


# 2021-2022 State of the School Report

Barnette Elementary	
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Principal Name	Melissa Roy
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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	58.6	40.0		72.1		10.0
	CCR	44.4	32.0		54.1		10.0
Grade 4	GLP	50.0	41.7	26.7	60.9		
	CCR	31.9	16.7	20.0	42.2		
Grade 5	GLP	49.5	35.5	35.7	60.8		10.0
	CCR	37.9	22.6	35.7	47.1		<5
School	GLP	52.5	38.8	26.3	64.8	7.1	12.0

	CCR	37.7	23.8	23.7	47.7	7.1	<5
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	57.6	40.0		63.9		20.0
	CCR	38.4	20.0		45.9		10.0
Grade 4	GLP	44.0	29.2	33.3	54.7		
	CCR	24.1	8.3	20.0	32.8		
Grade 5	GLP	53.4	25.8	42.9	72.5		20.0
	CCR	35.0	6.5	28.6	52.9		10.0
School	GLP	51.3	31.3	42.1	63.1	28.6	16.0
	CCR	32.1	11.3	26.3	43.2	7.1	8.0

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	66.3	40.6	50.0	88.2		40.0
	CCR	53.8	25.0	35.7	76.5		10.0

EOG School Composite 2020-21	53.9
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the overall school Math proficiency scores by 20 percentage points from the 2020-2021 EOG Scores (51.3% to 71.3% GLP; 18-19: 74% and 32.1% to 52.1% CCR; 18-19: 52.6%). This goal will be achieved using the Core Curriculum, including Envision Math, and differentiated small group instruction (A2.04, A4.01, B3.03, E1.06).

Increase the overall school Reading proficiency scores by 10 percentage points from the 2020-2021 EOG Scores (58.6% to 68.6% GLP; 18-19: 65.2% and 44.4% to 54.4% CCR; 18-19: 53.2%). This goal will be achieved using the Core Curriculum, including EL Education and differentiated small group instruction (A2.04, A4.01, B3.03, E1.06).

## III. CHIEF CHALLENGES

- Time constraints given the mandates of the EL curriculum, SEL, Envision, etc.
- The number of assessments, reteaching and reassessments
- Continued impacts from the pandemic ie- attempting to close the learning gaps occurred due to the pandemic.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

Analyzing student data to determine students strengths and weaknesses. Pulling small groups based on data utilizing IA's and support staff, reshuffling students across grade levels and departmentalizing. Providing training opportunities for K-3 literacy teachers (all have attended Orton Gillingham and are using strategies to bridge gaps in instruction).