

Arbury Hills Elem School
Summit Hill SD 161
Mokena, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 1 2 3 4

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

| RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION | | | | | | | | | | | | | |
|--|-------|-------|----------|-------------------------------|--------------------|----------------------------|------------------------|--|------------------------------|----------------------------|------------------|--------------------|---------------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Multi racial /Ethnic | Low- Income Rate | Limited- English- Proficient Rate | High Sch. Dropout Rate | Chronic Truancy Rate | Mobility Rate | Attendance Rate | Total Enrollment |
| School | 84.2 | 1.7 | 6.4 | 3.4 | 0.4 | 3.8 | 9.0 | 4.3 | | 0.0 | 2.6 | 95.5 | 234 |
| District | 84.4 | 3.8 | 5.8 | 3.2 | 0.2 | 2.7 | 4.7 | 3.2 | | 0.8 | 2.4 | 95.6 | 3,698 |
| State | 53.3 | 19.1 | 20.8 | 4.1 | 0.2 | 2.5 | 42.9 | 8.0 | | 3.7 | 13.5 | 93.7 | 2,070,125 |

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

| PARENTAL CONTACT* | | STUDENT-TO-STAFF RATIOS | | | |
|-------------------|---------|---------------------------------|--------------------------------|------------------------------|-------------------------|
| | Percent | Pupil- Teacher Elementary | Pupil- Teacher Secondary | Pupil- Certified Staff | Pupil- Administrator |
| School | 100.0 | -- | -- | -- | -- |
| District | 100.0 | 19.0 | | 14.3 | 246.5 |
| State | 96.7 | 18.4 | | 13.3 | 201.8 |

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

| AVERAGE CLASS SIZE (as of the first school day in May) | | | | | | | | | | |
|--|---|------|------|------|------|---|---|---|---|--------|
| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 - 12 |
| School | | 17.3 | 17.7 | 18.7 | 23.0 | | | | | |
| District | | 20.9 | 21.0 | 23.0 | 22.6 | | | | | |
| State | | 20.9 | 21.3 | 21.8 | 22.2 | | | | | |

| TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day) | | | | | | | | | | | | |
|--|-------------|---|---|---------|---|---|-----------------------|---|---|----------------|---|---|
| Grades | Mathematics | | | Science | | | English/Language Arts | | | Social Science | | |
| | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 | 3 | 6 | 8 |
| School | 63 | | | 22 | | | 163 | | | 22 | | |
| District | 63 | | | 22 | | | 175 | | | 22 | | |
| State | 59 | | | 30 | | | 145 | | | 30 | | |

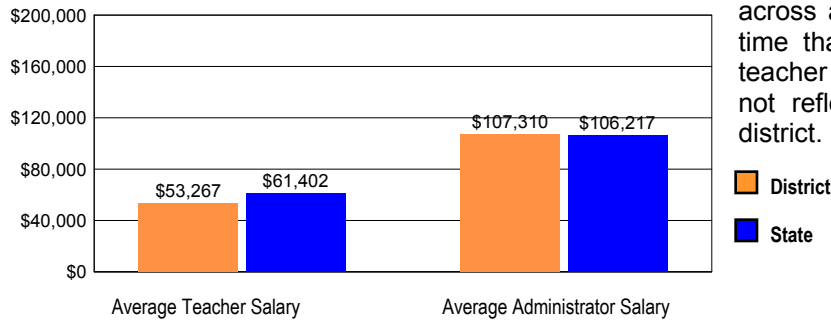
| TEACHER INFORMATION (Full-Time Equivalents) | | | | | | | | |
|---|-------|-------|----------|-------------------------------|--------------------|------|--------|-----------------|
| | White | Black | Hispanic | Asian/ Pacific Islander | Native American | Male | Female | Total Number |
| District | 99.1 | 0.5 | 0.5 | 0.0 | 0.0 | 10.3 | 89.7 | 213 |
| State | 85.1 | 8.3 | 5.0 | 1.4 | 0.2 | 22.9 | 77.1 | 133,017 |

| TEACHER INFORMATION (Continued) | | | | | |
|---------------------------------|--|---|---|---|--|
| | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Master's & Above | % of Teachers with Emergency or Provisional Credentials | % of Classes Not Taught by Highly Qualified Teachers |
| School | -- | -- | -- | 0.0 | 0.0 |
| District | 10.9 | 40.8 | 59.2 | 0.0 | 0.0 |
| State | 12.5 | 44.1 | 55.8 | 0.6 | 1.2 |

Some teacher/administrator data are not collected at the school level.

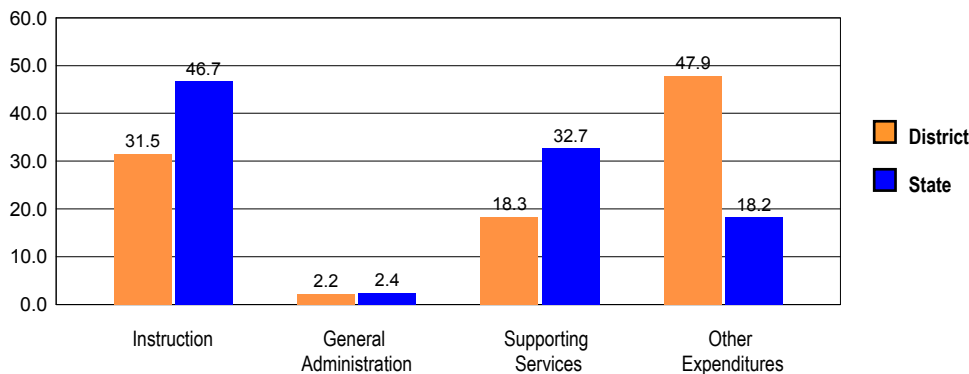
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2007-08 (Percentages)



| REVENUE BY SOURCE 2007-08 | | | | EXPENDITURE BY FUND 2007-08 | | | |
|---------------------------|--------------|------------|---------|---|--------------|------------|---------|
| | District | District % | State % | | District | District % | State % |
| Local Property Taxes | \$25,173,656 | 74.1 | 58.7 | Education | \$23,792,487 | 51.6 | 71.5 |
| Other Local Funding | \$2,597,773 | 7.6 | 6.3 | Operations & Maintenance | \$2,706,736 | 5.9 | 8.6 |
| General State Aid | \$3,454,353 | 10.2 | 18.6 | Transportation | \$1,788,285 | 3.9 | 3.9 |
| Other State Funding | \$2,113,469 | 6.2 | 9.0 | Bond and Interest | \$3,289,114 | 7.1 | 6.3 |
| Federal Funding | \$654,469 | 1.9 | 7.4 | Rent | \$0 | 0.0 | 0.0 |
| TOTAL | \$33,993,720 | | | Municipal Retirement/ Social Security | \$460,181 | 1.0 | 1.8 |
| | | | | Fire Prevention & Safety | \$0 | 0.0 | 0.9 |
| | | | | Site & Construction/ Capital Improvement | \$14,082,009 | 30.5 | 6.8 |
| | | | | TOTAL | \$46,118,812 | | |

| OTHER FINANCIAL INDICATORS | | | | |
|----------------------------|---|--------------------------------------|---|---|
| | 2006 Equalized Assessed Valuation per Pupil | 2006 Total School Tax Rate per \$100 | 2007-08 Instructional Expenditure per Pupil | 2007-08 Operating Expenditure per Pupil |
| District | \$234,951 | 2.99 | \$4,195 | \$7,656 |
| State | ** | ** | \$6,103 | \$10,417 |

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

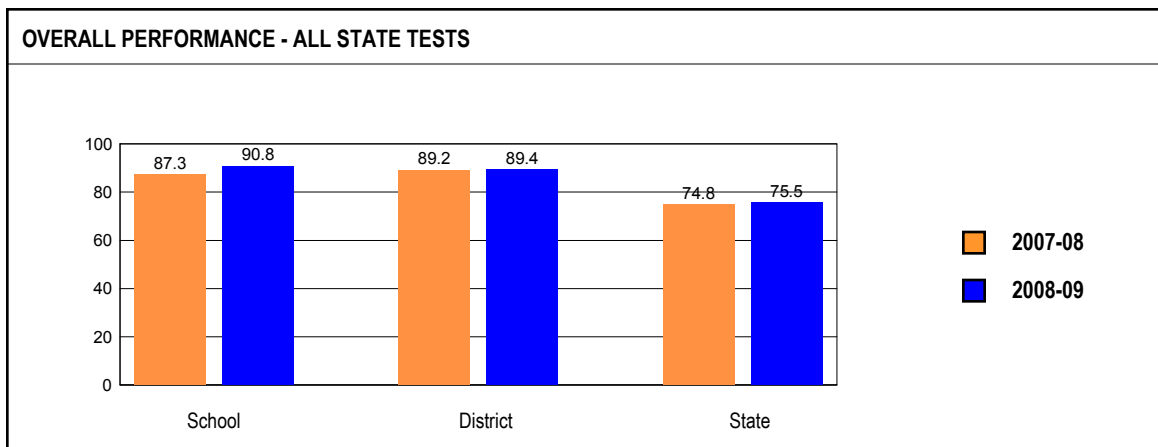
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

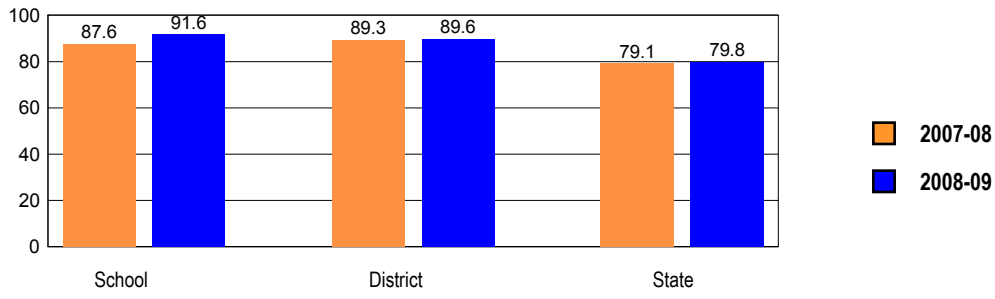
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

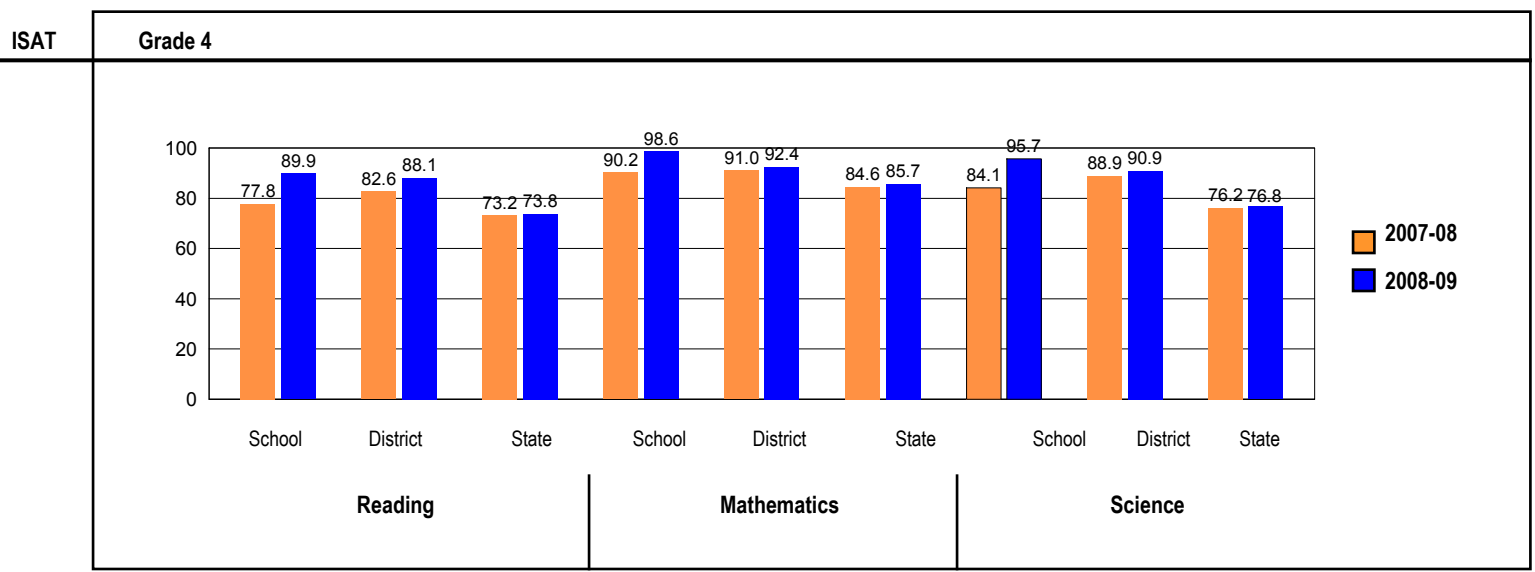
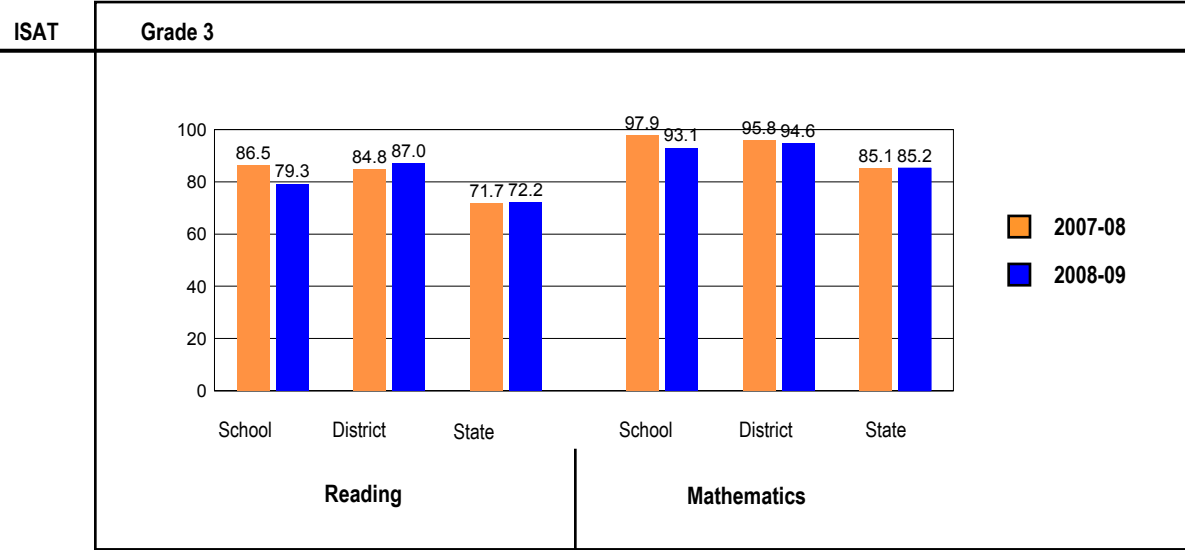


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS | | | | | | | | | | | | | | |
|---|---------------------|------------|------------|------------|--------------------------|------------|------------|------------------------|-----------------|----------------------|------------|------------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| School | *Enrollment | 128 | 55 | 73 | 109 | 3 | 9 | 3 | 0 | 4 | 7 | 0 | 26 | 12 |
| | Reading Mathematics | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | | | | | | | | 0.0 0.0 | 0.0 0.0 |
| District | *Enrollment | 2,502 | 1,245 | 1,257 | 2,139 | 89 | 128 | 82 | 7 | 57 | 58 | 0 | 330 | 118 |
| | Reading Mathematics | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | | 0.0 0.0 | 0.0 0.0 | | 0.0 0.0 | 0.0 0.0 |
| State | *Enrollment | 1,073,392 | 548,452 | 524,651 | 574,717 | 203,366 | 215,934 | 43,962 | 1,676 | 32,799 | 72,638 | 258 | 152,593 | 473,876 |
| | Reading Mathematics | 0.3 0.3 | 0.3 0.3 | 0.2 0.2 | 0.1 0.1 | 0.6 0.6 | 0.3 0.3 | 0.1 0.1 | 0.2 0.2 | 0.3 0.3 | 0.2 0.2 | 0.8 0.8 | 0.4 0.4 | 0.4 0.4 |

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY | | | | | | | | | | | | | | |
|--|-------------|---------|---------|---------|--------------------------|--------|----------|------------------------|-----------------|----------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi racial /Ethnic | | | | |
| School | *Enrollment | 70 | 32 | 38 | 60 | 2 | 4 | 2 | 0 | 2 | 2 | 0 | 10 | 7 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | 0.0 | |
| District | *Enrollment | 827 | 419 | 408 | 710 | 30 | 39 | 29 | 3 | 16 | 14 | 0 | 98 | 44 |
| | Science | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | 0.0 | 0.0 | | 0.0 | 0.0 |
| State | *Enrollment | 448,699 | 228,285 | 220,300 | 248,119 | 82,562 | 85,745 | 18,385 | 751 | 12,734 | 25,035 | 120 | 62,799 | 186,799 |
| | Science | 0.5 | 0.6 | 0.4 | 0.2 | 1.2 | 0.6 | 0.1 | 0.5 | 0.5 | 0.4 | 0.0 | 0.8 | 0.8 |

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

| Levels | Reading | | | | Mathematics | | | |
|----------|---------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 1.7 | 19.0 | 41.4 | 37.9 | 0.0 | 6.9 | 48.3 | 44.8 |
| District | 2.3 | 10.7 | 47.4 | 39.5 | 1.0 | 4.3 | 36.6 | 58.1 |
| State | 4.7 | 23.2 | 46.2 | 26.0 | 3.3 | 11.4 | 44.2 | 41.0 |

Grade 3 - Gender

| Levels | Reading | | | | Mathematics | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 4.3 | 26.1 | 47.8 | 21.7 | 0.0 | 8.7 | 47.8 | 43.5 |
| | District | 3.1 | 13.9 | 47.9 | 35.1 | 1.0 | 4.7 | 32.1 | 62.2 |
| | State | 6.0 | 25.4 | 45.4 | 23.2 | 3.7 | 11.3 | 42.4 | 42.6 |
| Female | School | 0.0 | 14.3 | 37.1 | 48.6 | 0.0 | 5.7 | 48.6 | 45.7 |
| | District | 1.5 | 7.6 | 47.0 | 43.9 | 1.0 | 4.0 | 40.9 | 54.0 |
| | State | 3.3 | 20.8 | 47.0 | 28.9 | 3.0 | 11.6 | 46.0 | 39.4 |

Grade 3 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 18.4 | 40.8 | 40.8 | 0.0 | 4.1 | 49.0 | 46.9 |
| | District | 2.4 | 9.4 | 48.0 | 40.2 | 1.2 | 3.6 | 36.1 | 59.1 |
| | State | 2.2 | 13.9 | 47.1 | 36.8 | 1.0 | 5.7 | 39.4 | 53.9 |
| Black | School | | | | | | | | |
| | District | 0.0 | 7.7 | 53.8 | 38.5 | 0.0 | 7.7 | 38.5 | 53.8 |
| | State | 8.4 | 34.7 | 45.1 | 11.8 | 8.6 | 21.5 | 49.6 | 20.3 |
| Hispanic | School | | | | | | | | |
| | District | 4.0 | 24.0 | 52.0 | 20.0 | 0.0 | 8.0 | 40.0 | 52.0 |
| | State | 7.8 | 37.3 | 44.9 | 10.0 | 4.7 | 17.6 | 53.0 | 24.8 |
| Asian/Pacific Islander | School | | | | | | | | |
| | District | 0.0 | 15.4 | 7.7 | 76.9 | 0.0 | 7.7 | 30.8 | 61.5 |
| | State | 1.3 | 11.0 | 45.3 | 42.4 | 0.9 | 3.6 | 29.1 | 66.4 |
| Native American | School | | | | | | | | |
| | District | | | | | | | | |
| | State | 3.8 | 19.1 | 50.0 | 27.1 | 1.3 | 10.9 | 45.8 | 42.0 |
| Multiracial/Ethnic | School | | | | | | | | |
| | District | 0.0 | 20.0 | 60.0 | 20.0 | 0.0 | 10.0 | 50.0 | 40.0 |
| | State | 3.5 | 19.3 | 48.7 | 28.5 | 2.3 | 9.8 | 45.9 | 42.0 |

Grade 3 - Students with Disabilities

| Levels | Reading | | | | Mathematics | | | | |
|---------|----------|------|------|------|-------------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| IEP | School | 6.3 | 43.8 | 25.0 | 25.0 | 0.0 | 12.5 | 68.8 | 18.8 |
| | District | 12.3 | 23.3 | 43.8 | 20.5 | 5.5 | 11.0 | 49.3 | 34.2 |
| | State | 17.0 | 41.2 | 31.8 | 10.0 | 10.4 | 23.4 | 44.8 | 21.4 |
| Non-IEP | School | 0.0 | 9.5 | 47.6 | 42.9 | 0.0 | 4.8 | 40.5 | 54.8 |
| | District | 0.0 | 7.8 | 48.3 | 43.9 | 0.0 | 2.8 | 33.6 | 63.5 |
| | State | 2.8 | 20.5 | 48.3 | 28.3 | 2.3 | 9.7 | 44.1 | 43.9 |

Grade 4**Grade 4 - All**

| Levels | Reading | | | | Mathematics | | | | Science | | | |
|----------|---------|------|------|------|-------------|------|------|------|---------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| School | 0.0 | 10.1 | 59.4 | 30.4 | 0.0 | 1.4 | 69.6 | 29.0 | 0.0 | 4.3 | 81.2 | 14.5 |
| District | 0.3 | 11.7 | 54.3 | 33.8 | 0.3 | 7.3 | 58.5 | 33.9 | 0.8 | 8.3 | 68.8 | 22.1 |
| State | 1.4 | 24.8 | 45.9 | 27.9 | 1.1 | 13.1 | 58.2 | 27.6 | 3.1 | 20.1 | 59.2 | 17.6 |

Grade 4 - Gender

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|--------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | School | 0.0 | 19.4 | 58.1 | 22.6 | 0.0 | 3.2 | 71.0 | 25.8 | 0.0 | 6.5 | 80.6 | 12.9 |
| | District | 0.0 | 16.0 | 57.8 | 26.2 | 0.0 | 8.1 | 58.1 | 33.9 | 1.6 | 8.6 | 67.2 | 22.6 |
| | State | 1.8 | 27.8 | 44.9 | 25.4 | 1.4 | 13.6 | 56.5 | 28.5 | 3.4 | 19.9 | 57.0 | 19.6 |
| Female | School | 0.0 | 2.6 | 60.5 | 36.8 | 0.0 | 0.0 | 68.4 | 31.6 | 0.0 | 2.6 | 81.6 | 15.8 |
| | District | 0.5 | 7.6 | 51.0 | 40.9 | 0.5 | 6.6 | 58.9 | 34.0 | 0.0 | 8.1 | 70.2 | 21.7 |
| | State | 0.9 | 21.6 | 47.0 | 30.4 | 0.9 | 12.6 | 59.9 | 26.6 | 2.7 | 20.3 | 61.5 | 15.6 |

Grade 4 - Racial/Ethnic Background

| Levels | Reading | | | | Mathematics | | | | Science | | | | |
|------------------------|----------|-----|------|------|-------------|-----|------|------|---------|-----|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| White | School | 0.0 | 10.2 | 57.6 | 32.2 | 0.0 | 1.7 | 66.1 | 32.2 | 0.0 | 5.1 | 79.7 | 15.3 |
| | District | 0.3 | 11.9 | 51.9 | 35.9 | 0.3 | 7.5 | 55.8 | 36.4 | 0.9 | 7.7 | 68.2 | 23.2 |
| | State | 0.6 | 15.0 | 46.3 | 38.1 | 0.5 | 6.8 | 54.8 | 38.0 | 0.8 | 9.8 | 62.7 | 26.6 |
| Black | School | 0.0 | 9.1 | 81.8 | 9.1 | 0.0 | 0.0 | 90.9 | 9.1 | 0.0 | 18.2 | 72.7 | 9.1 |
| | District | 0.0 | 9.1 | 81.8 | 9.1 | 0.0 | 0.0 | 90.9 | 9.1 | 0.0 | 18.2 | 72.7 | 9.1 |
| | State | 3.0 | 41.2 | 44.4 | 11.5 | 2.8 | 26.2 | 61.5 | 9.5 | 7.8 | 39.1 | 49.5 | 3.6 |
| Hispanic | School | 0.0 | 19.0 | 66.7 | 14.3 | 0.0 | 14.3 | 76.2 | 9.5 | 0.0 | 19.0 | 66.7 | 14.3 |
| | District | 0.0 | 19.0 | 66.7 | 14.3 | 0.0 | 14.3 | 76.2 | 9.5 | 0.0 | 19.0 | 66.7 | 14.3 |
| | State | 2.4 | 37.5 | 46.9 | 13.2 | 1.5 | 19.0 | 66.2 | 13.3 | 4.8 | 31.3 | 58.4 | 5.5 |
| Asian/Pacific Islander | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.2 | 10.5 | 41.0 | 48.3 | 0.3 | 4.1 | 42.4 | 53.1 | 1.2 | 8.8 | 59.5 | 30.5 |
| Native American | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 0.4 | 19.9 | 50.8 | 28.8 | 0.0 | 9.7 | 64.4 | 25.8 | 0.8 | 14.4 | 65.3 | 19.5 |
| Multiracial/Ethnic | School | | | | | | | | | | | | |
| | District | | | | | | | | | | | | |
| | State | 1.0 | 22.5 | 48.1 | 28.5 | 0.7 | 12.5 | 60.2 | 26.5 | 2.4 | 17.1 | 63.1 | 17.5 |

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

| | | | |
|---|-----|---|----|
| Is this school making Adequate Yearly Progress (AYP)? | Yes | Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? | No |
| Is this school making AYP in Reading? | Yes | 2009-10 Federal Improvement Status | |
| Is this school making AYP in Mathematics? | Yes | 2009-10 State Improvement Status | |

| | Percent Tested on State Tests | | | | Percent Meeting/Exceeding Standards * | | | | | | Other Indicators | | | |
|-----------------------------------|-------------------------------|---------|-------------|---------|---------------------------------------|-----------------------|---------|-------------|-----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Safe Harbor Target ** | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 70.0 | | | 70.0 | | | 90.0 | | 78.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 84.7 | | Yes | 96.0 | | Yes | 95.5 | Yes | | |
| White | 100.0 | Yes | 100.0 | Yes | 84.9 | | Yes | 96.2 | | Yes | | | | |
| Black | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Arbury Hills School Goals and Action Plans

for 2009-2010 School Year

1. To provide opportunities for professional development on ISAT writing
 - to provide workshop opportunities on ISAT writing
 - to increase opportunities and frequency for teacher-collaboration in order to enhance grade-level continuity regarding exiting skills
 - to utilize 6 Traits Writing to develop fluency, focus, and voice
 - to continue to provide monthly school-wide prompts in the area of writing, with an emphasis on expository writing
 - to provide teachers with samples of writing that meet and exceed state standards
2. To continue to support our mathematics curriculum with researched-based interventions
 - to increase opportunities and frequency for teacher-collaboration in order to enhance grade-level continuity
 - to provide professional development for our math interventions
 - to provide additional support with ISAT review
 - to increase the frequency of practicing extended response-type questions
 - to increase practice and review of the basic math facts (addition, subtraction, multiplication, division)
3. To improve in the area of reading through the five universal strands of reading instruction and the continued implementation of the RTI initiatives
 - to continue to improve reading skills through additional instruction of vocabulary, comprehension, fluency, phonics, and phonemic awareness
 - to employ all qualified staff in the area of RTI and reading support
 - to continue to offer staff support in the area of professional development of RTI
4. To progress monitor all student subgroups and use this data to plan for their instruction
 - to implement AIMSWEB as a progress monitoring tool for a designated subgroup
 - to continue to use DIBELS to progress monitor reading achievement of identified subgroups
 - to offer additional support in the areas of reading and math to identified students
5. To use DIBELS, NWEA, and ISAT data when planning for instruction
 - to analyze data for instruction
 - to continue to offer professional development on interpreting data and using it to plan for instruction
6. To incorporate our Professional Learning Community in the collection of data while identifying roles and responsibilities
 - to actively involve community members to read in the school for a variety of activities

- to employ all qualified staff in helping all students to learn
- to cultivate a culture where collaboration takes place in the best interest of the student
- to use Best Practices when planning for instruction
- to assign roles within our PLC (data collection, analyzing data, gathering of evidence, creating an action plan)

7. To continually communicate with parents and the community about student achievement and accomplishments

- to highlight student achievement/accomplishments in the media
- to communicate monthly with building newsletters
- to update teacher web pages on a weekly basis
- to send classroom newsletters on a weekly basis
- to communicate assessment results when appropriate
- to conference with parents when appropriate