


2021-2022 State of the School Report

Bain Elementary School	
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Principal Name	James Jerrell
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	50.6	23.1	29.4	58.7	30.0	<5
	CCR	40.1	15.4	11.8	48.1	15.0	<5
Grade 4	GLP	63.3	59.1	46.2	67.4		6.3
	CCR	48.2	36.4	38.5	54.3		6.3
Grade 5	GLP	66.2	53.8	44.4	71.8		
	CCR	44.1	30.8	33.3	44.7		
School	GLP	59.6	44.6	39.6	65.5	27.0	<5
	CCR	43.9	27.0	27.1	49.1	16.2	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	70.2	61.5	58.8	74.8	45.0	25.0
	CCR	49.1	34.6	47.1	53.4	35.0	16.7
Grade 4	GLP	64.7	52.4	46.2	71.1		<5
	CCR	47.1	42.9	23.1	53.3		<5
Grade 5	GLP	78.5	69.2	55.6	86.9		
	CCR	59.7	57.7	44.4	64.3		
School	GLP	71.2	61.6	54.2	77.3	32.4	11.4
	CCR	51.9	45.2	39.6	56.7	24.3	5.7

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	79.2	65.4	66.7	85.7		
	CCR	73.6	65.4	61.1	78.6		

EOG School Composite 2020-21	67.3
School Letter Grade*	A

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the percentage of students earning a 4 or a 5 (CCR) on the Reading End of Grade

Test by 26 percentage points from 44% to 70% (A2.04, A4.01, B3.03)

70% of our K-3 students will be reading on grade level as measured by the EOY MClass assessment. (A2.04, A.4.01, B.3.03)

Reduce the achievement gap between our Hispanic and white students and our African American and white students by 50% as measured by overall EOG proficiency. (A2.04, A4.01, B3.03, A4.06)

III. CHIEF CHALLENGES

- Measuring growth in reading comprehension for students currently performing below grade level expectations.
- Ensuring a continuity of student experiences with increased absences and quarantines due to COVID related absences
- Retaining, encouraging, and coaching staff members on best educational practices.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Identify any student performing below grade level expectation in basic reading and provide supplemental and intensive reading interventions to ensure they make above average and ambitious growth towards grade level expectations.
- Frequently monitor student progress towards their goals and review those data with teachers to determine next instructional steps.
- Implement the adopted curriculum in a way that builds students' intellectual capacity and ability to analyze complex texts.
- Provide students with multiple opportunities to demonstrate mastery of standards by using parallel assessments to reteach and reassess.