

2021-2022 State of the School Report

Alexander Graham Middle School



Principal Name

Robert Folk

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	39.3	20.5	17.4	67.9	<5	12.1
	CCR	21.1	5.1	<5	47.3	<5	<5
Grade 7	GLP	58.8	32.8	26.3	82.8	<5	20.7
	CCR	43.7	17.2	20.2	62.0	<5	10.3
Grade 8	GLP	63.1	27.0	34.1	79.6	<5	28.6
	CCR	40.6	12.7	17.1	54.4	<5	<5
School	GLP	53.9	26.1	23.4	78.0	<5	19.3
	CCR	35.3	11.1	11.9	55.4	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	36.8	11.1	12.6	70.5	<5	<5
	CCR	26.1	6.2	5.0	55.8	<5	<5
Grade 7	GLP	58.9	24.6	27.0	84.0	10.3	17.9
	CCR	47.7	9.8	22.0	71.1	<5	10.7
Grade 8	GLP	56.8	14.5	21.6	74.4	18.8	15.0
	CCR	44.9	9.7	16.2	59.8	6.3	<5
Math I	GLP	>95			>95		
	CCR	86.7			87.0		
School	GLP	51.1	16.2	19.5	76.8	8.0	11.4
	CCR	39.9	8.3	13.3	62.8	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	79.1	50.0	60.0	91.6	37.5	50.0
	CCR	73.4	35.0	57.5	88.8	6.3	20.0

EOG School Composite	72.4%
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June of 2022, Alexander Graham Middle School will increase a minimum of 10 percent proficiency in Reading and Math based on long-term ESSA goals (baseline 2019) for each of the following subgroups: All Students, White, African American, Hispanic, Students with Disabilities (SWD), and Students who are Economically Disadvantaged (ED). (A 2.04, A 4.01, B 3.03)

By June of 2022, Alexander Graham Middle School will reduce the suspension rate for students of color (baseline 2019-2020) who are assigned Out of School Suspension by 10 percent as recorded in PowerSchool (A 4.06, B 3.03, E 1.06).

III. CHIEF CHALLENGES

- Covid-19 related student and staff absences and/or closures: Any unexpected Covid-19 student and staff absences or closures that impacts our ability to provide consistent teaching and learning could impede progress on our school improvement goals.
- Staff vacancies: A larger than usual number of staff vacancies could impede progress on our school improvement goals.
- Loss of Student Learning: Any loss of student learning in content areas from the 2020-2021 school year could impede progress on our school improvement goals.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Using MAP and Mastery Connect Data from common assessments to drive instruction is a high leverage school improvement plan action/strategy.

Providing targeted and refined social and emotional lessons/learning to meet student needs is a high leverage school improvement plan action/strategy.

Focusing on standards based instruction in all content areas is a high leverage school improvement plan action/strategy.

Developing academic and behavioral interventions through our MTSS team and process is a high leverage school improvement plan action/strategy.