

Results and Statistics 2011

Summer 2011 Statistics

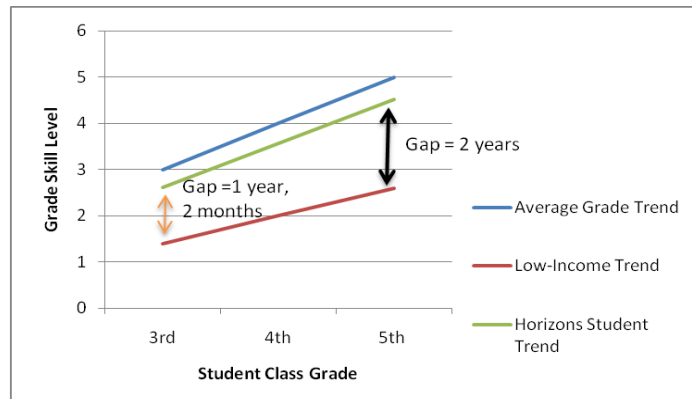
After three summers of professional assessment and reading specialists working with every student, reading growth is remaining consistent at a very solid two to three months. Summer 2011 marked the first organization-wide use of STAR math assessments, in conjunction with the roll out of STEM programming at every affiliate.

MEASUREMENT	Summer 2011	Summer 2010	Summer 2009
# Students (K-8)	2015	1833	1689
# Students (High School)	172	n.a.	n.a.
Student Ethnicity	African American 47% Hispanic 37% Caucasian 8% Other 8%	African American 50% Hispanic 33% Caucasian 8% Other 9%	African American 50% Hispanic 35% Caucasian 10% Other 5%
Program Sites	20	19	17
Cities	20	20	18
School Districts	22	22	20
Public Schools Served	308	309	261
States	10	10	9
Avg. Daily Attendance	94%	93%	93%
Avg. Days Attended	29	28	28
Year-to-Year Retention	84%	80%	80%
Summer Learning Gains			
Reading (all students avg)	2-3 months	2-3 months	2 months
Math	2-3 months	n.a.	n.a.
Teachers (Head and Asst)	386	337	328
Teacher Ethnicity	African American 24% Hispanic 10% Caucasian 57% Other 9%	African American 25% Hispanic 12% Caucasian 58% Other 5%	n.a.
Volunteers	183	266	255
Avg. Cost per student	Not available yet	\$2239	\$2292
<i>Following are included above:</i>			
<i>Horizons grads employed</i>	66	66	60
<i>Horizons grades volunteering</i>	27	27	27

Reading Assessment Growth over Multiple Years

Horizons has partnered with two education data assessment firms, Wireless Generation and Renaissance Learning to generate useful and accurate pre and post reading and math assessments. Wireless Generation's mClass DIBELS is used for grades K-2 reading assessment, and Renaissance Learning's STAR Reading and Math are used for grades 3-8.

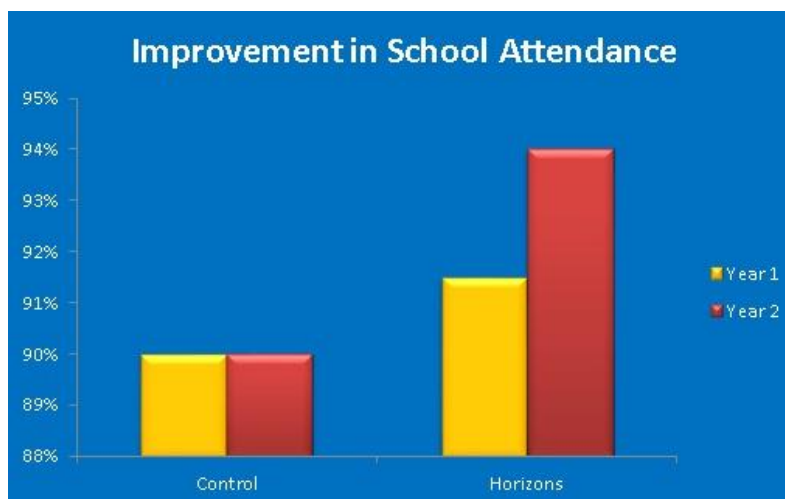
The chart following compares three years of results from Horizons STAR Reading assessment to the trend suggested by research of the effects of summer vacation on achievement test scores.¹ It illustrates that although Horizons students continue to be slightly below grade level, their rate of learning is similar to expected grade progression and therefore prevents the achievement gap from growing each year.



Early Evaluation Studies

Horizons was ahead of its time when, in 1981, Dr. Ed Zigler and his team from the Center in Child Development and Social Policy at Yale University conducted a study on the impact of the New Canaan Horizons program.² They found that Horizons students had improved attendance rates, more interest in nutrition, and fewer referrals to special services than the control group. In 1995, a second evaluation of the New Canaan Horizons program showed that Horizons:

- 1) Has a positive impact on students' attitudes and learning
- 2) Positively effects attendance rates during the academic school year
- 3) Prevents the typical summer math decline, an advantage maintained during the school year
- 4) Increases the ability of students to tolerate frustration and to focus on academic tasks.



¹ Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *REVIEW OF EDUCATIONAL RESEARCH*, 66(3), 227-268. EJ 596 384.

² "Evaluation of the Horizons Summer Enrichment Program", Raden, Marsland & Zigler, Yale University Department of Psychology and Bush Center in Child Development and Social Policy, December 1995.