



Arrowhead Hi | Arrowhead UHS

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

Reading Achievement	90.7/100	67.5/100
Mathematics Achievement	42.8/50	32.2/50

Student Growth

Reading Growth	NA/NA	NA/NA
Mathematics Growth	NA/NA	NA/NA

Closing Gaps

Reading Achievement Gaps	63.3/100	67.1/100
Mathematics Achievement Gaps	14.0/25	16.5/25
Graduation Rate Gaps	14.2/25	16.9/25

On-Track and Postsecondary Readiness

Graduation Rate (when available)	93.4/100	83.0/100
Attendance Rate (when graduation not available)	77.7/80	71.6/80
3rd Grade Reading Achievement	NA/NA	NA/NA
8th Grade Mathematics Achievement	NA/NA	NA/NA
ACT Participation and Performance	NA/NA	NA/NA

School Max
Score Score

9-12 9-12
State Max

90.7/100 67.5/100

42.8/50 32.2/50

47.9/50 35.3/50

NA/NA NA/NA

NA/NA NA/NA

NA/NA NA/NA

63.3/100 67.1/100

14.0/25 16.5/25

14.2/25 16.9/25

35.1/50 33.7/50

93.4/100 83.0/100

77.7/80 71.6/80

NA/NA NA/NA

NA/NA NA/NA

NA/NA NA/NA

15.7/20 11.4/20

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	
Absenteeism Rate (goal <13%)	
Dropout Rate (goal <6%)	

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

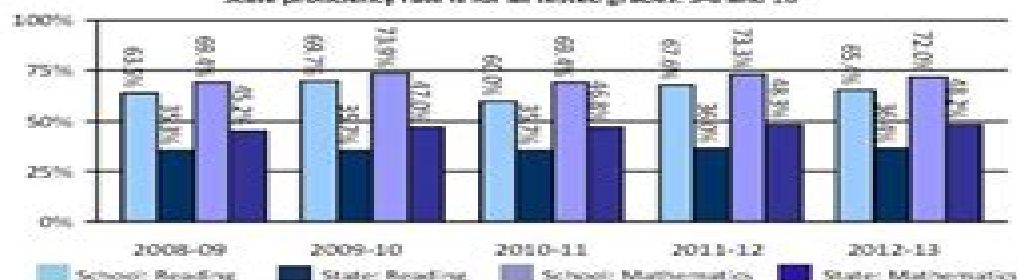
School Information

Grades	9-12
School Type	Public High School
Enrollment	2,275
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.7%
Asian or Pacific Islander	1.9%
Black not Hispanic	1.0%
Hispanic	2.3%
White not Hispanic	94.1%
<i>Student Groups</i>	
Students with Disabilities	7.6%
Economically Disadvantaged	8.0%
Limited English Proficient	0.4%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAAASD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 9-12 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://eoc.dpi.wi.gov/eoc_accountability.

This report serves for both school and district accountability purposes for this school.

Nj State Report Card Private Schools

Ina V. S. Mullis



Nj State Report Card Private Schools:

NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS *Nation's Report Card: Grade 12 Reading and Mathematics 2009 National and Pilot State Results* , **NAEP 1996 Mathematics State Report for New Jersey** Clyde M. Reese, 1997

Elements of Effective Governance Kathe Callahan, 2006-09-29 Elements of Effective Governance Measurement Accountability and Participation is one of the first books to explore the relationship between accountability government performance and public participation It discusses two main assumptions greater accountability leads to better performance and the more the public is involved in the measu NAEP 1992 Reading State Report for New Jersey Educational Testing Service, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of 4th 8th and 12 grade students attending public and private schools and to state representative public school samples of 4th graders in 43 jurisdictions In Colorado 2 897 fourth grade students in 122 public schools participated in the reading assessment The sample of students was directly representative of 95% of the eligible student population in participating schools in Colorado Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 the overall average proficiency of the students was 218 about the same as that of students across the nation 216 2 the lowest performing 10% of the fourth graders had proficiency levels below 175 while the

top 10% of the fourth graders had proficiency levels above 257 3 60% were at or above the basic level 22% were at or above the proficient level and 4% were at or above the advanced level 4 White students demonstrated higher proficiency than did Black Hispanic or American Indian students but about the same as did Asian students 5 boys had a lower average reading proficiency than girls and 6 70% of the students were taught by teachers who placed heavy emphasis on the integration of reading and writing Contains 31 tables and 13 figures of data A procedural appendix reading stimuli and example items a discussion about setting the achievement levels and anchoring the achievement levels and an appendix of data are attached RS

EL Excellence Every Day Tonya Ward Singer, 2017-12-29 Take the Flip to Book Tour You have to see this book to believe this book And once you use this book it will quickly become your most treasured teaching resource What exactly is so remarkable All of the best teaching tools in language and literacy are at your fingertips Just flip to that strategy you want to learn or that literacy goal you want to reach for a wealth of ready to use resources to actively engage learners build academic language and strategically support literacy instruction Much more than a resource for EL specialists *EL Excellence Every Day* is written for every teacher with a singular focus on improving the ways we all differentiate literacy instruction Busy teachers especially will appreciate Over 85 flip to strategies that help you engage and support all learners 200 prompts and linguistic scaffolds to facilitate academic conversations connected to specific literacy goals Lesson ready resources for essential literacy goals anticipate before reading read to understand read to analyze and infer and write with text evidence Formative assessment tasks and if then charts for personalizing teaching to every student Differentiation guides that demonstrate how to adjust supports across EL proficiency levels Intuitive color coded design so you can find what you need when you need it No one lesson or strategy is ever the perfect solution for every student No one student learns in the same way If there s one universal truth in teaching it s that every child is unique Devour this book and soon enough you ll provide the excellent literacy instruction each and every student deserves each and every day We need resources that clearly and quickly help us to meet diverse instructional needs every day in every classroom Tonya Ward Singer s *EL Excellence Every Day The Flip to Guide for Differentiating Academic Literacy* is such a resource JEFF ZWIERS from the foreword *State Education Indicators with a Focus on Title I* , Field Guide to Covering Local News Fred Bayles, 2012 In the latest installment of the Field Guide series Fred Bayles takes you step by step through the process of identifying and covering the events and issues that matter most to your community For the five local beats cops courts emergencies schools and government you ll learn where to go for information and how to organize and present the stories your neighbors want and need An overview of tools and techniques include tips on how to find sources conduct interviews work with editors tap the power of the crowd and think multimedia Then for each beat you ll get specifics on People The best official and unofficial sources of info and what to ask them Places Where to go on the beat and what to look for while you re there Documents Where to find records in offices and online how to decipher and use them Stories Overview of common story types and how

to go beyond them Resources Glossary of key terms checklists helpful web links [NAEP 1992 Mathematics Report Card for the Nation and the States](#) ,1993 *School Choice and Social Controversy* Stephen D. Sugarman, Frank R.

Kemerer, 2011-12-01 In this important new volume distinguished legal and public policy scholars address issues that are critical to the successful drafting and implementation of school choice programs yet are usually overlooked in the choice debate They explore whether school choice is a threat or an opportunity to the many children who are largely deprived of choice today and they offer a variety of perspectives with some authors enthusiastic others more skeptical The book begins with a discussion of the types and extent of school choice what is known about its consequences and how politics has influenced its development It then focuses on three important public policy issues how school choice can revolutionize the way schools are financed what policy interventions are necessary to increase the supply of choice schools and how choice programs can be held accountable to parents and the state without undermining institutional autonomy The book addresses legal issues including whether public and private choice schools will be required to observe student and teacher rights generally recognized in traditional public schools how the religion and speech clauses of the First Amendment may affect the participation of religious schools in school choice programs whether school choice will enhance or aggravate opportunities for racial justice what the implications of school choice are for teacher unions and collective bargaining and whether children with disabilities will be accommodated in school choice programs under federal disability law Throughout the book the authors offer recommendations for public policy development The contributors are Jeffrey Henig Robert Bulman and David L Kirp Paul T Hill Robert M O Neil Jesse H Choper Betsy Levin William G Buss and Laura F Rothstein Stephen D Sugarman is Agnes Roddy Robb Professor of Law at the University of California Berkeley Frank R Kemerer is Regents Professor and director of the Center for **Report of the Survey of the Schools of Closter, New Jersey** Columbia University. Teachers

College. Institute of Educational Research. Division of Field Studies, 1928 [The School Voucher Illusion](#) Kevin Welner, Gary Orfield, Luis A. Huerta, 2023 This authoritative book examines the long standing campaign that resulted in today's school voucher policies Advocates of private school vouchers promulgated a vision of service to low income families students of color and other marginalized student populations Vouchers were sold as a way to advance civil rights But as voucher policies grew in size and became an element of Republican orthodoxy they evolved into subsidies for a broad swath of advantaged families with minimal antidiscrimination protections The approach also transmuted into forms like education savings account programs and vouchers funded through tax credited donations In this book scholars and national experts untangle this complex story to show how law and policy have aligned to dramatically alter the likely future of American schooling They offer recommendations for modifying current policies with the goal of capturing more of the originally stated vision of voucher programs equitable access to quality schooling protection of all students civil rights and advancement of the wider societal goals of a democratic educational system Book Features Shows how a fast growing policy is transforming education

in the United States in ways that are very different from how that policy was sold to the public Sets the stage with a discussion of the history and legal dimensions of voucher battles as well as the politics of policy change Examines the basic structure of contemporary private schooling the Southern history of vouchers and the key federal court decisions that have opened the door to an explosion of state legislation Offers profiles of voucher policies in two states that have made the largest efforts to support vouchers as well as the only nationally funded program in the nation s capital Edited by three scholars with extensive experience in the study of school choice with chapters by national experts who have produced seminal work in the field *Health Supervision and Medical Inspection of Schools* Thomas Denison Wood,Hugh Grant Rowell,1927 **Urban Politics** Myron A. Levine,Heywood T. Sanders,2025-03-31 Urban Politics brings together the classic and contemporary literature on urban politics and history with today s pressing urban issues This book s central theme is power going beyond the formal institutions and structures of city and suburban government to explain who defines the urban agenda and who benefits from local services and investments This book also presents a number of subthemes including the impact of globalization the dominant place of economic development concerns in the urban agenda and the continuing importance of race and poverty in big city and suburban politics It also places cities in the larger context of state and federal government politics and policies and discusses the impact of those policies Urban Politics seeks to engage students with photographs real world case studies and boxed material that employs films video television shows and popular music to illustrate how urban politics works Urban Politics has been updated and revised to reflect the complex circumstances of both urban success stories and the difficult realities of cities left behind and to add new material on concentrated poverty climate change and the impacts of the COVID 19 pandemic The 11th edition of Urban Politics is an ideal introductory text for students of urban suburban and regional politics and policy This book s coverage of contemporary issues urban bureaucracy policy analysis and intergovernmental relations also makes it an effective textbook for classes in urban administration and planning Support material for this book can be found at www.routledge.com/9781032270654 *A Story of the Public Schools of Burlington County, New Jersey* Burlington county supervisors' association,1943 **Annual Report of the New Jersey State Museum** New Jersey State Museum,1905 *Journal of Education* ,1882 *Resources in Education* ,2001-10 **Kids Count Data Book** ,2001 **The American School Board Journal** ,1917

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research interests fall broadly into the field of electoral behavior and public opinion he is coeditor of and ambivalence politics and public policy both with stephen c craig

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