

2009-2010 School Improvement Plan Information Form

Harris-Hillman Special Education School (PK-12)

	2005-2006	2006-2007	2007-2008	2008-2009
School Grades	PK-12	PK-12	PK-12	PK-12

School Demographic Information	2005-2006	2006-2007	2007-2008	2008-2009
Pre-kindergarten Enrollment	10	37	13	10
For grades K-12 only				
Enrollment	121	128	130	221
% Female	48.8%	49.2%	46.2%	33.5%
% Male	51.2%	50.8%	53.8%	66.5%
% Asian	1.7%	.8%	2.3%	2.3%
% Black	47.9%	47.7%	46.9%	55.2%
% Hispanic	4.1%	6.3%	4.6%	5.9%
% American Indian				
% White	46.3%	45.3%	46.2%	36.7%
% Free/Reduced Price Lunch Program Participation	61.2%	64.8%	63.8%	63.3%
% English as Second Language Program Eligibility		.8%		1.8%
% Special Education	96.7%	97.7%	95.4%	67.0%

Community Demographic Information (based on 2000 Census data)

Population	Asian		Income	Less than \$25,000	
	Black			\$25,000 to \$50,000	
	Hispanic			More than \$50,000	
	White		Education level for 25 and over	High School graduate or less	
	Other			Some college, up to Associates Degree	
				More than Associates Degree	

Households with children under 18	
Single parent households w/ children	

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

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	86.4%	83.3%	83.1%	87.1%
% Students in Attendance 95%	27.3%	25.4%	18.9%	23.9%
Mobility Rate (entries & exits after 2 nd week as % of enrollment)	120%	187%	146%	16.3%

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		2005-2006	2006-2007	2007-2008	2008-2009
% Students Suspended Out-of-School					29.4%
Students Suspended Out-of-School					65
Sex	Female				12
	Male				53
Race	Black				54
	White				8
	Other				3
Incidents of Out-of-School Suspensions per Student					.52
Incidents of Out-of-School Suspensions					116
Sex	Female				18
	Male				98
Race	Black				96
	White				17
	Other				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)		81.8%	80.3%	84.1%	81.9%
Letter Grade Distribution	% D's				
	% F's				
% Competent on TCAP Writing Assessment (scoring 4+ of 6)			14.8%	11.8%	3.7%
% Competent on District Writing Assessment (scoring 7+ of 12)				N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		.0%	.0%	.0%	.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	7.0	7.0
% Proficient and Advanced TCAP Achievement Reading/Language		42.9%	39.0%	50.0%
Female		55.6%		
Male		38.7%	40.0%	56.5%
Asian				
Black		46.4%	44.8%	50.0%
Hispanic				
American Indian				
White		22.2%	20.0%	
FRL Participants		39.3%	40.0%	53.3%
Special Ed		44.8%	30.0%	50.0%
ELL				
% Proficient and Advanced TCAP Achievement Math		11.9%	14.3%	26.9%
Female		22.2%	.0%	
Male		6.7%	17.9%	30.4%
Asian			.0%	
Black		7.1%	14.7%	22.2%
Hispanic				
American Indian				
White		12.5%	20.0%	
FRL Participants		10.7%	5.0%	26.7%
Special Ed		10.3%	10.0%	25.0%
ELL			.0%	
% Advanced TCAP Achievement Reading/Language		2.4%	4.9%	3.8%
Female		11.1%		
Male		.0%	2.9%	4.3%
Asian				
Black		.0%	3.4%	5.6%
Hispanic				
American Indian				
White		.0%	.0%	
FRL Participants		.0%	.0%	6.7%
Special Ed		.0%	.0%	4.2%
ELL				
% Advanced TCAP Achievement Math		.0%	.0%	.0%
Female		.0%	.0%	
Male		.0%	.0%	.0%
Asian			.0%	
Black		.0%	.0%	.0%
Hispanic				
American Indian				
White		.0%	.0%	
FRL Participants		.0%	.0%	.0%
Special Ed		.0%	.0%	.0%
ELL			.0%	

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Grade 9-12 Information		2005-2006	2006-2007	2007-2008	2008-2009
“On-Time” Graduation Rate		20.0%	.0%	.0%	.0%
	Female	.0%	.0%	.0%	.0%
	Male	25.0%	.0%	.0%	.0%
	Asian				.0%
	Black	.0%	.0%	.0%	.0%
	Hispanic				
	American Indian				
	White	25.0%	.0%	.0%	.0%
Event Dropout Rate				30.4%	18.8%
	FRL Participants			4.7%	6.3%
	Special Ed			1.4%	4.4%
	ELL				
PLAN - Median National Percentile Composite (10 th grade)					14.0
ACT - Senior’s Mean Composite					
TCAP Math (Algebra I) Gateway Test % passed - 1 st time test takers			4.3%	5.5%	29.4%
	Female			12.5%	
	Male		5.0%	4.3%	25.0%
	Asian				
	Black		5.0%	6.1%	30.0%
	Hispanic				
	American Indian				
	White				
	FRL Participants		6.7%	3.2%	40.0%
	Special Ed			11.1%	38.9%
	ELL				
	TCAP Science (Biology I) Gateway Test % passed - 1 st time test takers			60.0%	38.9%
Female					75.0%
Male			61.1%	36.2%	61.1%
Asian					
Black			62.5%	40.0%	58.3%
Hispanic					
American Indian					
White					
FRL Participants			60.0%	31.3%	56.3%
Special Ed				40.9%	52.2%
ELL					
TCAP Language (English II) Gateway Test % passed - 1 st time test takers				54.5%	50.0%
	Female				
	Male		52.6%	48.0%	63.9%
	Asian				
	Black		50.0%	47.7%	69.4%
	Hispanic				
	American Indian				
	White				
	FRL Participants		52.9%	46.7%	76.9%
	Special Ed			47.6%	68.2%
	ELL				

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	2005-2006	2006-2007	2007-2008	2008-2009
TCAP Math (Algebra I) Gateway Test % passed - by 9 th grade			.0%	
Female				
Male			.0%	
Asian				
Black			.0%	
Hispanic				
American Indian				
White				
FRL Participants			.0%	
Special Ed			.0%	
ELL				
TCAP Science (Biology I) Gateway Test % passed - by 10 th grade			33.3%	
Female				
Male			36.4%	
Asian				
Black			30.0%	
Hispanic				
American Indian				
White				
FRL Participants			40.0%	
Special Ed				
ELL				
TCAP Language (English II) Gateway Test % passed - by 10 th grade			50.0%	
Female				
Male			50.0%	
Asian				
Black				
Hispanic				
American Indian				
White				
FRL Participants			50.0%	
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.