

# 2009-2010 School Improvement Plan Information Form

## Hull-Jackson Montessori Magnet Elementary School (PS-4)

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

School Demographic Information	2005-2006	2006-2007	2007-2008	2008-2009
Pre-kindergarten Enrollment	154	140	155	150
<b>For grades K-12 only</b>				
Enrollment	297	296	298	312
% Female	54.5%	55.1%	55.4%	54.8%
% Male	45.5%	44.9%	44.6%	45.2%
% Asian	6.1%	7.1%	5.7%	5.4%
% Black	75.8%	80.1%	82.9%	82.4%
% Hispanic	.7%	.3%	.7%	1.6%
% American Indian	1.0%			
% White	16.5%	12.5%	10.7%	10.6%
% Free/Reduced Price Lunch Program Participation	51.2%	62.2%	63.8%	61.5%
% English as Second Language Program Eligibility	.3%	.3%	.7%	.6%
% Special Education	5.1%	4.4%	4.0%	4.2%

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

Population	9,786	Income	Less than \$25,000	19.5%
Asian	1.1%		\$25,000 to \$50,000	30.6%
Black	7.0%		More than \$50,000	49.9%
Hispanic	3.3%	Education level for 25 and over	High School graduate or less	43.9%
White	87.0%		Some college, up to Associates Degree	28.9%
Other	1.6%		More than Associates Degree	27.2%

Households with children under 18	33.0%
Single parent households w/ children	19.9%

School aged children in public schools	74.4%
Unemployment rate among those 16 or older	2.0%

Non-academic Information	2005-2006	2006-2007	2007-2008	2008-2009
% School Attendance (Target=98%)	96.6%	96.9%	96.7%	97.2%
% Students in Attendance 95%	77.3%	77.7%	73.9%	80.6%
Mobility Rate (entries & exits after 2 <sup>nd</sup> week as % of enrollment)	3.4%	6.4%	3.4%	3.5%

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		2005-2006	2006-2007	2007-2008	2008-2009	
% Students Suspended Out-of-School		4.0%	.3%	.3%	.6%	
Students Suspended Out-of-School		12	1	1	2	
	Sex	Female	2			1
		Male	10	1	1	1
	Race	Black	12			2
		White		1	1	
Other						
Incidents of Out-of-School Suspensions per Student		.04	.00	.00	.01	
Incidents of Out-of-School Suspensions		13	1	1	3	
	Sex	Female	3			1
		Male	10	1	1	2
	Race	Black	13			3
		White		1	1	
		Other				
% Students Expelled or Remanded						
Students Expelled of Remanded						
	Sex	Female				
		Male				
	Race	Black				
		White				
		Other				

<b>Academic Information</b>		2005-2006	2006-2007	2007-2008	2008-2009
% Promoted (grades 9-12 based on credits earned)		99.7%	97.6%	99.7%	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)		29.9%	32.7%	N/A	N/A
% Enrolled in the Gifted/Talented (ENCORE) program or courses designated Advanced, MS for HS credit, Honor, AP, or IB		8.4%	5.7%	4.0%	4.8%

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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	91.2%	81.8%	93.0%	96.2%
Female	93.1%	82.0%	94.6%	100%
Male	89.3%	81.6%	90.0%	89.2%
Asian	87.5%			
Black	88.9%	79.7%	91.5%	95.7%
Hispanic				
American Indian				
White	100%	85.7%	100%	
FRL Participants	86.8%	80.0%	90.0%	95.4%
Special Ed				
ELL				
% Proficient and Advanced TCAP Achievement Math	81.6%	85.2%	84.9%	85.6%
Female	81.0%	84.0%	85.7%	86.6%
Male	82.1%	86.8%	83.3%	83.8%
Asian	75.0%			
Black	76.5%	84.1%	81.7%	83.7%
Hispanic				
American Indian				
White	100%	92.9%	100%	
FRL Participants	73.6%	80.0%	81.7%	80.0%
Special Ed				
ELL				
% Advanced TCAP Achievement Reading/Language	42.1%	35.2%	30.2%	24.0%
Female	50.0%	32.0%	32.1%	29.9%
Male	33.9%	39.5%	26.7%	13.5%
Asian	75.0%			
Black	27.2%	23.2%	25.4%	20.7%
Hispanic				
American Indian				
White	86.4%	78.6%	70.0%	
FRL Participants	32.1%	25.5%	23.3%	16.9%
Special Ed				
ELL				
% Advanced TCAP Achievement Math	26.3%	26.1%	26.7%	17.3%
Female	27.6%	22.0%	28.6%	14.9%
Male	25.0%	31.6%	23.3%	21.6%
Asian	50.0%			
Black	18.5%	17.4%	21.1%	16.3%
Hispanic				
American Indian				
White	45.5%	64.3%	60.0%	
FRL Participants	24.5%	21.8%	15.0%	13.8%
Special Ed				
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.