

2009-2010 School Improvement Plan Information Form

Old Center Elementary School (PK-4)

	2005-2006	2006-2007	2007-2008	2008-2009
School Grades	K-4	PK-4	PK-4	PK-4

School Demographic Information	2005-2006	2006-2007	2007-2008	2008-2009
Pre-kindergarten Enrollment	17	20	17	19
For grades K-12 only				
Enrollment	266	326	327	342
% Female	47.7%	49.1%	53.2%	52.6%
% Male	52.3%	50.9%	46.8%	47.4%
% Asian	3.8%	3.1%	2.4%	3.5%
% Black	60.9%	62.6%	64.5%	65.5%
% Hispanic	3.8%	3.4%	4.6%	5.0%
% American Indian				
% White	31.6%	31.0%	28.4%	26.0%
% Free/Reduced Price Lunch Program Participation	70.3%	74.8%	78.0%	82.5%
% English as Second Language Program Eligibility	.8%	.6%	1.2%	1.2%
% Special Education	11.3%	9.8%	8.9%	7.9%

Community Demographic Information (based on 2000 Census data)

Population	6,315	Income	Less than \$25,000	33.0%
Asian	.1%		\$25,000 to \$50,000	37.0%
Black	41.8%		More than \$50,000	29.9%
Hispanic	1.2%	Education level for 25 and over	High School graduate or less	54.0%
White	54.6%		Some college, up to Associates Degree	28.3%
Other	2.3%		More than Associates Degree	17.7%

Households with children under 18	28.6%
Single parent households w/ children	61.6%

School aged children in public schools	91.1%
Unemployment rate among those 16 or older	5.2%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	94.8%	94.1%	95.2%	94.9%
% Students in Attendance 95%	57.1%	51.8%	57.9%	58.5%
Mobility Rate (entries & exits after 2 nd week as % of enrollment)	50.8%	39.6%	35.8%	38.0%

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		2005-2006	2006-2007	2007-2008	2008-2009
% Students Suspended Out-of-School		4.1%	3.1%	2.4%	4.7%
Students Suspended Out-of-School		11	10	8	16
Sex	Female	1	1	1	2
	Male	10	9	7	14
Race	Black	10	10	8	16
	White	1			
	Other				
Incidents of Out-of-School Suspensions per Student		.05	.04	.05	.06
Incidents of Out-of-School Suspensions		14	13	16	22
Sex	Female	1	1	1	2
	Male	13	12	15	20
Race	Black	13	13	16	22
	White	1			
	Other				
% Students Expelled or Remanded					
Students Expelled of Remanded					
Sex	Female				
	Male				
Race	Black				
	White				
	Other				

Academic Information		2005-2006	2006-2007	2007-2008	2008-2009
% Promoted (grades 9-12 based on credits earned)		94.7%	94.5%	100%	94.2%
Letter Grade Distribution	% D's				
	% F's				
% Competent on TCAP Writing Assessment (scoring 4+ of 6)					
% Competent on District Writing Assessment (scoring 7+ of 12)		41.8%	57.5%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		.8%	.9%	.3%	.0%

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Grade 3-8 Information	2005-2006	2006-2007	2007-2008	2008-2009
EXPLORE - Median National Percentile Composite (8 th grade)	N/A	N/A		
% Proficient and Advanced TCAP Achievement Reading/Language	90.3%	92.6%	92.6%	88.5%
Female	91.8%	96.7%	93.0%	96.4%
Male	88.9%	88.7%	92.3%	81.8%
Asian				
Black	86.4%	90.7%	91.1%	85.0%
Hispanic				
American Indian				
White	97.1%	94.7%	97.0%	92.9%
FRL Participants	87.3%	90.9%	91.5%	90.5%
Special Ed	70.0%	75.0%	84.6%	100%
ELL				
% Proficient and Advanced TCAP Achievement Math	85.0%	88.5%	90.2%	89.3%
Female	91.5%	91.7%	89.5%	92.9%
Male	79.2%	85.5%	90.8%	86.4%
Asian				
Black	78.9%	82.7%	89.9%	90.0%
Hispanic				
American Indian				
White	91.2%	97.4%	90.9%	85.7%
FRL Participants	84.2%	88.6%	89.4%	89.5%
Special Ed	30.0%	50.0%	61.5%	64.3%
ELL				
% Advanced TCAP Achievement Reading/Language	30.1%	36.9%	29.5%	31.1%
Female	30.6%	41.7%	35.1%	41.1%
Male	29.6%	32.3%	24.6%	22.7%
Asian				
Black	23.7%	36.0%	22.8%	26.3%
Hispanic				
American Indian				
White	40.0%	42.1%	51.5%	42.9%
FRL Participants	24.1%	29.5%	24.5%	28.4%
Special Ed	20.0%	25.0%	30.8%	7.1%
ELL				
% Advanced TCAP Achievement Math	38.0%	35.2%	35.2%	32.0%
Female	42.6%	31.7%	42.1%	32.1%
Male	34.0%	38.7%	29.2%	31.8%
Asian				
Black	26.3%	28.0%	27.8%	28.8%
Hispanic				
American Indian				
White	50.0%	50.0%	54.5%	39.3%
FRL Participants	32.9%	28.4%	31.9%	28.4%
Special Ed	10.0%	37.5%	23.1%	14.3%
ELL				

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Grade 9-12 Information		2005-2006	2006-2007	2007-2008	2008-2009
"On-Time" Graduation Rate	Female				
	Male				
	Asian				
	Black				
	Hispanic				
	American Indian				
	White				
Event Dropout Rate	FRL Participants				
	Special Ed				
	ELL				
PLAN - Median National Percentile Composite (10 th grade)					
ACT - Senior's Mean Composite					
TCAP Math (Algebra I) Gateway Test % passed - 1 st time test takers	Female				
	Male				
	Asian				
	Black				
	Hispanic				
	American Indian				
	White				
	FRL Participants				
	Special Ed				
	ELL				
	TCAP Science (Biology I) Gateway Test % passed - 1 st time test takers	Female			
Male					
Asian					
Black					
Hispanic					
American Indian					
White					
FRL Participants					
Special Ed					
ELL					
TCAP Language (English II) Gateway Test % passed - 1 st time test takers		Female			
	Male				
	Asian				
	Black				
	Hispanic				
	American Indian				
	White				
	FRL Participants				
	Special Ed				
	ELL				

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TCAP Math (Algebra I) Gateway Test % passed - by 9 th grade				
	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
ELL				
TCAP Science (Biology I) Gateway Test % passed - by 10 th grade				
	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
ELL				
TCAP Language (English II) Gateway Test % passed - by 10 th grade				
	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
ELL				

The information provided here was compiled in a manner designed to meet school instructional planning needs and will differ from state figures used for evaluation.

Enrollment figures are based on enrollment at the end of the school year.

Suspension data and school attendance are based on reporting site.

TCAP results are based on test location, with the except of Gateway which includes results for students tested in middle school.

TCAP results include all students tested, regardless of NCLB exclusionary criteria, but do not include portfolio results.

TCAP test scores with 7 or fewer students have been left blank intentionally to protect student privacy.