-Performing Florida Students Achieve Proficiency on FCAT



Lake Weston Elementary first implemented *Universal Literacy* with its kindergarten students in the 2001-2002 school year. The school saw such impressive results that they found additional funding to continue the Voyager program each subsequent year as these students continued on through first, second, and third grade.

By the end of the 2004-2005 school year, 23 students were enrolled in *Universal Literacy* from kindergarten through third grade. All but one of these students passed the FCAT.



In a control/treatment study of Orange County Public Schools involving Lake Weston Elementary, kindergarten students in the *Universal Literacy System* outperformed students that continued in the Houghton Mifflin reading program. (Hecht & Torgesen, 2002)

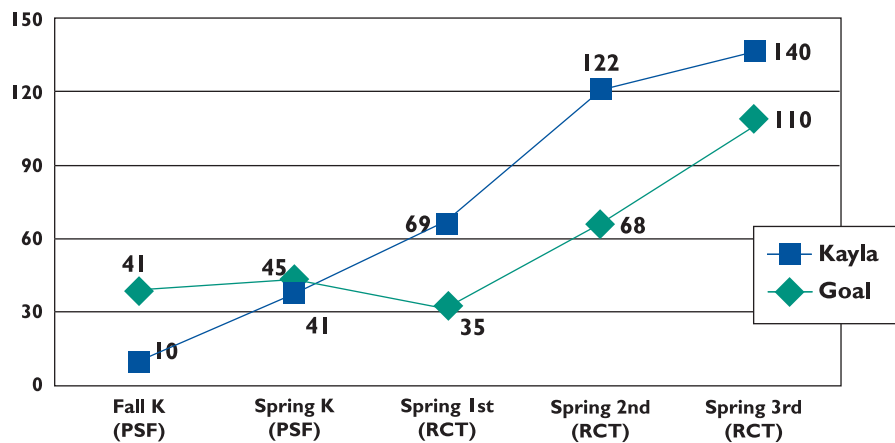
Note: Percentage points reflect the average number of items earned by the current sample relative to the mean number of items scored by the standardization sample. Voyager advantage stands for how many more percentage points were obtained by Voyager students than the control group.

*p < .05 **p < .01 ***p < .001

Control n=50 Voyager n=58

STUDENT SPOTLIGHT: KAYLA TORRES

Kayla Torres began kindergarten unable to identify colors or recognize the letters in her name. Three months after beginning *Universal Literacy*, Kayla achieved grade-level reading proficiency and moved from a struggling reader to an on-track reader. During the next three years Kayla continued to improve her reading skills in *Universal Literacy*. At the end of her third-grade year, Kayla scored at Level 4 (out of 5) on the FCAT.



“I truly believe that the Voyager program is working for our children.”

*—John Dobbs,
Principal, Lake Weston Elementary*

About Lake Weston

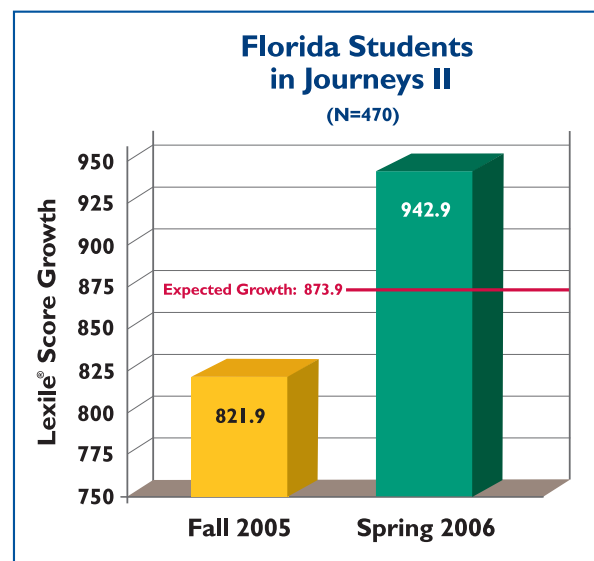
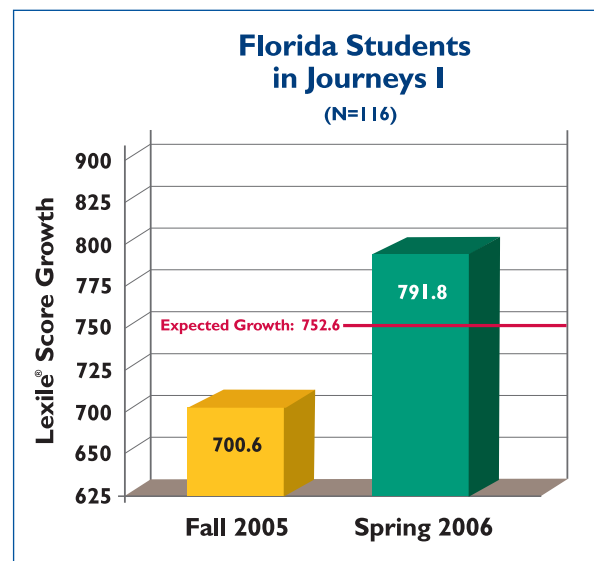
Lake Weston Elementary is located in the Orange County Public School System in Orlando, Florida. It serves 689 children in grades K-5. Student demographics are 59 percent African American, 26 percent Hispanic, and 15 percent Caucasian/Asian. 90 percent of students are eligible for free or reduced lunch, and 23 percent of students are limited English language proficiency.

Florida's Middle and High School Students Accelerate their Reading Skills

According to MetaMetrics' Lexile Framework®, students in grades six through eight reading below the 50th percentile for their grade level are expected to gain two Lexiles per week with typical instruction. Florida students enrolled in *Passport Reading Journeys* exceeded expected growth rates.

“With Passport Reading Journeys students are truly motivated to learn more about the Expeditions. And the best part is they are learning to read at the same time.”

-Florida Middle School Teacher



Voyager Education Solutions



Voyager Universal Literacy System® Core Reading Program

The Voyager Universal Literacy System is the first and only prevention system. It is a comprehensive K-3 reading program that meets and exceeds recommendations for effective reading instruction, and is proven to deliver significant and substantial gains among early grade school readers.



Voyager Passport™ Reading Intervention System

Voyager Passport is a data-driven reading intervention program designed to move struggling readers in grades K-6 to grade-level proficiency. It is aligned to and strengthens all major reading programs by providing intensive, daily skill development that accelerates growth in targeted reading skills.



Voyager Pasaporte™ Spanish Reading Intervention System

Voyager Pasaporte is a daily reading program specifically designed to accelerate reading skills for Spanish-speaking students. The program provides comprehensive phonics instruction in the students' primary language. The lessons incorporate explicit, systematic instruction in small-group settings.



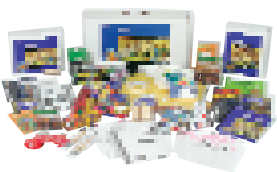
Passport Reading Journeys™ Middle & High School Reading Intervention System

Passport Reading Journeys emphasizes scientifically based reading research to address the needs of striving readers in middle and high school. The program provides teachers with a comprehensive array of tools and strategies to differentiate instruction and address the needs of adolescents reading at least two years below grade level. Students receive daily explicit, systematic instruction in comprehension, vocabulary, fluency, and writing in response to reading to accelerate students to reading proficiency.



Vmath™ Math Intervention System

Vmath provides targeted math intervention for students in grades 3-8 and is based on scientific research that identifies instructional practices proven most effective with struggling math students. Vmath presents the concepts, skills and strategies of math in a clear and concise manner, giving struggling students the additional support they need to apply what they learn and be successful in math.



TimeWarp™ Plus Reading Intervention System

TimeWarp Plus is specifically designed to prevent summer learning loss and provide an exciting learning experience to improve reading skills for students in grades K-9. The summer intervention builds essential reading skills and strategies that students need to be successful readers. Structured around fun and educational adventure-based themes, TimeWarp Plus motivates readers at every grade level.



VoyagerU® Professional Development

The VoyagerU ongoing professional development is specifically designed to enrich teacher development and performance. VoyagerU courses are aligned to research-based practices for teacher training and combine online learning, collaborative group discussion, and classroom practice to foster teacher creativity and drive student success.

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