

2009-2010 School Improvement Plan Information Form

Crieve Hall Elementary School (K-4)

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

School Demographic Information	2005-2006	2006-2007	2007-2008	2008-2009
Pre-kindergarten Enrollment				
For grades K-12 only				
Enrollment	309	313	318	319
% Female	46.0%	47.0%	47.8%	43.3%
% Male	54.0%	53.0%	52.2%	56.7%
% Asian	2.9%	2.6%	3.8%	6.0%
% Black	25.6%	26.2%	27.0%	23.8%
% Hispanic	8.1%	8.6%	10.7%	16.6%
% American Indian				
% White	63.4%	62.6%	58.5%	53.6%
% Free/Reduced Price Lunch Program Participation	34.3%	34.8%	37.7%	42.6%
% English as Second Language Program Eligibility	2.3%	3.5%	3.8%	14.4%
% Special Education	12.9%	14.4%	16.4%	13.8%

Community Demographic Information (based on 2000 Census data)

Population	7,616	Income	Less than \$25,000	24.3%
Asian	1.3%		\$25,000 to \$50,000	35.2%
Black	14.4%		More than \$50,000	40.6%
Hispanic	4.8%	Education level for 25 and over	High School graduate or less	29.0%
White	78.7%		Some college, up to Associates Degree	27.5%
Other	.7%		More than Associates Degree	43.6%

Households with children under 18	25.4%
Single parent households w/ children	32.8%

School aged children in public schools	78.0%
Unemployment rate among those 16 or older	2.9%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	95.8%	95.7%	95.7%	95.9%
% Students in Attendance 95%	65.6%	63.7%	65.2%	70.7%
Mobility Rate (entries & exits after 2 nd week as % of enrollment)	29.4%	22.0%	20.8%	23.5%

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		2005-2006	2006-2007	2007-2008	2008-2009	
% Students Suspended Out-of-School		1.3%	1.9%	3.8%	3.1%	
Students Suspended Out-of-School			4	6	12	10
	Sex	Female			1	3
		Male	4	6	11	7
	Race	Black	2	5	9	8
		White	1	1	2	1
Other		1		1	1	
Incidents of Out-of-School Suspensions per Student		.02	.04	.08	.08	
Incidents of Out-of-School Suspensions		7	11	24	27	
	Sex	Female			1	3
		Male	7	11	23	24
	Race	Black	3	10	14	17
		White	1	1	9	7
		Other	3		1	3
% 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)		98.4%	97.8%	99.1%	100%
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)		47.9%	54.9%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		7.4%	8.0%	7.9%	6.0%

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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	100%	97.7%	93.3%	93.9%
Female	100%	98.5%	98.2%	95.7%
Male	100%	96.8%	88.7%	92.3%
Asian				
Black	100%	94.6%	87.8%	84.0%
Hispanic		91.7%	88.2%	100%
American Indian				
White	100%	100%	98.3%	96.4%
FRL Participants	100%	93.0%	88.2%	85.7%
Special Ed			76.9%	75.0%
ELL			91.7%	92.3%
% Proficient and Advanced TCAP Achievement Math	98.2%	94.5%	93.3%	97.0%
Female	96.6%	95.5%	98.2%	97.9%
Male	100%	93.5%	88.7%	96.2%
Asian				
Black	96.0%	86.5%	85.4%	96.0%
Hispanic		91.7%	94.1%	100%
American Indian				
White	100%	98.7%	98.3%	96.4%
FRL Participants	94.3%	86.0%	86.3%	94.3%
Special Ed			76.9%	75.0%
ELL			100%	100%
% Advanced TCAP Achievement Reading/Language	68.8%	62.5%	53.8%	59.6%
Female	67.2%	65.2%	59.6%	74.5%
Male	70.4%	59.7%	48.4%	46.2%
Asian				
Black	36.0%	37.8%	26.8%	40.0%
Hispanic		41.7%	41.2%	42.9%
American Indian				
White	79.7%	77.9%	75.9%	72.7%
FRL Participants	48.6%	37.2%	27.5%	28.6%
Special Ed			23.1%	.0%
ELL			50.0%	46.2%
% Advanced TCAP Achievement Math	72.3%	64.8%	58.0%	70.7%
Female	70.7%	66.7%	63.2%	76.6%
Male	74.1%	62.9%	53.2%	65.4%
Asian				
Black	32.0%	29.7%	31.7%	52.0%
Hispanic		66.7%	35.3%	50.0%
American Indian				
White	83.5%	81.8%	81.0%	81.8%
FRL Participants	45.7%	39.5%	29.4%	45.7%
Special Ed			30.8%	25.0%
ELL			50.0%	53.8%

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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.