

Annual Education Report

2010-2011

Arbor Academy

55 Arbor Street

Battle Creek, MI 49015

The Annual Education Report

Introduction

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's accreditation system Education YES! and the federal No Child Left Behind (NCLB) legislation also have reporting requirements.

The Annual Education Report should communicate to parents and community members the type of district you are, the distinctiveness of each of the schools and the great job we are doing of educating all children.

The Annual Education Report and the district report to the public at an open meeting no later than October 15 of each year.

Reports must be widely available through public means. Districts are allowed to use the Internet as a primary vehicle for distribution, but must make hard copies available to the public upon request. Schools should evaluate Internet availability and use in the community and make appropriate judgments regarding dissemination of the report. In addition, PA 25 requires that the report be made available to the Department of Education. This is done by submitting a copy of the report to the Intermediate School District.

School Information

Public School Academy (Charter School)

Arbor Academy

Melissa Martin, principal

55 Arbor Street

Battle Creek, MI 49015

P: 269-963-5851

F: 269-964-2643

www.arbor-academy.org

mmartin@arbor-academy.org

District Information

Paul Doersam, Director of Schools

55 Arbor Street

Battle Creek, MI 49015

P: 269-963-5851

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paul@arbor-academy.org

Mission

The mission of the Academy is to provide a high quality general program of fundamental education in language, mathematics, social studies, character development, health and art.

The academy will employ both traditional and newer curricular material chosen according to objectively demonstrated effectiveness. The Academy's education technology emphasizes continuous assessment of learning and liberal use of tutorial assistance.

The Academy employs a modified traditional grading system and all state required and state or federally recommended performance assessment methods. A basic component of the Academy's vision is an elaborate program for the specification of performance and its continuous assessment and communication.

Vision


The vision of the academy is to provide every student with a high quality education in a safe and learning rich environment. The academy provides its students with a 1:10 teacher to student ratio. This ensures that every student gets personal attention in the learning environment.

Additionally, our vision is to model behavior that demonstrates enthusiasm and competence, appreciation and respect for others, and a growing sense of responsibility and community. Through this vision we believe we will best prepare our students for the challenges that face them in the 21st century.

School Description

Since its inception in 1998, Arbor Academy has seen a steady growth in enrollment with each new school year. In 2003-2004 we added sixth grade to round out our school as a K-6 elementary school academy. In 2005-2006 we moved into an additional 7 classroom building. We maintain a 10:1 student to teacher ratio, with highly qualified certified teachers in each classroom. Arbor Academy's curriculum is based on the Michigan benchmarks and Hirsch's Core Knowledge of Learning. We employ a systematic objective based curriculum, with weekly preview and evaluation reports being sent home to the parents. We use both the MEAP and NWEA standardized test.

The Academy is located adjacent to Lakeview Child Development Center. The Lakeview CDC provides before and after school care, a four year old half day program taught by a certified teacher, in addition to full day care for children ages 2 weeks-12 years. This program offers siblings the opportunity to start and finish each day together at the same facility for the entire school year. Parents enjoy the convenience of taking all of their children to one facility for both school and childcare services.

ARBOR ACADEMY (TitleI)		
Explain AYP	55 ARBOR ST	
Ms. Cassandra Trawitz	BATTLE CREEK, MI 49015-2903	
Principal	(269) 963-5851	
cassandra@arbor-academy.org		
http://www.arbor-academy.org		

School Report Card - Grades Tested 3 - 7

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2010-2011	Adjusted Score 2010- 2011	Ed Yes! Grade 2010- 2011
Student Achievement	View Details		
Reading	84.4	91.5	A
Mathematics	92.7	92.7	A
Science	-	-	
Social Studies	-	-	
Achievement Subtotal	88.6	92.1	A
Indicators of School Performance		100	A
Preliminary Grade		95	A
AYP Status (Adequate Yearly Progress)		Met AYP	View Details
Composite Grade	A		

Student Outcomes	Prior	Current
Third Grade Reading Proficiency	90%	78%
Student Academic Growth 3-8	5.1%	7.8%
Students proficient in Math and Reading 3-8	80.2%	71.3%
Students Proficient on MME	N/A	N/A
ACT Composite Score	N/A	N/A
ACT College Readiness Benchmarks	N/A	N/A
4 year Graduation Rate	N/A	N/A

School Accountability	Prior	Current
School met federal Adequate Yearly Progress (AYP)	Made AYP	Made AYP

Culture of Learning	Prior	Current
Self-Reported Bullying on School Property	N/A	N/A
Free/Reduced Lunch Participation by Eligible Students	75.13%	79.7%

Arbor Academy is proud to report that we maintain a 10 to 1 student to teacher ratio. This enables our teachers to individualize student attention necessary to ensure the success of all students.

Combined Reports Data for Calhoun ISD, Arbor Academy, Arbor Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	90%	90%	37.5%	52.5%	10%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	77.5%	77.5%	32.5%	45%	17.5%	5%
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	60%	60%	30%	30%	30%	10%
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	88.5%	88.5%	38.5%	50%	11.5%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	82.1%	82.1%	35.7%	46.4%	14.3%	3.6%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	94.7%	94.7%	36.8%	57.9%	5.3%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	66.7%	66.7%	37.5%	29.2%	25%	8.3%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	85.7%	85.7%	38.1%	47.6%	14.3%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	93.8%	93.8%	25%	68.8%	6.3%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	94.4%	94.4%	33.3%	61.1%	5.6%	0%

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	77.3%	77.3%	22.7%	54.5%	18.2%	4.5%
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	82.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	79.3%	79.3%	31%	48.3%	20.7%	0%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	79.4%	79.4%	17.8%	61.8%	17.8%	2.0%
English Language Arts / Reading	04	Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2010-11	<10	69.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	84.2%	84.2%	36.8%	47.4%	15.8%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	76.2%	76.2%	14.3%	61.9%	19%	4.8%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	90.9%	90.9%	54.5%	36.4%	9.1%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	83.3%	83.3%	22.2%	61.1%	11.1%	5.6%

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	72.2%	72.2%	16.7%	55.6%	27.8%	0%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	75%	75%	12.5%	62.5%	25%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	76.9%	76.9%	38.5%	38.5%	23.1%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	79.2%	79.2%	12.5%	68.7%	16.7%	4.2%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	87.5%	87.5%	31.3%	56.3%	0%	12.5%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	82.6%	82.6%	21.7%	60.9%	13%	4.3%
English Language Arts / Reading	05	Black or African American	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2010-11	<10	78.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Two or More Races	2009-10	<10	83.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10	<10

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	White	2009-10	100%	89.8%	90%	90%	40%	50%	0%	10%
English Language Arts / Reading	05	White	2010-11	100%	89%	90.9%	90.9%	36.4%	54.5%	0%	9.1%
English Language Arts / Reading	05	Female	2009-10	<10	86.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	100%	100%	36.4%	63.6%	0%	0%
English Language Arts / Reading	05	Male	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	66.7%	66.7%	8.3%	58.3%	25%	8.3%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	90.9%	90.9%	27.3%	63.6%	0%	9.1%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	82.4%	82.4%	23.5%	58.8%	17.8%	0%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	100%	100%	25%	75%	0%	0%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	81.8%	81.8%	18.2%	63.6%	18.2%	0%
English Language Arts / Reading	06	American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	<10	75.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2010-11	<10	68.3%	<10	<10	<10	<10	<10	<10

Arbor Academy continues to align our curriculum with the social studies GLCE's and will continue during the 2009-2010 school year.

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	06	Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Two or More Races	2009-10	<10	87%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	<10	91.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2009-10	<10	90%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2010-11	<10	86.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	100%	100%	33.3%	66.7%	0%	0%
English Language Arts / Reading	06	Male	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	<10	75.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.6%	100%	100%	40%	60%	0%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	97.5%	97.5%	42.5%	55%	2.5%	0%
Mathematics	03	Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	03	Black or African American	2010-11	100%	88.6%	90%	90%	30%	60%	10%	0%
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2009-10	<10	94.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.6%	100%	100%	38.5%	61.5%	0%	0%
Mathematics	03	White	2010-11	100%	97.1%	100%	100%	46.4%	53.6%	0%	0%
Mathematics	03	Female	2009-10	100%	94.8%	100%	100%	26.3%	73.7%	0%	0%
Mathematics	03	Female	2010-11	100%	95.3%	95.8%	95.8%	37.5%	58.3%	4.2%	0%
Mathematics	03	Male	2009-10	100%	94.8%	100%	100%	52.4%	47.6%	0%	0%
Mathematics	03	Male	2010-11	100%	95.3%	100%	100%	50%	50%	0%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.6%	100%	100%	38.9%	61.1%	0%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	95.5%	95.5%	27.3%	68.2%	4.5%	0%
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	96.6%	96.6%	24.1%	72.4%	3.4%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	91.2%	91.2%	35.3%	55.9%	8.8%	0%
Mathematics	04	Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	94.7%	94.7%	31.8%	63.2%	5.3%	0%
Mathematics	04	White	2010-11	100%	94.3%	95.2%	95.2%	33.3%	61.9%	4.8%	0%
Mathematics	04	Female	2009-10	100%	92.6%	100%	100%	36.4%	63.6%	0%	0%
Mathematics	04	Female	2010-11	100%	91.6%	88.9%	88.9%	27.8%	61.1%	11.1%	0%

In reviewing the 2004 - 2009 MEAP and NWEA results, coupled with the increased proficiency levels for the MEAP, Arbor Academy's school improvement team identified the areas of Math and Language Arts for improvement. Additionally, the school improvement team recommended revised objectives in the areas of Science and Social Studies with the coming of the GLCE's. These changes are being addressed and will be followed up on in the 2009-2010 school year.

Arbor Academy's overall curricular implementation plan includes realignment of current objectives with Michigan GLCE's (Grade Level Content Expectations) and Benchmarks for Mathematics and English Language Arts, Social Studies, and Science. Furthermore, the Academy plans to provide additional professional development in those curricular areas.

Implementation plans for the improvement objectives include adoption of and professional development in the CISD Writing Process as well as employing a trainer to work with teachers. Additionally, the Academy's objectives are being revised to correlate more closely with the current Michigan GLCE's for Language Arts. Classroom teachers will also utilize morning work time to provide additional assistance to those students requiring improvement in the writing process.

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Male	2009-10	100%	91.6%	94.4%	94.4%	16.7%	77.8%	5.6%	0%
Mathematics	04	Male	2010-11	100%	91.3%	93.8%	93.8%	43.8%	50%	6.3%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	100%	100%	23.1%	76.9%	0%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	87.5%	87.5%	37.5%	50%	12.5%	0%
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	75%	75%	18.8%	56.3%	25%	0%
Mathematics	05	All Students	2010-11	100%	79.9%	85.2%	85.2%	17.4%	47.8%	34.8%	0%
Mathematics	05	Black or African American	2009-10	<10	82.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2010-11	<10	81.3%	<10	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2010-11	<10	73.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Two or More Races	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	80%	80%	30%	50%	20%	0%
Mathematics	05	White	2010-11	100%	85.1%	84.5%	84.5%	27.3%	27.3%	45.5%	0%
Mathematics	05	Female	2009-10	<10	79.6%	<10	<10	<10	<10	<10	<10
Mathematics	05	Female	2010-11	100%	80.1%	83.6%	83.6%	27.3%	36.4%	36.4%	0%
Mathematics	05	Male	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
Mathematics	05	Male	2010-11	100%	79.7%	86.7%	86.7%	8.3%	58.3%	33.3%	0%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	83.6%	83.6%	9.1%	54.5%	36.4%	0%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	84.7%	84.7%	23.5%	41.2%	35.3%	0%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	75%	75%	25%	50%	25%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	81.8%	81.8%	36.4%	45.5%	18.2%	0%
Mathematics	06	American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2010-11	<10	88.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2009-10	<10	83%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	86.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	Male	2009-10	100%	81.1%	83.3%	83.3%	33.3%	50%	16.7%	0%
Mathematics	06	Male	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2010-11	<10	76.5%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	81.3%	81.3%	31.3%	50%	18.8%	0%
Science	05	All Students	2010-11	100%	78.1%	72.7%	72.7%	22.7%	50%	22.7%	4.5%
Science	05	Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2010-11	<10	52.8%	<10	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2010-11	<10	87.8%	<10	<10	<10	<10	<10	<10
Science	05	Two or More Races	2009-10	<10	79.3%	<10	<10	<10	<10	<10	<10

Implementation plans for the improvement objectives include review and realignment of curriculum objectives with the current Michigan GLCE's for Mathematics. Classroom teachers will also utilize morning work time to provide additional assistance to those students who show deficits in Mathematics. To further increase student achievement in mathematics, Arbor Academy will implement informal assessments to aid students in acquiring and retention of basic math facts and problem solving utilizing the on-line Study Island Program. Members of the school improvement team will monitor the implementation plans to insure successful completion.

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	90%	90%	50%	40%	10%	0%
Science	05	White	2010-11	100%	85.5%	70%	70%	30%	40%	20%	10%
Science	05	Female	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
Science	05	Female	2010-11	100%	78.6%	63.6%	63.6%	27.3%	36.4%	27.3%	9.1%
Science	05	Male	2009-10	<10	80.8%	<10	<10	<10	<10	<10	<10
Science	05	Male	2010-11	100%	77.5%	81.8%	81.8%	18.2%	63.6%	18.2%	0%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	81.8%	81.8%	27.3%	54.5%	18.2%	0%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	75%	75%	31.3%	43.8%	25%	0%
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10

Arbor Academy does not currently have a science kit implemented, though we will continue to align our curriculum with the science GLCE's.

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	100%	96.9%
All Students	District	Mathematics	100%	100%
All Students	School	English Language Arts / Reading	100%	96.9%
All Students	School	Mathematics	100%	100%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	<30	<30
Black or African American	District	Mathematics	<30	<30
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30

Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	100%	96.5%
White	District	Mathematics	100%	100%
White	School	English Language Arts / Reading	100%	96.5%
White	School	Mathematics	100%	100%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	100%	96.3%
Economically Disadvantaged	District	Mathematics	100%	100%
Economically Disadvantaged	School	English Language Arts / Reading	100%	96.3%

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	School	Mathematics	100%	100%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	<30	<30
Students with Disabilities	District	Mathematics	<30	<30
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Arbor Academy's School Improvement Plan has been rewritten for the 2010-11 School Year. Our emphasis will be in the areas of Mathematics and English Language Arts. We will continue to evaluate our progress using test results from MEAP and NWEA.

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94%
All Students	School	94%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	94.4%
American Indian or Alaska Native	School	94.4%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Black or African American	State	91.9%
Black or African American	District	93.2%
Black or African American	School	93.2%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.2%
Hispanic or Latino	School	94.2%
Two or More Races	State	94.7%
Two or More Races	District	92.2%
Two or More Races	School	92.2%
White	State	95.6%
White	District	94.3%
White	School	94.3%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.9%
Economically Disadvantaged	School	93.9%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	93%
Students with Disabilities	School	93%

* All data based on students enrolled for a full academic year.

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	27	1	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	†	†	†	†	†
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

† Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505

Parent Involvement

Arbor Academy is proud to announce that we achieved 100% parent/guardian participation at both Fall and Spring Parent/Teacher conferences. Arbor Academy had 214 students enrolled in K - 6 for the 2010 - 2011 school year. We feel that by maintaining a 10 to 1 student to teacher ratio our teachers are not only able to connect with their students, but with their parents as well.

At the Academy we emphasize that a child's education is a fundamental part of family life and that family support is vital to academic success. The Academy expects parents to participate and be available as needed, to ensure a successful educational experience for their children. Opportunities for parent involvement in curricular and extra-curricular activities will present themselves during the course of the school year. Parent assistance is encouraged, expected and appreciated.

Parents are involved in the school in number of ways. First and foremost, parents are always welcome in their child's classroom either to assist the teacher or to observe the daily routine. Second, parents are encouraged to assist with field trips and class special events. Third, the Academy hosts various events throughout the school year, such as PTO meetings, McDonald's McEducator night, Junior Achievement, book fairs, trick or treat night, Christmas program, Parent/Child dance, Art/Science Fair, Easter Egg Hunt, and Career Fair in which parents/guardians are encouraged to participate. Finally, at the end of the school year we have an all school field day and picnic in which we encourage parents and extended families to attend and participate in the festivities.

Safe Schools

Arbor Academy had no incidences of school violence in 2010-2011.

Arbor Academy had no incidences of student drug and/or alcohol abuse in 2011-2012

In 2008-2009, Arbor Academy had no expulsions.

Core Curriculum

The Academy is committed to providing a high quality general education program of fundamental education in Language Arts, Mathematics, Science, Social Studies, Conduct, Health, Art and Music.

Our curriculum goals have been developed using, as a basic standard, the guidelines set forth in the State of Michigan Board of Education Model Core Curriculum Outcomes. These goals are used as minimums for progression into the next grade level. Support and guidance toward achieving these performance standards will be sought from recognized curriculum specifications such as: Michigan Curriculum Framework, Modern Red Schoolhouse Academic Standards, Core Knowledge Scope and Sequence and Core Knowledge Series.

Teachers working with our Educational Consultant and the Principal will adopt materials and methods that are aligned with, and compliment these authorities mentioned above and that successfully achieve state curriculum outcome standards and GLCE's. We determine weaknesses in our curriculum as identified by test results data from the MEAP and NWEA.

All children are exposed to a sequential set of core curriculum objectives that they are expected to master. We provide re-teaching and re-assessment opportunities to students until mastery is achieved.

As a Charter Public School Academy, we are the only building in the district. Therefore, parents can inquire with the building principal as to the qualifications of any and all of our teachers.