

**INTERNAL MONITORING REPORT**  
**Submitted September 15, 2011**  
**By Patricia Winget, Chief Academic Officer**

***Progress Toward End 1.1***

Students will demonstrate reading, writing, mathematics, history, and science content understanding that meets or exceeds the State standards.

**Reasonable Interpretation and Justification**

Students in both Horizon Charter Schools have made progress toward accomplishment of this goal. Students enrolled in Partnerships for Student-Centered Learning have made significant progress toward meeting this goal; whereas, students enrolled in Horizon Charter School have made modest progress.

**Data Directly Addressing the Interpretation**

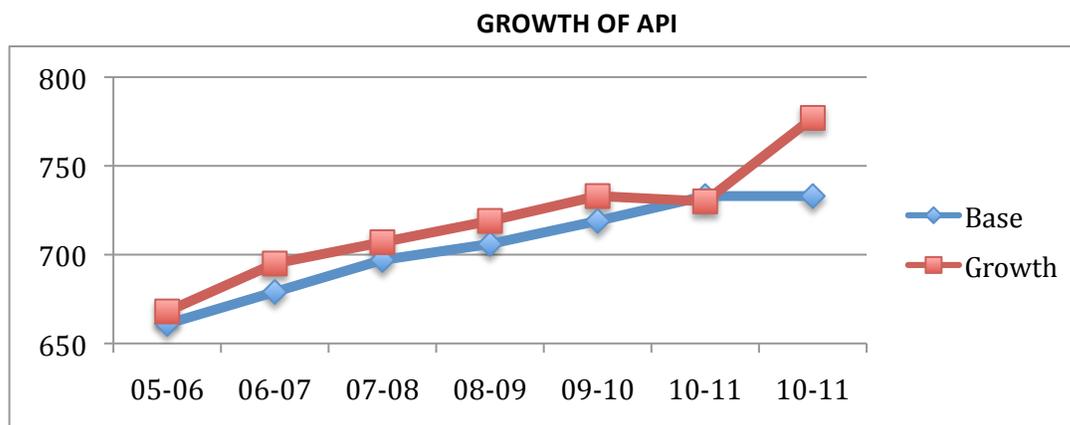
***Academic Performance Index***

The Academic Performance Index (API) is an indicator of a school's performance and growth based on its students' performance on the California Standards Tests, California Modified Assessment, California Alternate Performance Assessment, and the California High School Exit Examination.

With the splitting into two charter schools at the beginning of the 2010-11 school year, we now have performance data for each school. As Horizon Charter Schools is not legally considered a school district, there is no combined performance data for both charter schools.

Horizon Charter School earned an API of 730 for the 2010-11 school year. This is a drop of 3 points from the 2009-10 school year when Partnerships for Student-Centered Learning (PaSCL) did not exist and its students were enrolled in Horizon Charter School (HCS). Nevertheless, HCS has made 88 points growth in its API since the 2003-04 school year.

PaSCL earned an API of 777 for its first official year of operation. There is technically no base for PaSCL's API; however, considering that the students had been enrolled the prior year in HCS, we can determine that PaSCL made 47 points growth in its API. This is a total API growth of 138 points since 2003-04.



**Annual Yearly Progress**

The federal monitoring system measures what is called “Annual Yearly Progress” toward national goals set in the No Child Left Behind Act (formerly the Elementary and Secondary Education Act). The federal goals set increasing annual targets for students’ proficiency in mathematics and English-Language Arts with the goal of all students proficient by 2014. Additional criteria used in the Annual Yearly Progress (AYP) report include test participation rate, API, and graduation rate. Neither HCS nor PaSCL made the AYP for 2010-11.

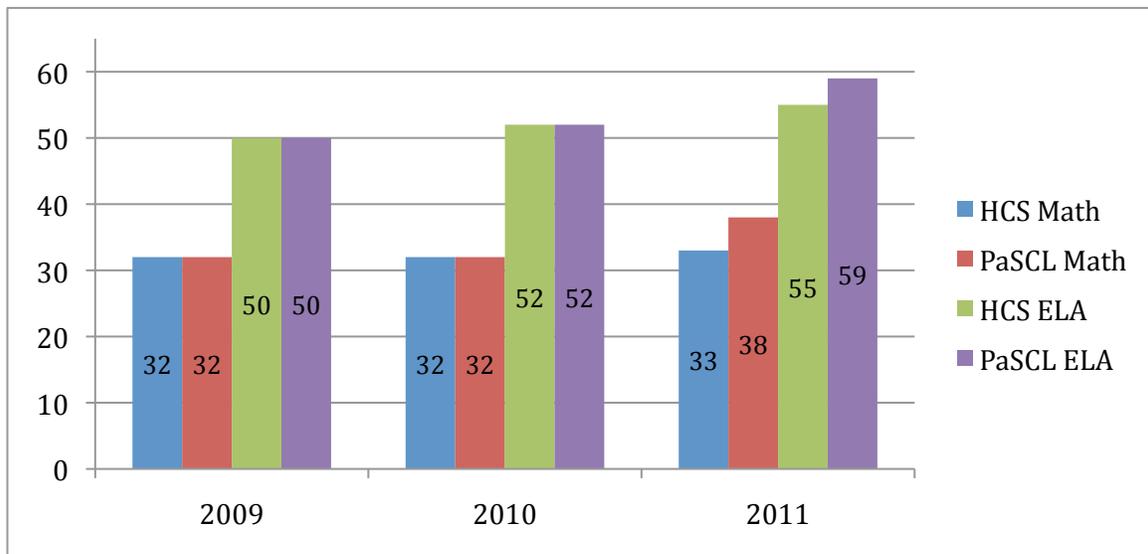
HCS met 2 of 14 AYP Criteria. Test participation was 88-89% — below the required 95% participation rate. English proficiency was 59.3% not meeting the 66.7% target. Math proficiency was 40.7% — also below the 66.1% target. The API goal was met. The variable graduation rate criteria was met with 83.6% graduation rate of the class of 2009-10. These results are similar to those of most schools in Placer County.

PaSCL met 3 of 19 AYP criteria. (The number of criteria may vary from school to school depending on the number of students in the various subgroups.) Testing participation was 94% —1% shy of the federal goal. English proficiency was 63.3% (below the 66.7% target), and math proficiency was 50.2% (below 66.1%). The API goal was met. There was no data for graduation rate.

**California Standards Tests**

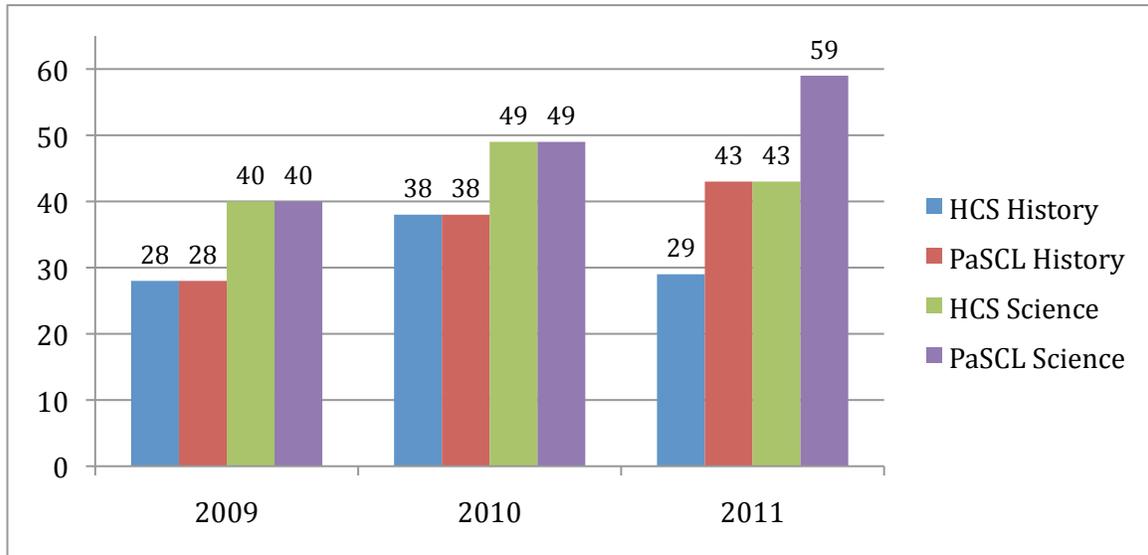
Students in both schools continue to make progress toward End 1.1 as measured by the California Content Tests (CSTs). In mathematics and English-Language Arts, five percent more HCS students have demonstrated mastery of the State standards since the 2008-09 school year. In PaSCL, nine percent more are proficient and advanced. There are also five percent more HCS students proficient in mathematics during this time period and six percent more in PaSCL. This data reflects results in grades 2-11.

**GAINS IN MATH AND ENGLISH-LANGUAGE ARTS PROFICIENCY**



There is significant improvement in the percentage of students enrolled in PaSCL who demonstrate mastery of History and Science State Standards. There is minor progress demonstrated by HCS students. Mastery of History standards (tested in grades 8, 11, and the end-of-course assessment in World History) has increased in HCS by 1% and by 15% in PaSCL. Mastery of Science standards (tested in grades 5, 8, 10, and end-of-course assessments for Biology, Earth Science, Chemistry, and Physics) has increased by 3% in HCS and by 19% in PaSCL. The chart below shows these dramatic gains.

**GAINS IN HISTORY AND SCIENCE PROFICIENCY**



**California High School Exit Examination**

Another indicator of progress toward achievement of End 1.1 is the percentage of students passing the California High School Exit Examination (CAHSEE). The examination consists of two parts: English-Language Arts and mathematics.

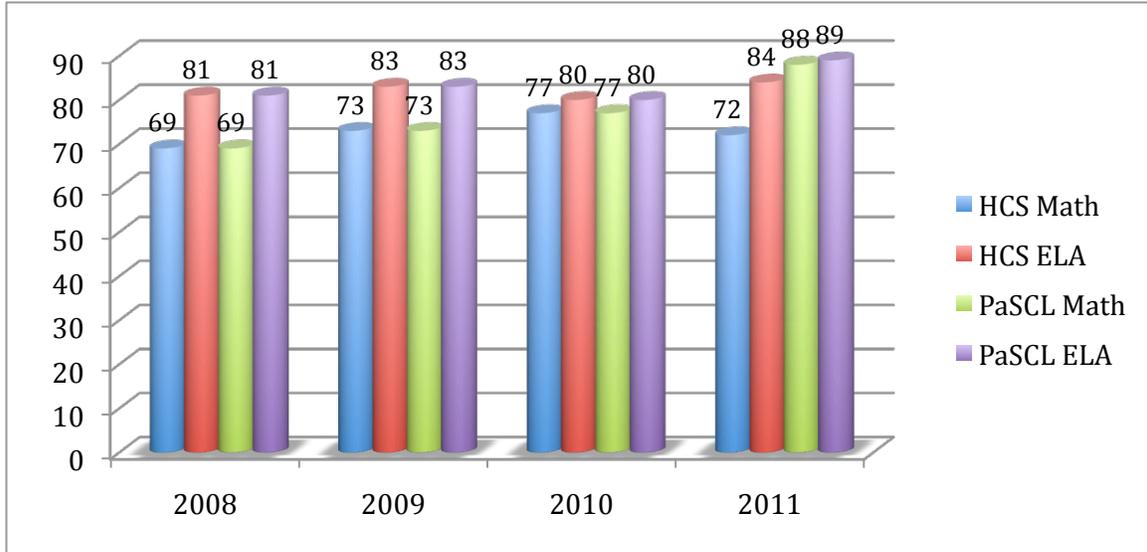
The ELA portion addresses content standards adopted by the State Board of Education through grade 10. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. The writing section covers writing strategies, writing applications, and conventions of standard English (e.g., grammar, spelling, and punctuation).

The mathematics portion of the CAHSEE addresses mathematics content standards adopted by the State Board of Education in grades 6 and 7 and Algebra 1. The examination includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and Algebra 1. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

In HCS, 3% more 10<sup>th</sup> graders have passed the math portion of the CAHSEE since 2008. There has been an increase of 15% more 10<sup>th</sup> graders passing the English-Language Arts portion during this time period.

In PaSCL, there is an increase 19% more 10<sup>th</sup> graders passing the math portion during the past four years. In English-Language Arts, the increase jumped to 20%. The following chart illustrates these dramatic gains.

**GAINS IN PERCENTAGE OF 10<sup>TH</sup> GRADERS PASSING THE CAHSEE**



***Additional Information***

Comprehensive Demographic and Group Reports for each charter school will be provided at the Board meeting. These lengthy reports include detail of academic performance by grade level, gender, ethnicity, and educational program. The reports also show detailed student performance by subject areas, individual tests, and reporting clusters (skill strands) within each individual test for both the CSTs and the CAHSEE. Data on performance growth will also be provided.