

# ARTHUR ACADEMY

PUBLIC CHARTER SCHOOL



## 2008-09 Student Achievement Summaries

This report has been prepared during the excitement of starting the new year of 2009-10. In June we ended the previous year with 876 students enrolled. Of these, 818 students were enrolled for the full year with 270 of these enrolled in our school for the first time. We have started this year with 967 students with 232 new students. The enrollment numbers for each school is as follows.

	David Douglas	Reynolds	Woodburn	Portland	Gresham	St. Helens
Years	7	5	5	4	2	2
Grades	k-5	k-6	k-5	k-5	k-5	k-7
Enroll	149	179	130	146	155	208
New	42	30	37	41	38	44

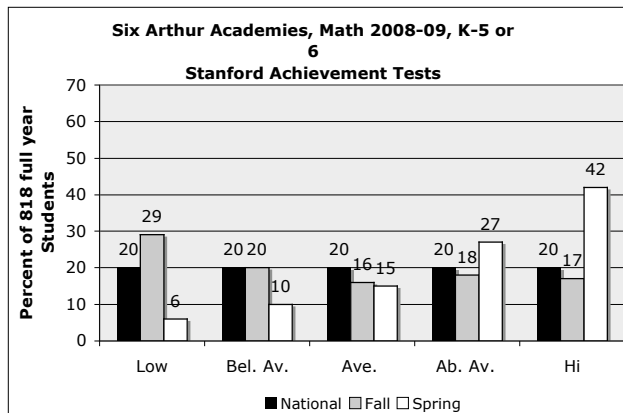
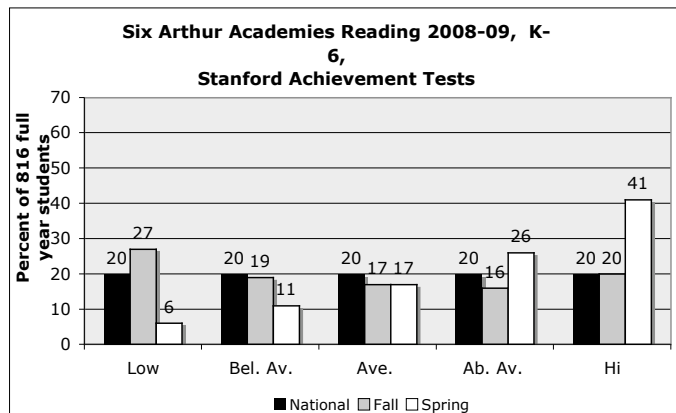
Our schools are driven by their academic focus and instructional model. This model incorporates a way of teaching that defines our charter school option. Our mission is first to accelerate educational achievement and academic competence in all our students. In working toward accomplishing this broad mission, our school provides a uniquely effective and innovative model of instruction that can influence teaching practices in other schools.

The instructional model is called Mastery Learning. It uses a series of programs called Direct Instruction (DI) for teaching early literacy and the fundamentals of math in grades k-6. This model is the most thoroughly documented educational reform model in elementary and middle school grades. It emphasizes well developed and carefully planned lessons, designed around small learning increments and prescribed teaching tasks. Learning is arranged very incrementally so that students can be successful in mastering everything that is taught as they progress through the programs.

The following pages summarize national standardized achievement test results for the last two years, last year's state test results and a report on achievement goals for students that begin the year at particular performance levels.

### Six Arthur Academy Charter Schools' Academic Achievement

**2008-09, 817 full year Students, Grades K-5 or 6**  
**Portion of Students Scoring Within Each of Five Achievement Levels in Fall and Spring**  
**Compared to the National Norms**



These graphs summarize the reading and math achievement of the 818 new and returning students that attended Arthur Academy Charter Schools for the full year of 2008-09. There were nearly 170 more students that attended the school during this year. About 270 students were new to our schools.

The Stanford Achievement Test was given at the beginning and the end of the year. The black bar indicates the national norms. They show the percent of students that scored in each level on the nationally norm reference tests. The percent of Arthur Academy students that actually scored within the five levels of achievement are compared from the fall (gray) to spring (white) testing.

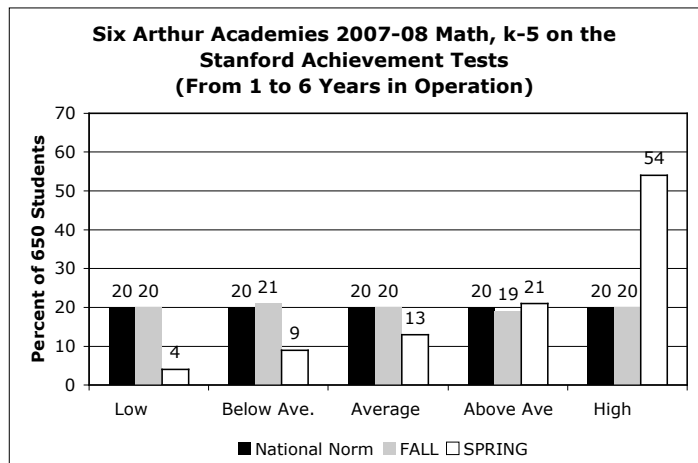
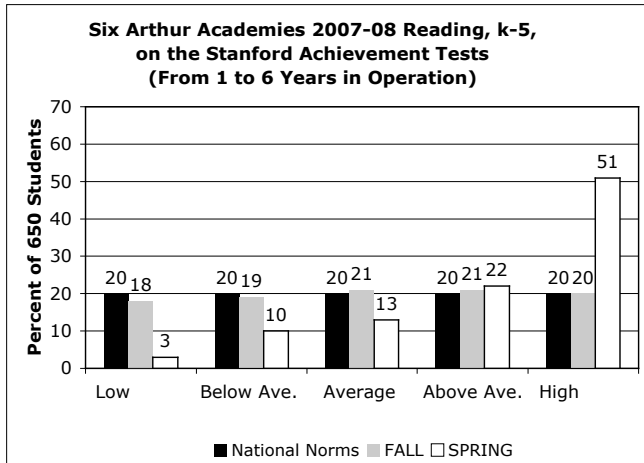
During this school year there were six Arthur Academies: David Douglas AA (operated for 7 years), Reynolds AA (operated for 5 years), Woodburn AA (operated for 5 years), Portland AA (operated for 4 years), and Gresham AA and St. Helens (both operating for 2 years). In spite of the differences in number of years students attended an Arthur Academy school, the scores achieved during the 2008-09 school year for all six schools were combined to make up these charts.

2008-09	David Douglas	Reynolds	Woodburn	Portland	Gresham	St. Helens
Full Year Enrollment	144	150	112	131	116	165
Years	7	5	5	4	2	2

In comparing the five achievement levels or ranges for each school and the combined six-school graphs, patterns for each school and the combined schools are very similar. The most dominant pattern is that, as a result of improvements made during the year, the number of students in the lower ranges decreased from fall to spring and increased in the higher ranges from fall to spring. In other words, fewer students ended up in the lower levels by the end of the year and more students ended up in the higher levels as a result of their improvements during the year.

These graphs also indicate how the students are distributed among the five achievement levels in the fall. For this year, there were more students in the lowest level than last year, which indicates that our schools attract slightly more lower performing students each year than higher performing students. Non kindergarten new students tend to be heavily distributed among the lowest level in the fall but not in the spring.

## Portion of Students Scoring Within Each of Five Achievement Levels in Fall and Spring Compared to the National Norms



These graphs summarize the reading and math achievement of the 650 new and returning students that attended Arthur Academy Charter Schools for the full year of 2007-08.

The Stanford Achievement Test was given at the beginning and the end of the year. The black bar indicates the national norms. They show the percent of students that scored in each level on the national norm reference tests. The percent of Arthur Academy students that actually scored within the five levels of achievement are compared from fall (gray) to spring (white) testing.

During this school year there were six Arthur Academies: David Douglas AA (operated for 6 years), Reynolds AA (operated for 4 years), Woodburn AA (operated for 4 years), Portland AA (operated for 3 years), and Gresham AA and St. Helens (both operating for 1 year). In spite of the differences in length of time students attended an Arthur Academy school, the scores achieved during the 2007-08 school year for all six schools were combined to make up these charts.

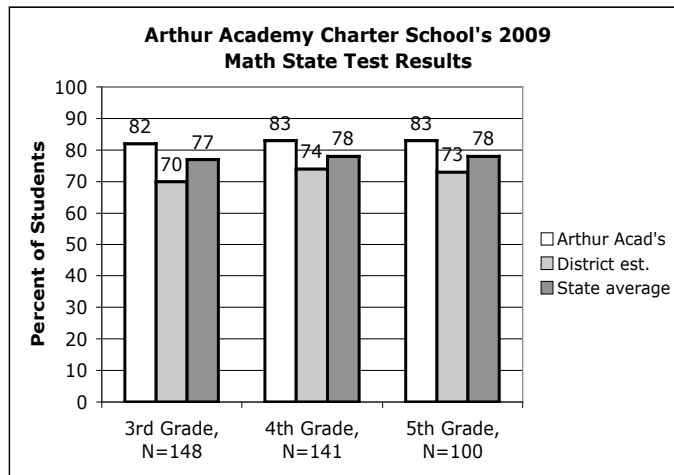
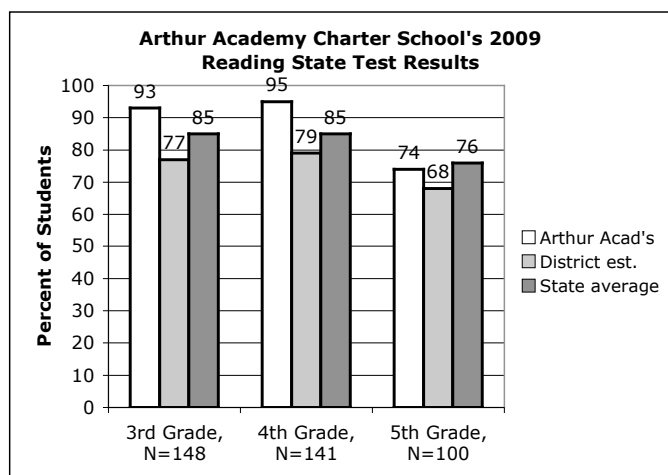
2007-08	David Douglas	Reynolds	Woodburn	Portland	Gresham	St. Helens
Full year Enrollment	130	151	107	107	92	95
Years	6	4	4	3	1	1

In comparing the five achievement levels or ranges for each school and the combined four-school graphs, patterns for each school and the combined schools are very similar. The most dominant pattern is that, as a result of improvements made during the year, the number of students in the lower ranges decreased from fall to spring and increased in the higher ranges from fall to spring. In other words, fewer students end up in the lower levels by the end of the year and more students ended up in the higher levels as a result of their improvements during the year.

These graphs also indicate how evenly the students are distributed among the five achievement levels in the fall but are heavily weighted in the high levels in the spring in this year. This distribution is somewhat different in the schools during the first few years in operation. At the beginning of the year, the newer schools have more students in the lower ranges than the national norms. This indicates that our schools tend to attract more students that are achieving below average during the first few years in operation than higher achieving students. However, if the David Douglas AA is any indication, this pattern tends to even out over time, as students return each year.

## 2008-09 State Test Results

The combined results for all six schools in relation to an estimated district average and the state average is shown on the graphs below. These graphs show the percent of all students in each grade of grades 3, 4 and 5 who have met or exceeded the state benchmark. They do not show how much growth was made during the year or the average of the actual scores. We know, from our pre and post testing, that half of all new incoming students start the year at below average levels. Our students are not made up of the top students in the districts.



In almost all cases of each grade at each school, Arthur Academies did better than district sponsors and state averages. Half of all the classes in reading and math had 90% or more of its members meeting or exceeding the benchmark. In five cases, 100% of the class met these criteria. The fourth grade class in the St. Helens school had 100% of the class meet these criteria in both reading and math, a perfect class. The Portland school had the most cases of classes attaining a 90% or higher score in reading or math. The Portland school was also given special recognition in a recent Portland Public School report for its diversity and student achievement.

We are particularly proud of our fourth grade achievement in the writing test and the fifth grade achievement in the science test. The fourth grade classes were at least twenty points above the state average and the sponsoring districts on the writing test. The fifth grade classes were at least 10 points above the state average and sponsoring districts in the science test. This demonstrates that we do teach more than just foundational skills in reading and math at our schools. In fact, we argue that being successful in the foundational skills enables higher achievement in other subjects in higher grades.

### Arthur Academy Classroom and School Achievement Goals 2008-09

The Arthur Academy staff have set high goals for themselves. Goals have been set for students who start out the year in each achievement level. There are therefore 5 goals, one for each achievement level.

### Achievement Levels and Goals

Achievement Levels	1-20 Percentiles	21-40 Percentiles	41-60 Percentiles	61-80 Percentiles	81-99 Percentiles
Goals for those students that start the year in each level.	Gain 15	Gain 10	Gain 5	Remain within this level and not lose more than -5	Remain within this level and not lose more than -10

These goals apply for every student that starts out the year attending one of our schools. Each child will have one of these goals depending on his/her test scores in the fall. Goals were set for the two lowest levels with the idea that every student that starts the year behind will begin to catch up to grade level work. For example, our goal is that every student in the lowest level will gain at least 15 points during the year. This is not a goal of the average for the whole group of students in this level, but a goal for every student, 100%. Averaging doesn't work for two reasons. One, averaging percentiles cannot be done accurately, and two, averaging numbers hides information about those who don't make the goal. These goals are measured by the percent of students within a level that met the goal for that level. We are striving to meet each goal at 100%.

Students that start the year in the three lowest levels will need to make gains in the percentile ranking by the end of the year. The goal for those students in the two highest levels is to maintain that level without making a significant loss, either 5 points or 10 points.

<b>Arthur Academy Classroom and School Goals</b>																
<b>Reading: % of students within a given level that met goals of +15,+10,+5,,same-5,,same-10</b>																
Sch.	0-20 met			21-40 met			41-60 met			61-80 met			81-99 met			T.Met
			%			%			%			%			%	
1	21	8	38%	21	17	81%	29	18	62%	24	21	88%	49	46	94%	<b>76%</b>
2	23	21	91%	33	26	79%	31	24	77%	24	23	96%	20	18	90%	<b>86%</b>
3	43	37	86%	33	29	88%	16	13	81%	25	24	96%	32	29	91%	<b>89%</b>
4	48	43	90%	25	25	100%	35	34	97%	31	31	100%	25	25	100%	<b>96%</b>
5	48	36	75%	22	16	73%	11	9	82%	12	12	100%	19	16	84%	<b>79%</b>
6	37	33	89%	23	17	74%	17	14	82%	18	16	89%	21	19	90%	<b>85%</b>
<b>T.</b>	<b>220</b>	<b>178</b>	<b>81%</b>	<b>157</b>	<b>130</b>	<b>83%</b>	<b>139</b>	<b>112</b>	<b>81%</b>	<b>134</b>	<b>127</b>	<b>95%</b>	<b>166</b>	<b>153</b>	<b>92%</b>	<b>86%</b>
													816	700	86%	

The chart shows the percent of students that met each goal within each level for each school and for all schools combined. It also shows the percent of students that met all goals for all levels in each school and in all schools combined for both reading and math achievement. Setting these kinds of goals and recording how well these goals were met each year helps each school to focus more sharply their efforts and planning according to needs of the students. Progress within the curriculum is track carefully during the year. This progress is summarized each quarter so that adjustments can be made during the year. Efforts and plans are made to accelerate low performing students' progress as much as possible. The yearly goals are then calculated on these charts to see how success the schools were in meeting these goals.

<b>Arthur Academy Classroom and School Goals</b>																
<b>Math: % of students within a given level that met goals of +15, +10, +5, same-5, same -10.</b>																
Sch.	0-20 met			21-40 met			41-60 met			61-80 met			81-99 met			T.Met
			%			%			%			%			%	
1	25	16	64%	23	23	100%	17	14	82%	33	26	79%	46	43	93%	<b>85%</b>
2	39	34	87%	28	25	89%	25	24	96%	19	19	100%	20	19	95%	<b>92%</b>
3	37	31	84%	34	32	94%	24	21	88%	31	30	97%	23	22	96%	<b>91%</b>
4	50	47	94%	28	28	100%	27	27	100%	31	30	97%	29	28	97%	<b>97%</b>
5	43	28	65%	22	20	91%	17	15	88%	21	20	95%	9	7	78%	<b>80%</b>
6	39	32	82%	30	30	100%	18	17	94%	16	15	94%	13	13	100%	<b>92%</b>
<b>T.</b>	<b>233</b>	<b>188</b>	<b>81%</b>	<b>165</b>	<b>158</b>	<b>96%</b>	<b>128</b>	<b>118</b>	<b>92%</b>	<b>151</b>	<b>140</b>	<b>93%</b>	<b>140</b>	<b>132</b>	<b>94%</b>	<b>90%</b>

For individuals, our goal is that every student will reach at least the 41<sup>st</sup> or higher percentile level (the start of the average range) within two or three years, depending on their starting point when they entered our schools.

Our grand goal is to reduce the number of students in the lowest levels more each year and increase the number of students in the highest levels during the year. The bar graphs illustrate how well this goal is met each year. As the individual goals are met, the grand goal will also be met. Significant reductions and increases have been made within the last two years when these measures have been made with six schools. Our goal is to improve on these measures to the point that there are as few students within the lower levels as possible by the end of each year. It can take several years for some students to advance out of these levels. So as new students enter the schools, there will most likely always be some students in the lower levels by the end of each year.