


2021-2022 State of the School Report

Albemarle Road Elementary School	
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Principal Name	Monica Palmer
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	17.8	21.9	9.1		11.8	8.3
	CCR	9.3	9.4	6.1		5.3	<5
Grade 4	GLP	13.7	6.1	11.5		5.6	<5
	CCR	7.7	6.1	6.6		<5	<5
Grade 5	GLP	17.6	<5	20.3		<5	9.1
	CCR	11.8	<5	10.9		<5	<5
School	GLP	16.3	11.2	13.6		7.2	5.6
	CCR	9.5	6.7	7.9		<5	<5

Math	All	Black	Hispanic	White	English	Students
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						Learners	with Disabilities
Grade 3	GLP	19.5	12.9	11.9		18.2	8.3
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	19.3	<5	17.2		13.7	7.7
	CCR	<5	<5	<5		<5	<5
Grade 5	GLP	28.0	24.0	27.9		14.3	9.1
	CCR	14.0	8.0	14.8		<5	<5
School	GLP	22.0	12.4	18.8		15.8	8.3
	CCR	6.9	<5	5.4		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	29.7	19.2	29.5		14.3	9.1
	CCR	16.8	<5	18.0		<5	<5

EOG School Composite 2020-21	20.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

The percentage of students in grades 3-5 performing at or above proficient in Reading will increase from 16.3% to 40% GLP composite for grades 3, 4 and 5. (A2.04, A4.01, B3.03)

The percentage of students in grades 3-5 performing at or above proficient in Mathematics will increase from 22% to 70% GLP composite for grades 3, 4, and 5. (A2.04, A4.01, B3.03)

The percentage of Exceptional Children in grades 3-5 performing at or above grade level in Reading will increase from 5.1% to 40% GLP and Math will increase from 7.7% to 35.5% GLP. (A2.04, A4.01, B3.03)

Provide for the social emotional needs of scholars by using the Panoramic Data.

Support the acceleration needs of scholars receiving TD services along with providing for the supportive needs of scholars receiving EC/ESL services.

III. CHIEF CHALLENGES

- Staffing vacancies and lack of substitutes have hindered the ability to fully implement small group instruction and interventions with fidelity.
- Inconsistent staff and student attendance creates issues with instructional continuity for students.
- Required training (LETRS, Orton-Gillingham) has taken time from traditional content planning where teachers can collaboratively analyze data and prepare lessons that meet the needs of all students to fill learning gaps due to unfinished learning.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Continue to focus on data-based small group instruction in all content areas to support specific student needs.
- Orton Gillingham interventions will be provided by our Title 1 Tutors and literacy teachers.
- Our students and staff are fully immersed in the Caring Schools Curriculum which has positively impacted our students' sense of community and security. We will continue participating in Restorative Practices and utilizing Panorama Survey data to support the emotional needs of our students in grades 3-5.