

2009-2010 School Improvement Plan Information Form

Glendale Elementary Spanish Immersion 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	32	53	54	21
For grades K-12 only				
Enrollment	249	299	336	355
% Female	49.4%	52.8%	51.8%	51.8%
% Male	50.6%	47.2%	48.2%	48.2%
% Asian	4.0%	3.3%	4.8%	4.5%
% Black	30.9%	25.4%	21.4%	18.3%
% Hispanic	4.0%	5.7%	5.7%	5.4%
% American Indian				
% White	61.0%	65.6%	68.2%	71.8%
% Free/Reduced Price Lunch Program Participation	29.7%	25.4%	24.1%	20.0%
% English as Second Language Program Eligibility		.3%		.3%
% Special Education	4.8%	5.7%	8.3%	4.5%

Community Demographic Information (based on 2000 Census data)

Population	13,541
Asian	1.2%
Black	23.1%
Hispanic	.9%
White	73.3%
Other	1.5%

Income	Less than \$25,000	25.6%
	\$25,000 to \$50,000	28.8%
	More than \$50,000	45.6%
Education level for 25 and over	High School graduate or less	24.6%
	Some college, up to Associates Degree	21.1%
	More than Associates Degree	54.3%

Households with children under 18	16.7%
Single parent households w/ children	33.5%

School aged children in public schools	67.1%
Unemployment rate among those 16 or older	3.9%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	96.2%	96.0%	96.2%	96.6%
% Students in Attendance 95%	74.3%	72.4%	72.3%	77.2%
Mobility Rate (entries & exits after 2 nd week as % of enrollment)	18.1%	13.7%	8.6%	7.9%

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		2005-2006	2006-2007	2007-2008	2008-2009	
% Students Suspended Out-of-School		2.4%	1.0%	1.2%	1.7%	
Students Suspended Out-of-School			6	3	4	6
	Sex	Female	1	2	1	2
		Male	5	1	3	4
	Race	Black	6	2	2	2
		White		1	2	4
Other						
Incidents of Out-of-School Suspensions per Student		.06	.01	.01	.02	
Incidents of Out-of-School Suspensions		14	4	5	7	
	Sex	Female	1	3	1	3
		Male	13	1	4	4
	Race	Black	14	3	3	2
		White		1	2	5
		Other				
% Students Expelled or Remanded			.3%			
Students Expelled of Remanded			1			
	Sex	Female		1		
		Male				
	Race	Black		1		
		White				
		Other				

Academic Information		2005-2006	2006-2007	2007-2008	2008-2009
% Promoted (grades 9-12 based on credits earned)		99.2%	99.0%	100%	98.9%
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)		54.7%	62.8%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		18.5%	22.4%	24.4%	28.2%

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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	94.4%	95.2%	96.9%	97.8%
Female	94.4%	94.0%	96.3%	98.5%
Male	94.3%	97.1%	97.7%	97.0%
Asian				
Black	85.7%	87.9%	90.3%	91.3%
Hispanic				90.9%
American Indian				
White	100%	100%	100%	100%
FRL Participants	83.3%	93.1%	92.3%	96.2%
Special Ed			100%	93.3%
ELL				
% Proficient and Advanced TCAP Achievement Math	95.7%	86.9%	93.8%	93.3%
Female	94.4%	84.0%	92.6%	92.6%
Male	97.1%	91.2%	95.3%	94.0%
Asian				
Black	92.6%	69.7%	80.6%	78.3%
Hispanic				100%
American Indian				
White	97.6%	97.8%	100%	95.7%
FRL Participants	91.3%	75.9%	80.8%	84.6%
Special Ed			100%	60.0%
ELL				
% Advanced TCAP Achievement Reading/Language	52.1%	58.3%	66.0%	63.0%
Female	52.8%	54.0%	63.0%	64.7%
Male	51.4%	64.7%	69.8%	61.2%
Asian				
Black	14.3%	15.2%	29.0%	30.4%
Hispanic				72.7%
American Indian				
White	80.5%	87.0%	83.9%	68.1%
FRL Participants	16.7%	24.1%	30.8%	38.5%
Special Ed			37.5%	33.3%
ELL				
% Advanced TCAP Achievement Math	48.6%	51.2%	66.0%	63.7%
Female	44.4%	40.0%	57.4%	60.3%
Male	52.9%	67.6%	76.7%	67.2%
Asian				
Black	11.1%	12.1%	32.3%	21.7%
Hispanic				63.6%
American Indian				
White	73.2%	78.3%	82.1%	72.3%
FRL Participants	13.0%	20.7%	34.6%	34.6%
Special Ed			37.5%	26.7%
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.