

**Internal Monitoring Report**  
Submitted February 16, 2012  
By Craig Heimbichner, Chief Executive Officer

**Progress Toward End 1.1.a—Reading/Language Arts**

As a result of our efforts, students will demonstrate understanding of reading, writing, written and oral English language conventions, and listening and speaking within a balanced and comprehensive language arts program.

**Reasonable Interpretation and Justification**

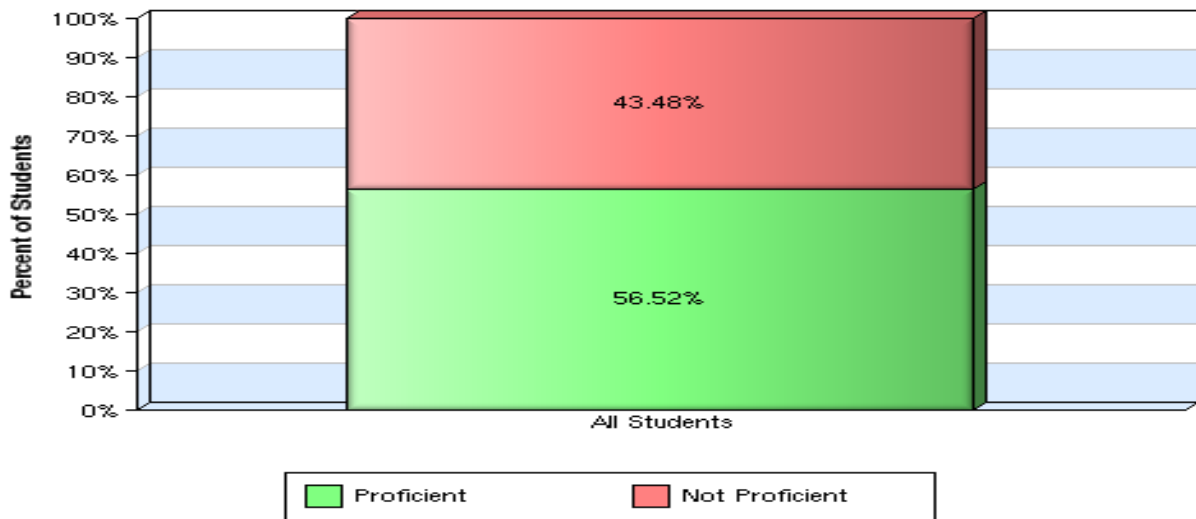
Students in Horizon Charter Schools continue to make progress toward accomplishment of this goal. These skills are assessed annually by the California Standards Tests, three times annually by benchmark exams, and also in the California High School Exit Examination. Finally, curriculum-embedded assessments are used for progress monitoring and adjustment of instruction to accelerate student mastery of standards.

Currently, 56.52% of the students tested by the California Content Standards Tests (CSTs) in English/Language Arts (ELA) grades 2-11 demonstrate proficiency—and increase of 4.52% since last year, and an increase of 13.52% since 2008.

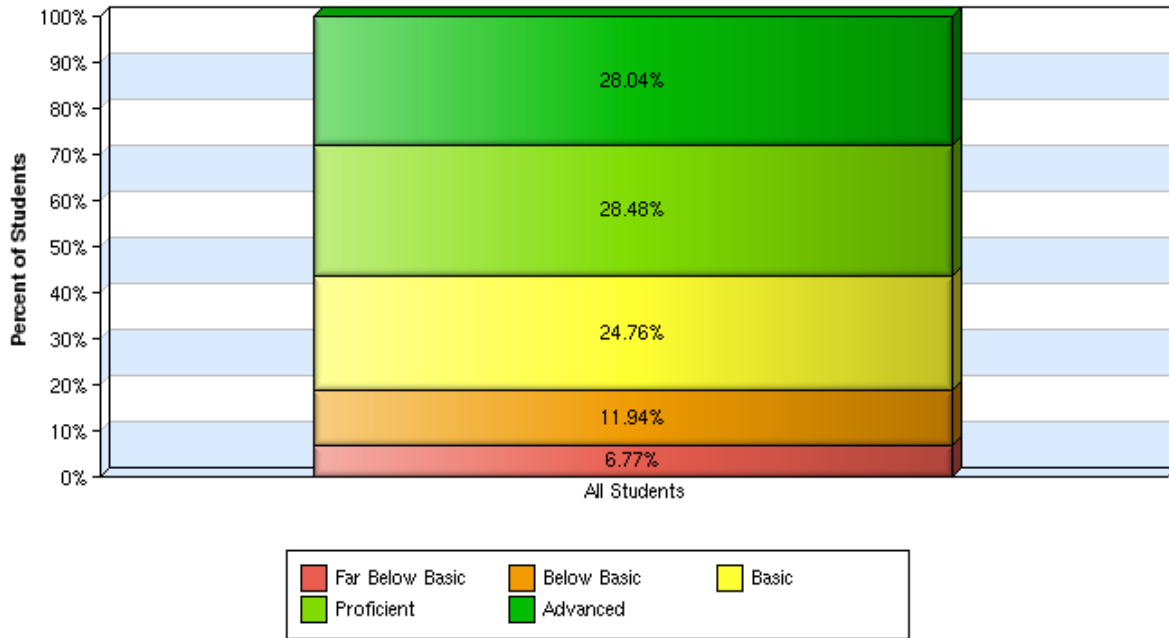
**Data Directly Addressing the Interpretation**

Students in both Horizon Charter Schools and Partnerships for Student-Centered Learning have demonstrated gains in the English/Language Arts CSTs over the past several years. Current achievement is shown in the graph below:

English Language Arts (2010-2011) CST Proficiency, with 1373 Students testing:



While the CST scores reflect consistent progress toward standards mastery, it must be noted that not all students tested. In addition, 11.94% are performing at a Below Basic level, and 6.77% are performing at a Far Below Basic level, as noted in the following breakdown:



Two considerations follow. First, Horizon Charter Schools will continue to facilitate greater participation in state testing. Certain changes in benchmark testing have been recently implemented, which will allow for these tests to be used more directly to modify instruction successfully. It is estimated that a more positive attitude toward benchmark testing among students and families will create a more positive attitude toward CST testing, which in fact benchmark tests resemble, and for which students, through the benchmark testing process, are prepared.

Second, Horizon will continue to implement its intervention (additional instructional support) programs, which focus (through RtI<sup>2</sup>, or Response to Intervention and Instruction) on giving crucial, accelerated and focused academic support to students who are performing below grade level, particularly those students noted above (Below Basic and Far Below Basic).

As Horizon continues to work hard to support the academic achievement of all students—in homeschooling/independent study, in hybrid programs, in academies, in cooperatives, in intervention and at-risk support programs, or in Montessori—we hope to continue the trends of growth in proficiency and student mastery of the standards, skills and concepts reflected in the above measures.