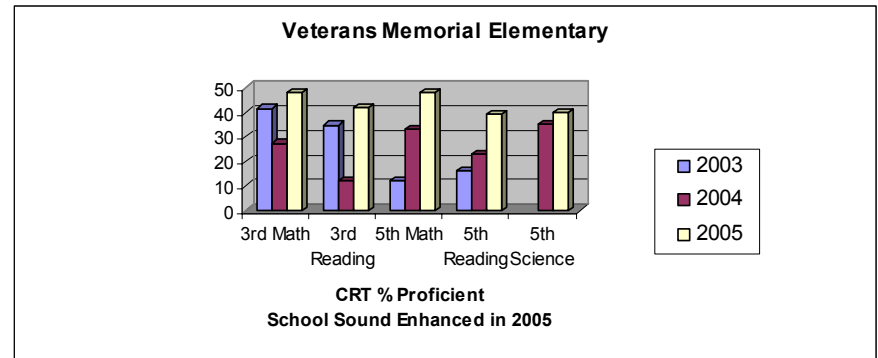


Effect Sound Enhanced Classrooms on Student Achievement Washoe County School District (Reno, Nevada) 2005

- Ten Title One Schools – include schools with previous decline in test scores; minority-majority
- 3rd Grade Reading % Increase = +5.2% (-2%)
- 3rd Grade Math % Increase = +14.2% (+9%)
- 5th Grade Reading % Increase = +4.5% (-2%)
- 5th Grade Math % Increase = +9% (0%)
- () = District average % gains (control group) of all elementary schools with NO audio enhanced classrooms

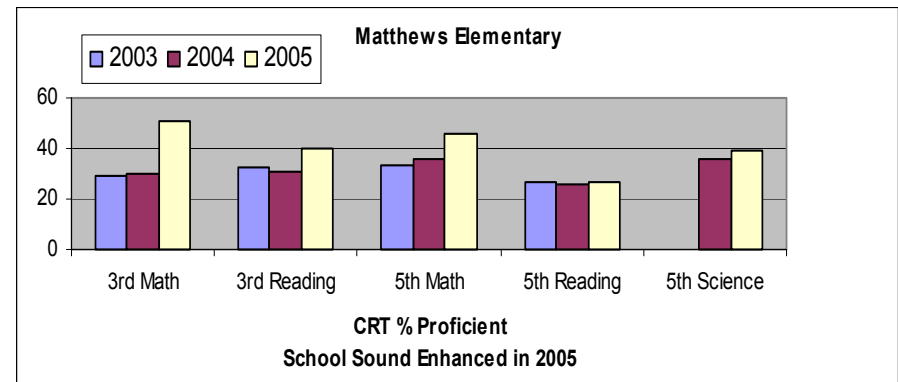
Veterans Memorial Elementary

- Ethnicity: 72.7% Hispanic; 19.2% White; 3.6% Asian/Pacific Islander; 3.1% African American; 1.3% American Indian
- Results after one-year of sound enhanced classrooms
3rd Grade: +21% Math gain; +30% Reading gain
5th Grade: +5% Math gain; +16% Reading gain; +5% Science



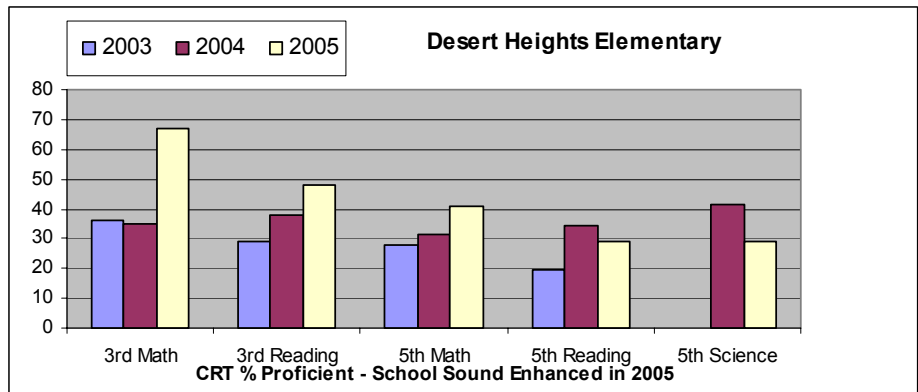
Matthews Elementary

- Ethnicity: 67.6% Hispanic; 17.1% White; 8.5% Asian/Pacific Islander; 5.3% African American; 1.5% American Indian
- Results after one-year of sound enhanced classrooms
3rd Grade: +20.7% Math gain; +8.9% Reading gain
5th Grade: +9.8% Math gain; +1.3% Reading gain; +2.8% Science



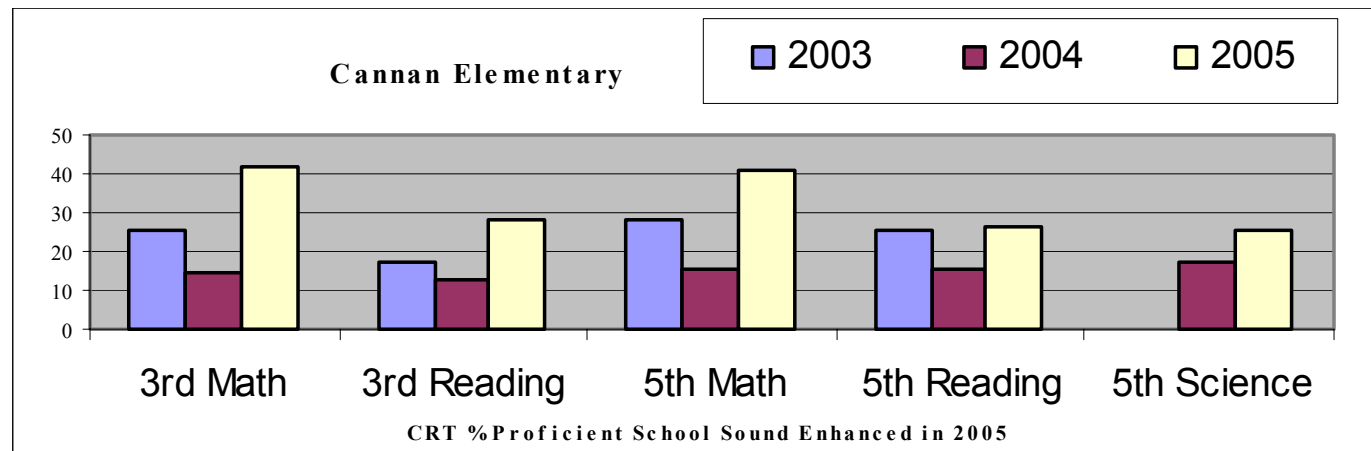
Desert Heights Elementary

- Ethnicity: 51.7% White; 34.7% Hispanic; 5.8% African American; 4.3% Asian/Pacific Islander; 3.4% American Indian
- Results after one-year of sound enhanced classrooms
3rd Grade: +31.9% Math gain; +10.2% Reading gain
5th Grade: +9.6% Math gain; -5.3% Reading gain; -12.4% Science



Cannan Elementary

- Ethnicity: 58.2% Hispanic; 16.2% White; 12.5% African American; 10.9% Asian/Pacific Islander; 2.2% American Indian
- Results after one-year of sound enhanced classrooms
3rd Grade: +27.2% Math gain; +14.9% Reading gain
5th Grade: +25.2% Math gain; +20.2% Reading; +7.5% Science



Teacher & Principals' Evaluations On Sound Enhanced Classrooms (Washoe Co. Schools 2005)

- “Students are more engaged because they can hear what is happening. All our teachers have noticed their voices do not suffer the strain they had experienced before. It has been a well-spent addition to our District’s budget. Adding teacher well-being and satisfaction is the frosting on the cake!”
 - Muriel Paille Dickey, Risley Elementary
- “We have seen a decrease in office (discipline) referrals and detentions since installed.”
 - Krissy Brown, Sierra Vista Elementary
- “The HVAC is very noisy in my room prior to getting this great piece of technology. I was forced to almost yell. With this system I can speak in a normal voice and the students are not constantly asking me to repeat myself. I also have found that at the end of the day I am not nearly as tired as I was before after a day of “yelling”. The students appear more on track during lectures because it is so easy to hear!”
 - Bruce Herald, Science Teacher, Reed High

Washoe Co. Teacher & Principals' Evaluations (con.)

- We teach two interdisciplinary teams of 55 to 70 students. The system has greatly reduced management problems. Students can hear from all sides of the room and immediately pay attention when they hear our voices. It has also reduced the stress on our vocal cords because we no longer need to raise our voices.
- When students give presentations or read aloud in class, they can be heard. We pass around the hand held microphone so all students can hear their peers.
- This has been one of the most useful technological advancement for our teaching situation.”
 - Patti Roberts & Tami Ruf, English Teachers, Reed High School

