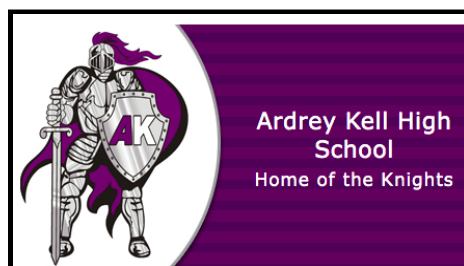


# 2021-2022 State of the School Report

Ardrey Kell High School



Principal Name

Jamie Brooks

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	77.9	55.9	64.9	79.2	47.1	28.6
	CCR	73.4	50.0	58.8	74.6	41.2	25.7
English II	GLP	86.6	76.1	71.0	89.0	32.3	36.6
	CCR	68.8	51.3	51.0	69.8	12.9	17.1
Math I	GLP	46.7	33.3	47.3	50.0	42.9	27.1
	CCR	15.3	<5	12.7	16.9	22.9	<5
Math III	GLP	80.1	67.7	61.0	79.6	50.0	46.3
	CCR	63.7	37.5	42.7	62.3	32.4	19.5
School	GLP	77.8	60.6	62.9	79.4	43.3	34.5
	CCR	63.0	38.6	44.9	63.6	27.6	15.8

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	85.0	63.2	56.7	89.7	28.1	31.3

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	>95	>95	>95	>95	90.9	76.1

EOC School Composite 2020-21	77.8
School Letter Grade*	A

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Decrease achievement gap in Math 1 (EOC/CCR) by 25 % for African-Americans subgroup. (A 2.04, A 4.01, B 3.03)

Decrease achievement gap in Math 1 (EOC/CCR) by 25% for Hispanic subgroup. (A 2.04, A 4.01, B 3.03)

Decrease achievement gap in English II (EOC/CCR) by 25 % for African-American subgroup. (A 2.04, A 4.01, B 3.03)

Decrease achievement gap in English II (EOC/CCR) by 25 % for Hispanic subgroup. (A 2.04, A 4.01, B 3.03)

Increase representation of African-American subgroup in Advanced Placement course enrollment by 25%. (A 2.04, A 4.01, B 3.03)

Increase representation of Hispanic subgroup in Advanced Placement course enrollment by 25%. (A 2.04, A 4.01, B 3.03)

Increase representation of African-American subgroup in extra-curricular club enrollment by 25%. (A 2.04, A 4.01, B 3.03)

Increase representation of Hispanic subgroup in extra-curricular club enrollment by 25%. (A 2.04, A 4.01, B 3.03)

### III. CHIEF CHALLENGES

- Staffing - The ability to have a high quality educator in every classroom on a consistent basis - class coverage leads to burnout and not enough time for PLC planning
- Overcrowding - The sheer volume of everything is compounded at AK. We do not have PLC planning space, no rooms for separate settings, overcrowded carpool making students late. We are stretched even thinner with the size of the school making it challenging to focus on the SIP Goals at times.
- Skill vs Will - we have some staff that lack skill and administration is stretched too thin to provide ongoing coaching. We have staff and students that lack will to work hard and persevere.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

This year the administrative team is applying the Four Disciplines of Execution to our work. We meet every week for a WIG meeting where we document and discuss the progress towards our SIP goals and Core Actions from which we make informed decisions regarding PD and next steps towards ongoing improvement.