

## Vandora Springs Elementary School

### Facility Utilization

	2009-10	2010-11	2011-12	WCPSS Elementary Average (2011-12)
Student Membership	520	553	519	678
Annual School Campus Capacity	603	614	603	734
ASCC Percent Crowding	86.2%	90.1%	86.1% (includes 1 mobile)	93%
LRSCC Percent Crowding	85.3%	93.6%	89.5%	99%

### Student Population

	2009-10	2010-11	2011-12	2012-13 Projected	WCPSS Elementary 2011-12
Percent FRL	37.5%	47.5%	47.7%	53.6%	35.6%
Percent White, Black, Hispanic, Asian, Other	35, 43, 15, 1, 6	37, 39, 17, 1, 6	40, 36, 17, 1, 6	38, 32, 25, 1, 5	49, 23, 17, 7, 4

### Student Achievement

	2009-10	2010-11	2011-12	WCPSS Elementary 2011-12
Percent Proficient – All Students	76.8	76.4	81.9	82.1
Percent Proficient – FRL Students	62.5	64.3	67.8	65.7
Percent Proficient – Not FRL Students	88.2	87.8	94.7	91.8
Percent Meeting Growth – All Students	72.1	64.4	65.6	64.9
Percent Meeting Growth – FRL Students	68.2	64.4	69.4	60.3
Percent Meeting Growth – Not FRL Students	75.0	64.4	62.8	67.2

<b>MSAP Guideline 1:</b> More than 50% minority student population	<b>MSAP Guideline 2:</b> Are significantly under-enrolled and have room to attract students to help reduce, eliminate, or prevent minority group isolation	<b>MSAP Guideline 3:</b> draw from schools in the district that will help reduce, prevent or eliminate minority group isolation without “hurting” the surrounding schools.	<b>Magnet Principle 1:</b> Reduce High Concentrations of Poverty and Support Diverse Populations	<b>Magnet Principle 2:</b> Maximize use of school facilities	<b>Magnet Principle 3:</b> Provide expanded educational opportunities	<b>Staff Recommendation</b>
Yes: 60% minority and FRL at 78%	Yes (based on 2011-12 20 <sup>th</sup> day numbers)  ASCC 86.1%	Surrounding schools include: Timber Drive, Aversboro, Creech, East Garner, Vance, Smith, and Rand. A magnet draw area could negatively impact all these schools except Vance and Rand.	No – will not be able to reduce FRL with draw area	Yes, could fill school with magnet applicants	Yes	No