

# 2009-2010 School Improvement Plan Information Form

## Ross Elementary School (PK-4)

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

School Demographic Information	2005-2006	2006-2007	2007-2008	2008-2009
Pre-kindergarten Enrollment	49	43	32	35
<b>For grades K-12 only</b>				
Enrollment	216	157	171	164
% Female	48.1%	48.4%	53.8%	58.5%
% Male	51.9%	51.6%	46.2%	41.5%
% Asian				
% Black	88.4%	91.1%	84.8%	80.5%
% Hispanic	7.4%	6.4%	8.8%	14.0%
% American Indian				
% White	4.2%	2.5%	6.4%	5.5%
% Free/Reduced Price Lunch Program Participation	94.4%	90.4%	91.8%	95.1%
% English as Second Language Program Eligibility		1.9%	1.8%	4.9%
% Special Education	12.5%	11.5%	9.9%	7.3%

### Community Demographic Information (based on 2000 Census data)

Population	3,963	Income	Less than \$25,000	42.4%
Asian	.3%		\$25,000 to \$50,000	28.3%
Black	55.1%		More than \$50,000	29.3%
Hispanic	4.9%	Education level for 25 and over	High School graduate or less	51.0%
White	38.5%		Some college, up to Associates Degree	21.0%
Other	1.2%		More than Associates Degree	28.0%

Households with children under 18	26.9%
Single parent households w/ children	64.5%

School aged children in public schools	91.2%
Unemployment rate among those 16 or older	11.2%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	94.5%	95.7%	95.5%	96.1%
% Students in Attendance 95%	53.5%	65.2%	59.7%	73.5%
Mobility Rate (entries & exits after 2 <sup>nd</sup> week as % of enrollment)	46.8%	28.0%	41.5%	20.7%

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		2005-2006	2006-2007	2007-2008	2008-2009	
% Students Suspended Out-of-School		19.4%	12.7%	26.3%	19.5%	
Students Suspended Out-of-School			42	20	45	32
	Sex	Female	6	6	18	11
		Male	36	14	27	21
	Race	Black	42	20	43	31
		White			1	
Other				1	1	
Incidents of Out-of-School Suspensions per Student		.31	.17	.44	.29	
Incidents of Out-of-School Suspensions		68	27	76	47	
	Sex	Female	9	6	28	17
		Male	59	21	48	30
	Race	Black	68	27	73	46
		White			1	
		Other			2	1
% Students Expelled or Remanded						
Students Expelled of Remanded						
	Sex	Female				
		Male				
	Race	Black				
		White				
		Other				

<b>Academic Information</b>		2005-2006	2006-2007	2007-2008	2008-2009
% Promoted (grades 9-12 based on credits earned)		98.1%	97.5%	100%	98.2%
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)		24.8%	34.8%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		3.7%	1.9%	1.2%	1.8%

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Grade 3-8 Information	2005-2006	2006-2007	2007-2008	2008-2009
EXPLORE - Median National Percentile Composite (8 <sup>th</sup> grade)	N/A	N/A		
% Proficient and Advanced TCAP Achievement Reading/Language	81.2%	93.1%	81.0%	86.9%
Female	88.6%	96.3%	86.2%	86.1%
Male	73.2%	90.3%	75.9%	88.0%
Asian				
Black	80.3%	94.3%	79.2%	84.3%
Hispanic				100%
American Indian				
White				
FRL Participants	81.3%	92.2%	78.8%	85.7%
Special Ed	69.2%	90.0%		100%
ELL				
% Proficient and Advanced TCAP Achievement Math	77.6%	91.4%	87.9%	77.0%
Female	81.8%	92.6%	86.2%	72.2%
Male	73.2%	90.3%	89.7%	84.0%
Asian				
Black	76.3%	92.5%	87.5%	72.5%
Hispanic				100%
American Indian				
White				
FRL Participants	77.5%	92.2%	86.5%	75.0%
Special Ed	69.2%	90.0%		87.5%
ELL				
% Advanced TCAP Achievement Reading/Language	22.4%	34.5%	17.2%	16.4%
Female	25.0%	37.0%	17.2%	25.0%
Male	19.5%	32.3%	17.2%	4.0%
Asian				
Black	21.1%	34.0%	14.6%	11.8%
Hispanic				44.4%
American Indian				
White				
FRL Participants	20.0%	33.3%	15.4%	16.1%
Special Ed	.0%	20.0%		.0%
ELL				
% Advanced TCAP Achievement Math	17.6%	24.1%	19.0%	19.7%
Female	15.9%	18.5%	13.8%	27.8%
Male	19.5%	29.0%	24.1%	8.0%
Asian				
Black	18.4%	18.9%	16.7%	13.7%
Hispanic				55.6%
American Indian				
White				
FRL Participants	15.0%	21.6%	17.3%	19.6%
Special Ed	.0%	10.0%		.0%
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 <sup>th</sup> grade)				
ACT - Senior's Mean Composite				
TCAP Math (Algebra I) Gateway Test % passed - 1 <sup>st</sup> time test takers	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
	ELL			
	TCAP Science (Biology I) Gateway Test % passed - 1 <sup>st</sup> time test takers	Female		
Male				
Asian				
Black				
Hispanic				
American Indian				
White				
FRL Participants				
Special Ed				
ELL				
TCAP Language (English II) Gateway Test % passed - 1 <sup>st</sup> 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 <sup>th</sup> grade				
	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
ELL				
TCAP Science (Biology I) Gateway Test % passed - by 10 <sup>th</sup> grade				
	Female			
	Male			
	Asian			
	Black			
	Hispanic			
	American Indian			
	White			
	FRL Participants			
	Special Ed			
ELL				
TCAP Language (English II) Gateway Test % passed - by 10 <sup>th</sup> 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.