

SCHOOL REPORT CARD

for the 2009-2010 school year



Arlington Elementary School

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School Enrollment: 283

Our School Council

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Dear Parents/Guardians: This report card for the 2009-2010 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

About Our School: Built in 1899 as a small frame school-house, Arlington Elementary is one of the oldest schools remaining in Fayette County Public Schools. It is located in an older community in North Lexington representing a large piece of Fayette County history and still serves the same surrounding community as it did when it first opened. Arlington is a community school where a majority of parents and students still walk to school every day. The school houses a Healthy Kids Clinic, Family Resource Center, Guidance Specialist, Social Worker, School Psychologist, and Title I. These resources serve as a communication link between home and school. The school is currently wrapping up renovations, but has continued to maintain that old school charm as the students settled into their new environment.

How We Ensure Educational Equity: Arlington Elementary follows the KY Program of Studies and KY Core Content when developing instructional units of study. Arlington provides educational equity for all students regardless of race, gender, socio-economic status, or disability so they can experience academic, social, and emotional success in a positive environment. To ensure equity, Special Education and English Language Learner procedures are in place and adhere to district and state guidelines concerning children with disabilities or of other languages and the Gifted and Talented Program targets students based on individual abilities and talents. Arlington has also adopted RTI and strategies therein to address students in grades kindergarten through third who are not performing on grade level in reading, writing, and math. In addition, in school intervention groups and the Extended School Services Program provide additional reading and math support for students identified by SB 168 as an academic gap.

School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading						Mathematics						Science			Other Academic Indicators					
	Percent Tested			Percent Proficient & Distinguished			Percent Tested			Percent Proficient & Distinguished			Percent Tested			Proficient & Distinguished % (Novice %) Elem. And Middle			Graduation Rate (High School)		
	Goal 95%			Goal 73.64%			Goal 95%			Goal 61.23%						Goal 86.75%					
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100	99.71	99.92	62.69	77.75	71.86	100	99.71	99.92	55.22	73.39	64.14		99.57	99.91	35.46 (15.16)	65.20 (5.79)	56.88 (8.23)		83.56	83.92
African-American		99.49	99.83		62.76	53.79		99.49	99.83		55.19	41.79		99.32	99.82						
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00						
Asian/Pacific Islander		100	99.98		88.56	79.60		100	99.98		93.97	80.07		100	100.00						
Hispanic		99.67	99.85	54.29	65.38	65.19		99.67	99.85	57.14	64.74	57.86		99.83	99.92						
White	100	99.8	99.93	75.86	85.05	74.37	100	99.8	99.93	68.97	80.66	67.08		99.64	99.92						
Students with Disabilities		99.54	99.89		51.54	48.69		99.54	99.89		47.96	43.41		99.12	99.87						
Limited English Proficiency		99.91	99.97		62.78	58.25		99.91	99.97		59.92	45.31		100	100.00						
Economically Disadvantaged	100	99.7	99.91	60.83	65.53	63.45	100	99.7	99.91	52.5	60.78	55.35		99.65	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	100	99.7	99.91	48.33	73.23	66.59	100	99.7	99.91	41.67	72.33	63.04		99.43	99.88						
Female	100	99.71	99.93	74.32	82.41	77.45	100	99.71	99.93	66.22	74.49	65.32		99.71	99.94						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02	N/A	N/A	N/A
2002-03	Y	Y	Y
2003-04	Y	Y	N
2004-05	Y	N	N
2005-06	Y	Y	Y
2006-07	Y	Y	Y
2007-08	Y	Y	Y
2008-09	Y	Y	Y
2009-10	N	Y	N
2010-11			
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04	Y	
2004-05	Y	
2005-06	Y	School Improvement - Yr 1
2006-07	Y	School Improvement - Yr 1
2007-08	Y	
2008-09	Y	
2009-10	Y	
2010-11	Y	
2011-12		
2012-13		
2013-14		
2014-15		

Y=Met the goals N=Did not meet the goals NA=Not applicable
S=Safe Harbor, did not make goal but made significant improvement

NCLB Consequences (Title I)

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

State Assistance (Non-Title I)

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description “Eligible for State Assistance” will appear in the Consequences, School Status column, followed by the number “1” or “2” indicating the number of years eligible.

How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 3 - Reading					2009-2010		
Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	2	21	52	25	77.08	81.95	76.42
	2009-2010	100	9	30	43	18	61.36	81.33	76.74
African-American	2008-2009	100	0	25	42	33	75	68.26	57.88
	2009-2010	--	--	--	--	--	--	71.74	58.8
American Indian/ Native Alaskan	2008-2009							--	77.63
	2009-2010							--	55.93
Asian/Pacific Islander	2008-2009							93.07	84.38
	2009-2010							88.07	81.29
Hispanic	2008-2009	100	0	9	64	27	90.91	68.11	67.79
	2009-2010	100	20	40	30	10	40	65.77	68.72
White	2008-2009	100	5	16	53	26	78.95	88.85	79.08
	2009-2010	100	4	21	54	21	75	88.41	79.54
Students with Disabilities	2008-2009	--	--	--	--	--	--	62.05	58.49
	2009-2010	--	--	--	--	--	--	62.59	60.02
Limited English Proficiency	2008-2009	--	--	--	--	--	--	64.26	59.48
	2009-2010	--	--	--	--	--	--	61.56	57.41
Economically Disadvantaged	2008-2009	100	2	20	55	23	77.27	70.16	68.97
	2009-2010	100	11	30	41	19	59.46	71.6	69.58
Migrant	2008-2009	--	--	--	--	--	--	53.85	71.71
	2009-2010	--	--	--	--	--	--	78.57	66.48
Male	2008-2009	100	5	15	60	20	80	78.64	73.81
	2009-2010	100	12	47	29	12	41.18	79.4	74.17
Female	2008-2009	100	0	25	46	29	75	85.28	79.21
	2009-2010	100	7	19	52	22	74.07	83.43	79.46

School Assessment

Grade 4 - Reading

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	16	35	45	4	49.02	80.58	74.17
	2009-2010	100	8	13	62	18	79.49	85.71	79.34
African-American	2008-2009	100	25	50	25	0	25	64.57	55.77
	2009-2010	--	--	--	--	--	--	71.96	62.26
American Indian/ Native Alaskan	2008-2009							--	66.1
	2009-2010							--	74.07
Asian/Pacific Islander	2008-2009							93.02	82.19
	2009-2010							91.09	85.02
Hispanic	2008-2009	100	27	47	20	7	26.67	69.52	67.25
	2009-2010	100	0	0	73	27	100	81.47	74.97
White	2008-2009	100	0	18	77	5	81.82	88.35	76.72
	2009-2010	100	14	14	57	14	71.43	91.46	81.76
Students with Disabilities	2008-2009	100	33	50	17	0	16.67	60.42	55.87
	2009-2010	--	--	--	--	--	--	65.03	63.22
Limited English Proficiency	2008-2009	100	30	50	10	10	20	68.84	58.4
	2009-2010	--	--	--	--	--	--	70.05	63.19
Economically Disadvantaged	2008-2009	100	15	36	45	4	48.94	68.54	66.15
	2009-2010	100	8	14	59	19	78.38	76.53	72.89
Migrant	2008-2009	--	--	--	--	--	--	80	64.45
	2009-2010	--	--	--	--	--	--	--	69.59
Male	2008-2009	100	29	42	29	0	29.17	75.86	70.48
	2009-2010	100	13	6	69	13	81.25	82.49	75.45
Female	2008-2009	100	4	30	59	7	66.67	85.46	78.08
	2009-2010	100	4	17	57	22	78.26	88.95	83.49

School Assessment

Grade 5 - Reading

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	8	28	54	10	64	79.13	69.97
	2009-2010	100	14	35	47	4	50.98	82.32	74.36
African-American	2008-2009	100	13	33	53	0	53.33	65.06	54.12
	2009-2010	100	27	33	40	0	40	68.68	58.19
American Indian/ Native Alaskan	2008-2009							--	64.62
	2009-2010							--	73.44
Asian/Pacific Islander	2008-2009							91.57	78.09
	2009-2010							93.75	80.87
Hispanic	2008-2009	--	--	--	--	--	--	66.81	64.71
	2009-2010	100	14	57	21	7	28.57	72.6	68.43
White	2008-2009	100	4	27	54	15	69.23	85.59	72.17
	2009-2010	100	0	20	75	5	80	88.32	76.62
Students with Disabilities	2008-2009	100	20	50	30	0	30	55.67	46.63
	2009-2010	100	38	38	23	0	23.08	63.14	54.01
Limited English Proficiency	2008-2009	--	--	--	--	--	--	44.72	47.19
	2009-2010	100	20	50	20	10	30	63.58	50.74
Economically Disadvantaged	2008-2009	100	8	29	55	8	63.27	66.86	60.81
	2009-2010	100	13	39	43	4	47.83	71.48	66.71
Migrant	2008-2009	--	--	--	--	--	--	61.54	55.44
	2009-2010	--	--	--	--	--	--	60	62.36
Male	2008-2009	100	8	33	58	0	58.33	75.11	64.58
	2009-2010	100	22	44	33	0	33.33	77.23	69.38
Female	2008-2009	100	8	23	50	19	69.23	83.42	75.57
	2009-2010	100	4	25	63	8	70.83	87.51	79.62

School Assessment

Grade 3 - Mathematics

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	6	19	54	21	75	82.47	74.47
	2009-2010	100	9	30	41	20	61.36	84.28	76.31
African-American	2008-2009	100	8	8	67	17	83.33	69.57	54.69
	2009-2010	--	--	--	--	--	--	74.35	56.53
American Indian/ Native Alaskan	2008-2009							--	71.05
	2009-2010							--	59.32
Asian/Pacific Islander	2008-2009							95.05	86.18
	2009-2010							92.66	85.76
Hispanic	2008-2009	100	0	9	73	18	90.91	70.87	64.29
	2009-2010	100	20	20	40	20	60	74.7	69.57
White	2008-2009	100	0	32	47	21	68.42	89.1	77.38
	2009-2010	100	4	25	50	21	70.83	90.39	79.23
Students with Disabilities	2008-2009	--	--	--	--	--	--	61.5	53.93
	2009-2010	--	--	--	--	--	--	63.59	55.86
Limited English Proficiency	2008-2009	--	--	--	--	--	--	69.88	59.48
	2009-2010	--	--	--	--	--	--	72.64	62.36
Economically Disadvantaged	2008-2009	100	5	20	57	18	75	71.18	66.36
	2009-2010	100	11	32	38	19	56.76	75.34	69.29
Migrant	2008-2009	--	--	--	--	--	--	61.54	69.74
	2009-2010	--	--	--	--	--	--	64.29	68.13
Male	2008-2009	100	5	20	50	25	75	82.48	74.26
	2009-2010	100	12	41	41	6	47.06	83.9	75.68
Female	2008-2009	100	7	18	57	18	75	82.45	74.69
	2009-2010	100	7	22	41	30	70.37	84.7	76.97

School Assessment

Grade 4 - Mathematics

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	24	24	51	2	52.94	81.4	71.35
	2009-2010	100	8	33	26	33	58.97	83.33	74.88
African-American	2008-2009	100	33	8	58	0	58.33	64.11	53.26
	2009-2010	--	--	--	--	--	--	68.4	53.2
American Indian/ Native Alaskan	2008-2009							--	52.54
	2009-2010							--	70.37
Asian/Pacific Islander	2008-2009							97.67	83.99
	2009-2010							97.03	85.33
Hispanic	2008-2009	100	27	40	33	0	33.33	73.33	64.59
	2009-2010	100	0	27	36	36	72.73	76.06	67.57
White	2008-2009	100	9	23	64	5	68.18	88.92	73.81
	2009-2010	100	14	29	14	43	57.14	89.75	77.99
Students with Disabilities	2008-2009	100	67	8	25	0	25	60.69	50.91
	2009-2010	--	--	--	--	--	--	61.27	55.02
Limited English Proficiency	2008-2009	100	30	50	20	0	20	72.36	58.49
	2009-2010	--	--	--	--	--	--	66.5	56.83
Economically Disadvantaged	2008-2009	100	21	26	51	2	53.19	70.58	62.63
	2009-2010	100	8	35	27	30	56.76	72.5	67.09
Migrant	2008-2009	--	--	--	--	--	--	70	63.79
	2009-2010	--	--	--	--	--	--	--	58.11
Male	2008-2009	100	33	17	50	0	50	80.48	71.04
	2009-2010	100	6	44	13	38	50	83.23	74.55
Female	2008-2009	100	15	30	52	4	55.56	82.34	71.67
	2009-2010	100	9	26	35	30	65.22	83.42	75.24

School Assessment

Grade 5 - Mathematics

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	10	28	48	14	62	77.14	64.93
	2009-2010	100	24	29	39	8	47.06	80.32	67.57
African-American	2008-2009	100	13	20	67	0	66.67	57.97	44.85
	2009-2010	100	33	47	20	0	20	63.69	46.43
American Indian/ Native Alaskan	2008-2009							--	67.69
	2009-2010							--	60.94
Asian/Pacific Islander	2008-2009							96.39	81.47
	2009-2010							96.88	83.39
Hispanic	2008-2009	--	--	--	--	--	--	70.59	60.76
	2009-2010	100	21	36	36	7	42.86	73.97	59.87
White	2008-2009	100	12	23	38	27	65.38	84.77	67.49
	2009-2010	100	10	15	60	15	75	86.91	70.47
Students with Disabilities	2008-2009	100	30	30	30	10	40	52.77	42.69
	2009-2010	100	69	31	0	0	0	54.47	45.31
Limited English Proficiency	2008-2009	--	--	--	--	--	--	48.78	45.87
	2009-2010	100	40	30	30	0	30	62.25	44.01
Economically Disadvantaged	2008-2009	100	10	29	49	12	61.22	63.46	54.96
	2009-2010	100	22	33	39	7	45.65	67.93	58.25
Migrant	2008-2009	--	--	--	--	--	--	61.54	55.44
	2009-2010	--	--	--	--	--	--	70	54.49
Male	2008-2009	100	8	33	46	13	58.33	76.64	64.23
	2009-2010	100	37	30	26	7	33.33	79.18	66.75
Female	2008-2009	100	12	23	50	15	65.38	77.67	65.65
	2009-2010	100	8	29	54	8	62.5	81.48	68.45

School Assessment

Grade 4 - Science

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	16	51	29	4	33.33	77.85	70
	2009-2010	100	10	38	36	15	51.28	78.85	70.42
African-American	2008-2009	100	33	50	17	0	16.67	56.6	43
	2009-2010	--	--	--	--	--	--	59.16	44.74
American Indian/ Native Alaskan	2008-2009							--	67.8
	2009-2010							--	71.6
Asian/Pacific Islander	2008-2009							94.19	74.1
	2009-2010							90.1	74.74
Hispanic	2008-2009	100	20	60	13	7	20	64.29	57.36
	2009-2010	100	0	36	45	18	63.64	71.04	59.69
White	2008-2009	100	0	45	50	5	54.55	87.73	73.94
	2009-2010	100	14	21	50	14	64.29	87.52	74.35
Students with Disabilities	2008-2009	100	33	67	0	0	0	57.78	52.61
	2009-2010	--	--	--	--	--	--	60.69	53.12
Limited English Proficiency	2008-2009	100	30	60	10	0	10	59.8	46.46
	2009-2010	--	--	--	--	--	--	58.88	45.46
Economically Disadvantaged	2008-2009	100	15	53	30	2	31.91	63.73	60.58
	2009-2010	100	11	41	32	16	48.65	66.62	61.69
Migrant	2008-2009	--	--	--	--	--	--	60	58.47
	2009-2010	--	--	--	--	--	--	--	50.68
Male	2008-2009	100	25	50	17	8	25	77.84	70.39
	2009-2010	100	19	25	38	19	56.25	79.66	71.04
Female	2008-2009	100	7	52	41	0	40.74	77.85	69.58
	2009-2010	100	4	48	35	13	47.83	78.04	69.76

School Assessment

Grade 5 - Social Studies

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	24	26	44	6	50	72.81	61.03
	2009-2010	100	35	29	35	0	35.29	67.3	55.59
African-American	2008-2009	100	20	33	40	7	46.67	53.78	40.29
	2009-2010	100	60	27	13	0	13.33	46.14	33.71
American Indian/ Native Alaskan	2008-2009							--	63.08
	2009-2010							--	45.31
Asian/Pacific Islander	2008-2009							90.36	69.52
	2009-2010							85.42	66.78
Hispanic	2008-2009	--	--	--	--	--	--	55.46	53.49
	2009-2010	100	50	21	29	0	28.57	50.23	44.28
White	2008-2009	100	31	23	42	4	46.15	82.02	64.01
	2009-2010	100	5	35	60	0	60	77.55	58.84
Students with Disabilities	2008-2009	100	70	20	10	0	10	50.4	41.39
	2009-2010	100	77	15	8	0	7.69	43.36	35.7
Limited English Proficiency	2008-2009	--	--	--	--	--	--	39.84	34.1
	2009-2010	100	60	20	20	0	20	34.44	26.91
Economically Disadvantaged	2008-2009	100	24	27	43	6	48.98	55.98	49.68
	2009-2010	100	37	33	30	0	30.43	49.85	44.71
Migrant	2008-2009	--	--	--	--	--	--	46.15	42.31
	2009-2010	--	--	--	--	--	--	60	43.26
Male	2008-2009	100	29	17	46	8	54.17	72.77	61.22
	2009-2010	100	56	19	26	0	25.93	67.65	56.55
Female	2008-2009	100	19	35	42	4	46.15	72.84	60.84
	2009-2010	100	13	42	46	0	45.83	66.94	54.58

School Assessment

Grade 5 - Writing On-Demand

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	4	36	58	2	60	66.14	55.37
	2009-2010	100	14	63	24	0	23.53	67.7	59.08
African-American	2008-2009	100	0	40	53	7	60	53.3	44.76
	2009-2010	100	20	60	20	0	20	55.37	45.47
American Indian/ Native Alaskan	2008-2009							--	50.77
	2009-2010							--	53.13
Asian/Pacific Islander	2008-2009							87.95	73.31
	2009-2010							84.38	70.3
Hispanic	2008-2009	--	--	--	--	--	--	50.42	50.24
	2009-2010	100	14	64	21	0	21.43	56.62	51.57
White	2008-2009	100	8	31	62	0	61.54	72.68	56.77
	2009-2010	100	5	65	30	0	30	74.25	61.05
Students with Disabilities	2008-2009	100	20	60	20	0	20	36.41	31.95
	2009-2010	100	46	54	0	0	0	38.21	34.13
Limited English Proficiency	2008-2009	--	--	--	--	--	--	29.27	34.87
	2009-2010	100	20	70	10	0	10	41.06	34.66
Economically Disadvantaged	2008-2009	100	4	37	57	2	59.18	50.91	45.24
	2009-2010	100	13	63	24	0	23.91	53.86	49.94
Migrant	2008-2009	--	--	--	--	--	--	46.15	42.66
	2009-2010	--	--	--	--	--	--	40	39.33
Male	2008-2009	100	8	42	50	0	50	58.91	46.01
	2009-2010	100	22	70	7	0	7.41	58.79	49.96
Female	2008-2009	100	0	31	65	4	69.23	73.85	65.09
	2009-2010	100	4	54	42	0	41.67	76.78	68.72

Norm-Referenced Test: The ITBS scores are not part of state or federal accountability. The assessment is for diagnostic purposes only. The school and district scores are reported publicly using national percentiles (Percentile Rank of Average Standard Score: National Student Norms). Each national percentile shows a student's performance compared to other students who took the assessment at the same grade level and same time period—fall, mid-spring, or spring as compared to the 2005 norming group.

Norm-Referenced Test (NRT)				Iowa Tests of Basic Skills			
Scores Reported in National Percentiles							
Reading				Mathematics			
Grade	School	District	State	Grade	School	District	State
3	50	67	62	3	38	66	60
4	43	61	57	4	46	66	56
5	29	59	55	5	32	64	53
6		51	46	6		51	43
7		58	51	7		57	51

Other Measures: The third component of the Kentucky Testing System is our school's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2008-2009 school year.

	Attendance Rate	Retention Rate
School	94.2%	0.0%
District	93.9%	3.6%
State	94.2%	2.8%

* The percent of students who had to repeat the grade.

NAEP: The National Assessment of Educational Progress (NAEP) is also known as "the Nation's Report Card". NAEP has been conducting assessments since 1969 and is the only national assessment of what "America's students know and can do" in various subject areas. NAEP does not report scores for individual students or schools. NAEP bases its results on a sample of students and provides data at the state and national level.

Grade 4	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	32%	35%	25%	8%
Mathematics	21%	49%	27%	3%

Grade 4	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	52%	54%
Mathematics	42%	65%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	0	0	0
Weapons Violations	0	0	0

Procedures in Place In Our School for Drug and Weapons Detection:

A safe learning environment is top priority at Arlington Elementary. All doors of the building are locked and the front door is equipped with a camera and bell system for supervised entrance. Numerous cameras can be found in and around the building. All visitors must sign in at the office and receive a badge. Emergency procedures are addressed in the school's Emergency Management Plan and are posted in each classroom.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$11,700	10.0:1	93.5%	1.7:1
District	\$11,608	14.0:1	84.4%	2.8:1
State	\$10,742	15.0:1	76.6%	2.7:1

How We Use Technology To Teach:

Technology is a daily part of instruction for our students. We use our computer lab and in class computer work stations to enhance and enrich our K-5 students in all areas of the curriculum. In addition to incorporating the computers into instruction, lessons are given throughout the school using projectors, CPS units, and smartboards to enhance, enrich, and to make lessons interactive.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	280	21	3	288

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0.0%	1.0%	1.1%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	0.8%	1.7%
Average Years of Teaching Experience	11.8	11.5	11.7
Number of Teachers certified by the National Board for Professional Standards	2	110	1,704

	B.A./ B.S.	M.A./ M.S.	Rank I	Specialist	Ph.D/ Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	35.3%	38.2%	26.5%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: At Arlington Elementary School some students do choose to participate in contests. Such contests include Science Fair, Social Studies Fair, FLL Lego Challenge, FLL Jr. Lego Challenge and One Community One Voice Urban Academic Challenge. In the past Arlington has been awarded the PTA Membership Award, Mayor's Urban Academic Challenge, and Battle of the Books. More recently, we have scored Gold Medals in STLP.

Extracurricular Activities: Arlington Elementary offers many extracurricular activities for the community. Parents and students are involved in our ongoing family nights. Students are also involved in ESS, STLP, Lego Challenge, Academic Challenge, K-Kids Club, Band, Orchestra, and Performing Arts Club. Some additional clubs added this year are cheerleading, safety patrol, fitness, Science Explorers, and more.

Awards & Recognitions: Arlington Elementary is accredited by the Southern Association of Colleges and Schools. Two staff members are National Board Certified. Our school has been recognized as a K Kids Club Charter School and an Elite Wastebuster School. Our Performing Arts Club has been recognized on different occasions. Arlington's summer school program has been acknowledged as an Exemplar School.

What We Are Doing To Improve: Arlington Elementary is striving for improvement through collaboration with parents, teachers, leadership team, and the community with a focus on proficiency. These stakeholders are involved in developing the School Improvement Plan for student achievement as outlined by the Program of Studies. Instructional practices are research based and intentionally focused on improving student achievement.

For Further Information: To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at <http://www.education.ky.gov>, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.

