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NEWS RELEASE

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All Renaissance Solutions Meet the Requirements of the **No Child Left Behind Act**

66% of Blue Ribbon Schools Use Renaissance Solutions

(December 18, 2003) - Renaissance Learning is proud to announce that 154 of the 233 No Child Left Behind Blue Ribbon Schools currently implement one or more Renaissance Learning™ programs.

This fall, U.S. Secretary of Education, Rod Paige, named 233 public and private elementary and secondary schools as the first ones to be honored under the new No Child Left Behind Blue Ribbons Schools Program. The program recognizes schools that make significant progress in closing the achievement gap or whose students achieve very high levels.

Southeast Goshen, a K–12 school in Yoder, Wyoming received the Blue Ribbon Award for their elementary school. “The reason we were chosen for the award,” says Judy Lissman, first-grade teacher and head teacher for grades K–6, “is because of the high results on our state test, the WYCAS. We scored above national and state levels in both reading and math.”

The school received a Comprehensive School Reform (CSR) grant to help implement both Reading Renaissance® and Math Renaissance® in its classrooms. “The grant requires all programs to be scientifically research-based,” says Lissman. “So we chose Renaissance programs.”

CSR also includes funding for professional development. This allowed Southeast Goshen educators to attend Renaissance training seminars. “We’ve seen many areas of improvement after our staff attended Renaissance training,” says Lissman. “The trainers have made the programs come alive for our school and staff and we now know how to maximize success for all of our students.”

Lissman says her children love the individual challenge offered by Accelerated Reader® and Accelerated Math®. She also says Renaissance solutions fit with the various teaching methods used in her school and align to state standards. “I feel that Accelerated Math has challenged my students to meet state standards and provided them with the practice to insure mastery of the various benchmarks under each standard.”

Lissman, who has taught elementary school for 38 years, sees her students enjoying both reading and math using Renaissance programs. “They feel successful in what they are doing in both subjects because they work independently, at the level which is appropriate to their preparation for achievement.”