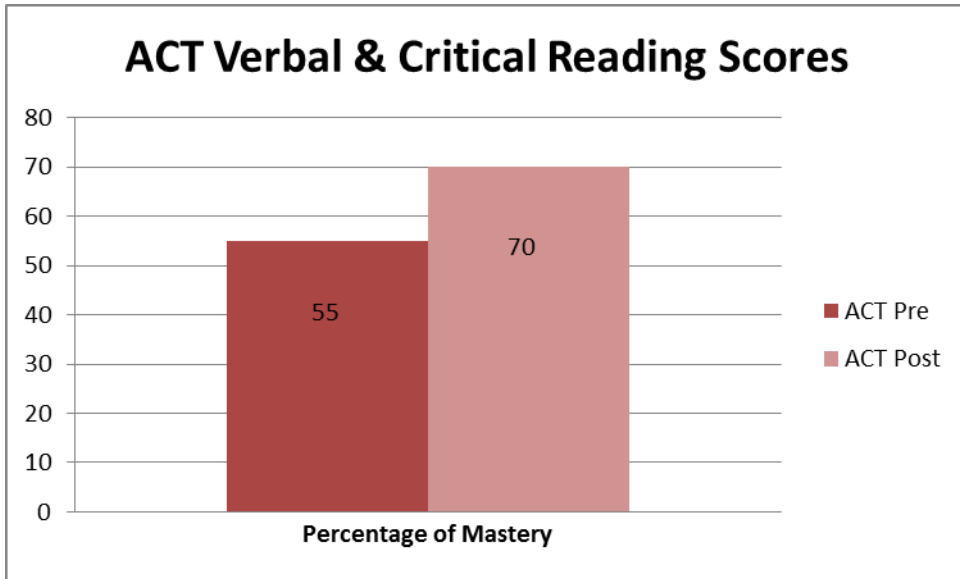
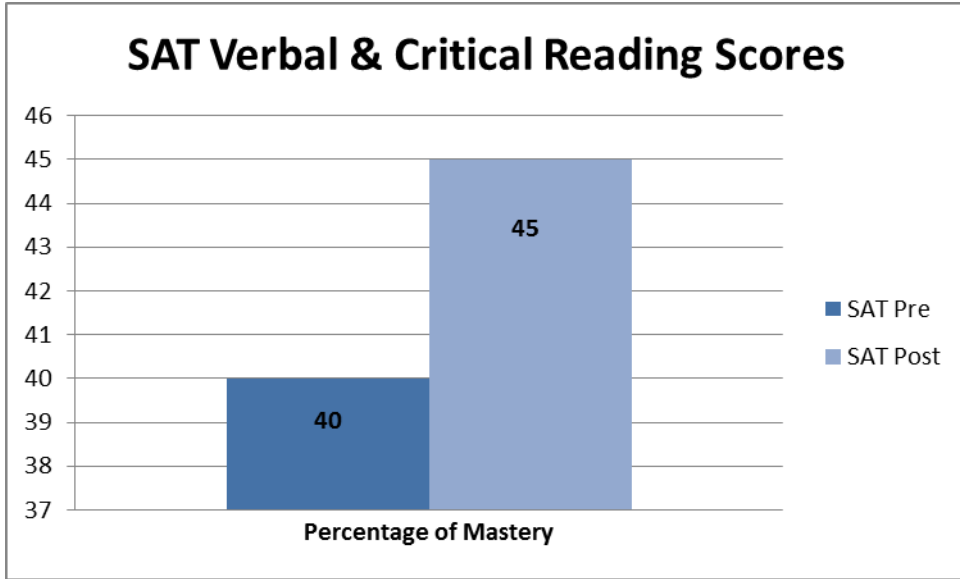


2013 BACK TO BASICS SUMMER INSTITUTE VERBAL AND CRITICAL READING REPORT

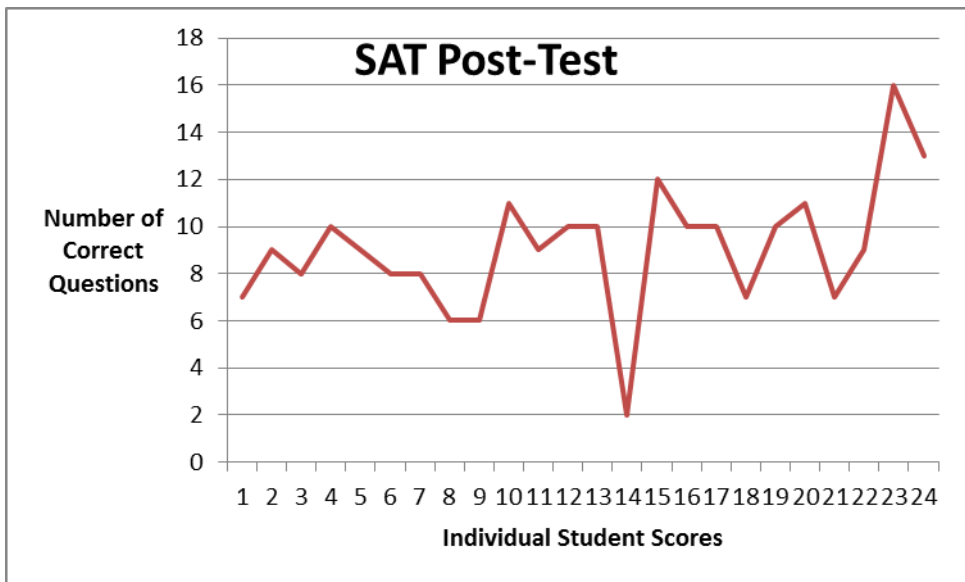
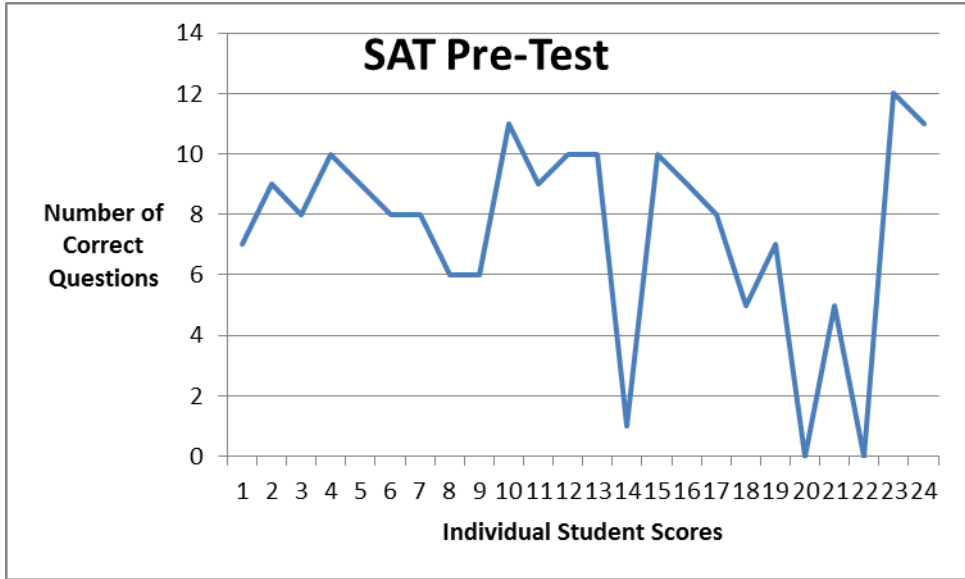
The 2013 Back To Basics Summer Institute verbal and critical reading component consisted of two weeks of vocabulary and critical reading skill development for the SAT and ACT exams. Four days of instruction and the equivalent of one day of testing was devoted to each exam (which will be further referred to as “exam work week”). Daily vocabulary building exercises and instruction of critical reading techniques were introduced and practiced during this institute. The students employed the use of smartphone and tablet apps such as dictionary.com for the vocabulary building exercises. The students also viewed editorials from the *New York Times* newspaper to enhance their critical reading skills. Additionally, the SAT and ACT websites for students were viewed and sample questions were given as class participation exercises.

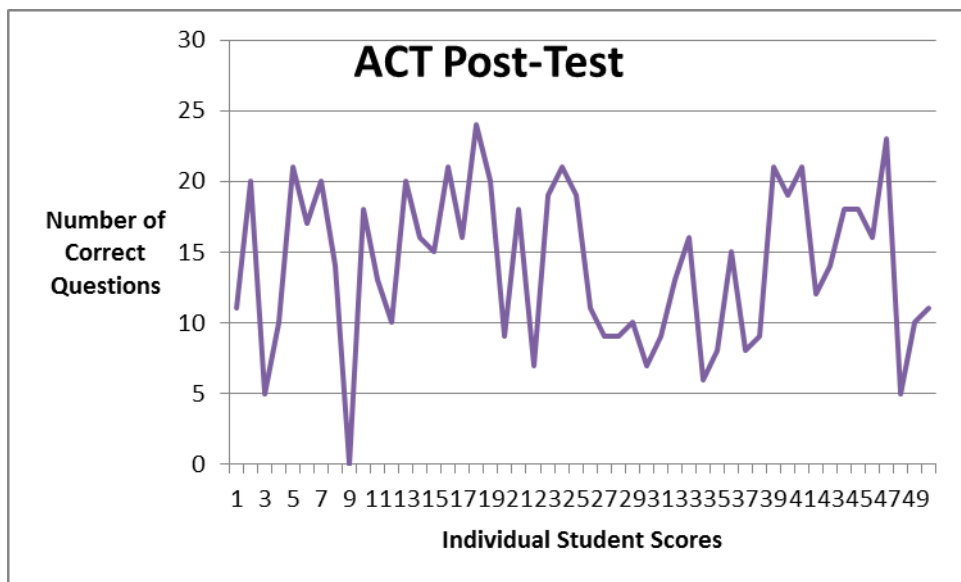
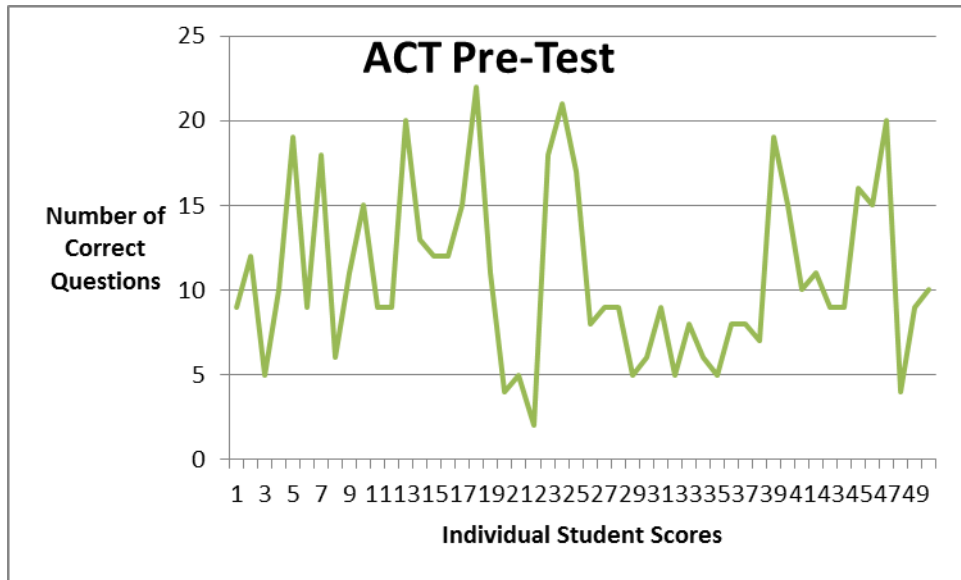
SAT subject areas covered vocabulary and critical reading. The ACT subject areas primarily consisted of the same areas covered for the SAT, with the addition of sentence structure and completion. Since both exams had an extensive amount of vocabulary and critical reading, more time was devoted to these components during the week of ACT drills.

At the beginning of each exam work week, students took a pre-test exam in order to assess their current abilities prior to exercises. After the week of instruction, students took a post-test exam to determine the effectiveness on the respective exams. The results from the pre-test and post-test exams are given below. The students were given tests with 25 questions testing their verbal and critical reading skills. On the SAT pretest, students demonstrated mastery at 40 percent. However, on the post test, the percentage increased by 5 percent to 45 percent, which proved a slight positive impact of the instruction in such a short time period. However, on the ACT pre-test, the students’ percentage reflected a marked positive impact. The pre-test scores demonstrated a mastery of 55 percent, which resulted from the retention of SAT instruction and immediate (next day) testing of students. The ACT post-test results showed an even greater increase. The students demonstrated a mastery of 70 percent, which reflected a 15 percent increase. Additionally, the ACT percentage increase in mastery was 3 times higher than the SAT mastery percentage.

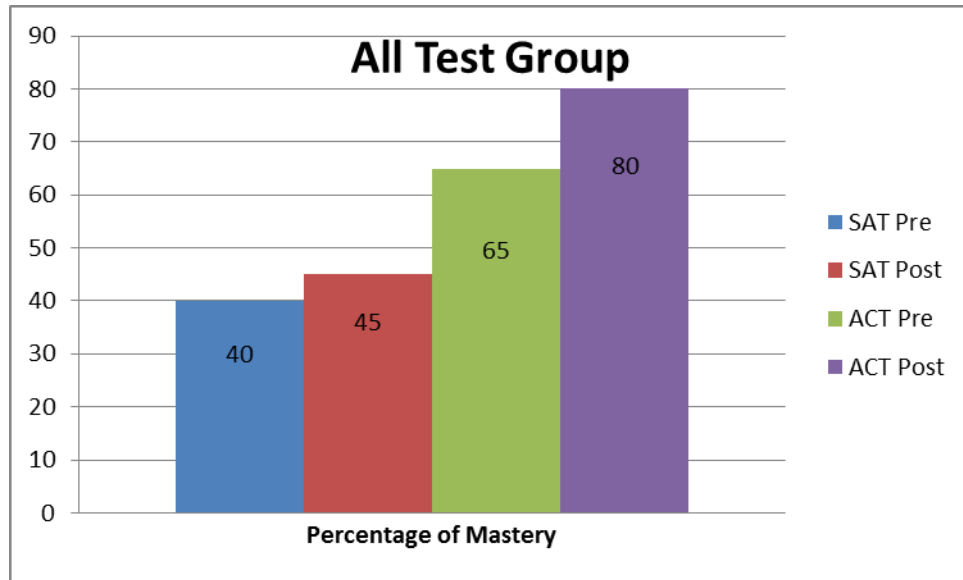


Based on the above charts, the students were able to increase the scores on both exams after an exam work week of instruction and exercises. Below are the individual student scores which contributed to the percentages in the above charts.

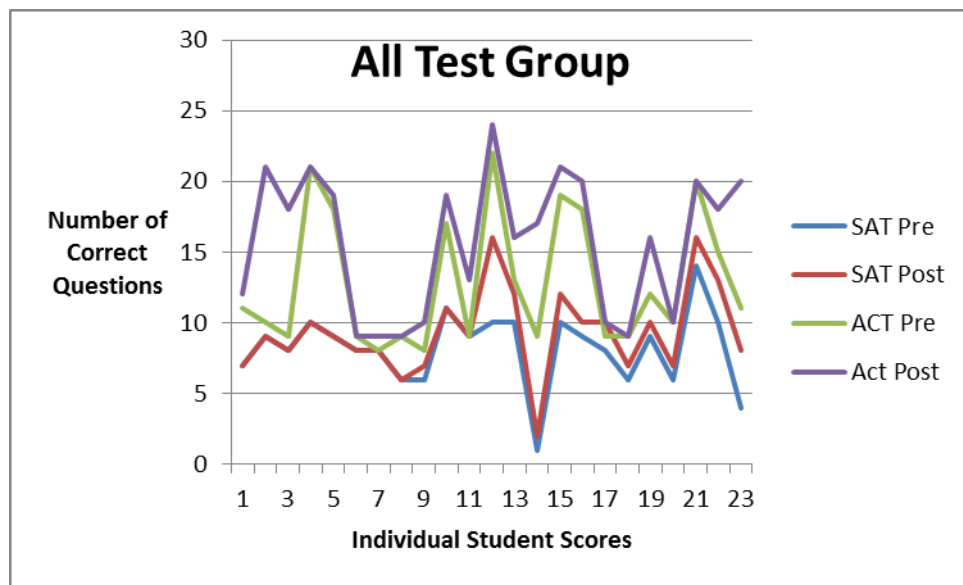




Some students were able to take each of the four tests and are considered as the “all test group.” This group consisted of 23 students that took the SAT and ACT pre- and post-tests. The results of the group are given below. The all test group of students demonstrated a SAT pre-test mastery of 40 percent with an increase of 5 percent to 45 percent on the post test. Their SAT results were identical to the entire group. However, the all test group scores on the ACT were slightly higher. On their ACT pre-test, their mastery percentage was 65 with a post test mastery of 80 percent, demonstrating an increase in percentage of 15 percent, which was identical to the entire group’s ACT results.



Below are the individual student scores which contributed to the percentages in the above charts.



Based on the results, the two-week vocabulary development and critical reading exercises aided the students in preparation for the SAT and ACT exams. Students with a higher attendance rate achieved higher scores than the students who obtained a lower attendance rate during the institute. This data indicated that attendance was a positive factor in efficacy of instruction and higher success in percentage of mastery.

In conclusion, based on the success of the students' vocabulary development, enhanced critical reading skills, and knowledge and information from the standardized test websites, the institute proved to be a valuable experience with a higher Return On Investment.