

# 2009-2010 School Improvement Plan Information Form

## Bellshire Elementary Design Center (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	24	49	39	61
<b>For grades K-12 only</b>				
Enrollment	338	316	342	323
% Female	47.0%	45.3%	44.7%	46.1%
% Male	53.0%	54.7%	55.3%	53.9%
% Asian		.3%		
% Black	94.4%	93.7%	91.5%	92.6%
% Hispanic	1.2%	1.6%	1.8%	1.5%
% American Indian	.3%	.3%	.3%	.3%
% White	4.1%	4.1%	6.4%	5.6%
% Free/Reduced Price Lunch Program Participation	85.2%	84.2%	87.4%	84.2%
% English as Second Language Program Eligibility				
% Special Education	10.4%	12.0%	12.9%	6.5%

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

Population	5,840	Income	Less than \$25,000	31.9%
Asian	.5%		\$25,000 to \$50,000	29.3%
Black	61.1%		More than \$50,000	38.8%
Hispanic	.1%	Education level for 25 and over	High School graduate or less	52.2%
White	36.6%		Some college, up to Associates Degree	29.1%
Other	1.7%		More than Associates Degree	18.6%

Households with children under 18	36.6%
Single parent households w/ children	52.3%

School aged children in public schools	90.2%
Unemployment rate among those 16 or older	5.1%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	95.5%	95.5%	95.5%	95.4%
% Students in Attendance 95%	66.6%	70.4%	66.5%	62.9%
Mobility Rate (entries & exits after 2 <sup>nd</sup> week as % of enrollment)	42.3%	46.8%	36.5%	39.0%

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		2005-2006	2006-2007	2007-2008	2008-2009	
% Students Suspended Out-of-School		2.7%	.3%	3.8%	5.9%	
Students Suspended Out-of-School		9	1	13	19	
	Sex	Female	1		4	5
		Male	8	1	9	14
	Race	Black	7	1	13	19
		White	1			
Other		1				
Incidents of Out-of-School Suspensions per Student		.03	.01	.04	.13	
Incidents of Out-of-School Suspensions		10	2	15	42	
	Sex	Female	1		4	11
		Male	9	2	11	31
	Race	Black	8	2	15	42
		White	1			
		Other	1			
% Students Expelled or Remanded					.3%	
Students Expelled of Remanded					1	
	Sex	Female				
		Male				1
	Race	Black				1
		White				
		Other				

<b>Academic Information</b>		2005-2006	2006-2007	2007-2008	2008-2009
% Promoted (grades 9-12 based on credits earned)		97.0%	97.5%	98.5%	99.4%
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)		33.5%	41.7%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		5.3%	3.2%	2.3%	1.9%

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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	80.4%	81.5%	85.8%	84.1%
Female	87.5%	88.3%	85.2%	91.5%
Male	73.2%	74.6%	86.4%	78.8%
Asian				
Black	79.7%	82.0%	85.1%	83.3%
Hispanic				
American Indian				
White				
FRL Participants	77.9%	78.1%	84.6%	84.2%
Special Ed	57.1%	58.8%	77.8%	80.0%
ELL				
% Proficient and Advanced TCAP Achievement Math	74.1%	76.5%	78.2%	83.2%
Female	72.2%	78.3%	73.6%	85.1%
Male	76.1%	74.6%	81.8%	81.8%
Asian				
Black	73.7%	77.5%	77.9%	82.4%
Hispanic				
American Indian				
White				
FRL Participants	73.8%	74.0%	78.6%	82.2%
Special Ed	38.1%	47.1%	58.8%	90.0%
ELL				
% Advanced TCAP Achievement Reading/Language	15.4%	19.3%	21.7%	18.6%
Female	19.4%	20.0%	24.1%	21.3%
Male	11.3%	18.6%	19.7%	16.7%
Asian				
Black	13.5%	18.0%	21.1%	18.5%
Hispanic				
American Indian				
White				
FRL Participants	13.1%	18.8%	20.2%	18.8%
Special Ed	.0%	.0%	5.6%	10.0%
ELL				
% Advanced TCAP Achievement Math	9.1%	14.3%	18.5%	13.3%
Female	9.7%	11.7%	15.1%	19.1%
Male	8.5%	16.9%	21.2%	9.1%
Asian				
Black	9.0%	15.3%	19.5%	13.0%
Hispanic				
American Indian				
White				
FRL Participants	7.4%	13.5%	14.6%	11.9%
Special Ed	.0%	.0%	5.9%	10.0%
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.