

2021-2022 State of the School Report

Berryhill School	
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Principal Name	Cara Heath
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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	19.5		17.2		<5	
	CCR	12.2		10.3		<5	
Grade 4	GLP	23.8		17.6		18.5	
	CCR	11.9		5.9		7.4	
Grade 5	GLP	31.3		26.5		<5	
	CCR	16.7		14.7		<5	
Grade 6	GLP	30.6		28.6		11.8	
	CCR	10.2		5.7		<5	
Grade 7	GLP	32.2		28.6		<5	
	CCR	15.3		14.3		<5	
Grade 8	GLP	32.1		33.3		10.5	

	CCR	11.3		12.8		<5	
School	GLP	28.8	13.9	25.8	60.7	7.6	5.1
	CCR	13.0	<5	10.8	39.3	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	9.8		6.9		<5	
	CCR	9.8		6.9		<5	
Grade 4	GLP	7.1		5.9		7.4	
	CCR	<5		<5		<5	
Grade 5	GLP	29.2		26.5		<5	
	CCR	12.5		11.8		<5	
Grade 6	GLP	14.3		20.0		5.9	
	CCR	<5		<5		<5	
Grade 7	GLP	20.7		21.4		5.9	
	CCR	10.3		11.9		<5	
Grade 8	GLP	13.5		12.8		<5	
	CCR	<5		<5		<5	
School	GLP	16.2	5.7	16.0	25.0	<5	7.7
	CCR	6.2	<5	6.1	14.3	<5	5.1

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	56.3		52.9		33.3	
	CCR	43.8		47.1		27.8	

Grade 8	GLP	50.0		50.0		21.1	
	CCR	38.5		39.5		15.8	
EOG School Composite 2020-21		27					
School Letter Grade*		C					

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, Berryhill students in grades 3-8 will meet 50% proficiency in reading as measured by performance on End-of-Grade assessments (baseline is 2018-2019 proficiency of 41.7%, 2017-2018 proficiency of 40.1%, 2016-2017 proficiency of 39.0%) (A2.04; A4.01; B3.03).

By June 2022, Berryhill students in grades 3-8 will meet 58% proficiency in math as measured by performance on End-of-Grade assessments (baseline is 2020-2021 proficiency of 25%, 2018-2019 proficiency of 54.7%, 2017-2018 proficiency of 48.3%, 2016-2017 proficiency of 41.9%) (A2.04; A4.01; B3.03).

By June 2022, Berryhill students in grades 5 and 8 will meet 85% proficiency in science as measured by performance on End-of-Grade assessments (baseline of 2020-2021 proficiency of 53%, 2018-2019 proficiency of 80.7%, 2017-2018 proficiency of 65.2%, 2016-2017 proficiency of 52.7%) (A2.04; A4.01; B3.03).

By June 2022, 15% of our SWD sub-group will be proficient in Reading and 32% of our SWD sub-group will be proficient in Math (as informed by the ESSA Long-Term Annual Performance Goals report).

III. CHIEF CHALLENGES

- No substitutes - instructional staff members and admin team are covering classes when they are typically teaching groups or other tasks that impact student achievement.
- Pandemic - students' high absenteeism due to quarantines. Many students are very far behind where they should be because online learning did not work for them.
- Gaps from remote teaching - due to significant gaps in learning from the pandemic, meeting students where they are while also teaching grade level standards is a challenge.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our master schedule includes intervention and enrichment time to differentiate instruction based on individual student needs. Core literacy instruction includes components from Reading Reconsidered training, such as text-dependent questions and control the game. Our math instruction includes number talks and fluency work. Each grade-level PLC has an assigned coach to provide support and guidance in planning and assessment analysis.