

2021-2022 State of the School Report

Bruns Academy



Principal Name

Dr. Nathan Currie

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	8.9	10.5	6.7			<5
	CCR	7.1	7.9	6.7			<5
Grade 4	GLP	6.5	<5	7.7			<5
	CCR	<5	<5	<5			<5
Grade 5	GLP	11.3	13.3	<5			
	CCR	6.5	6.7	<5			
School	GLP	8.9	7.9	<5		<5	<5
	CCR	5.6	<5	<5		<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
------	-----	-------	----------	-------	------------------	---------------

							Disabilities
Grade 3	GLP	7.3	8.1	6.7			<5
	CCR	5.5	8.1	<5			<5
Grade 4	GLP	8.3	<5	7.7			10.0
	CCR	8.3	<5	7.7			10.0
Grade 5	GLP	<5	<5	<5			
	CCR	<5	<5	<5			
School	GLP	6.1	<5	<5		<5	<5
	CCR	<5	<5	<5		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	16.1	11.4	15.4			
	CCR	8.1	<5	15.4			

EOG School Composite 2020-21	8.8
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase proficiency in math and reading as determined by the EOG in our EC scholars from 0% to 10%. (A 2.04, A 2.05, B 2.03, A 4.01, C 2.01)

Increase the total school composite of proficiency as determined by the EOG from 23.8% to

33.8% and meet high growth status. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03, C 3.04)

Increase proficiency in math as determined by the EOG from 24.4% to 34.4% and meets high growth status in math. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03)

Increase proficiency in reading as determined by the EOG from 14.5% to 24.5% and meets high growth status in reading. (A 1.07, A 2.04, A 2.05, A 4.01, B 1.03, B 3.03)

III. CHIEF CHALLENGES

- Rapid Gentrification- The communities around the school are experiencing gentrification. This gentrification is resulting in demographic shifts. The residue is creating a community that is divided.
- Inconsistent Instructional/Coaching Model Program Alignments- The school lacks a consistent instructional coaching model that is followed and implemented.
- Staffing (vacancy, rate of attendance)- The challenge of hiring staff members to substitute for absences. The ability to recruit and retain staff.
- Chronic student absences- Students that are chronically absent are missing instruction, which results in becoming less proficient with grade level content. Some students that are chronically absent could benefit from interventions, but cannot be considered due to being chronically absent.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Re-examine and rebrand the school with crafting the school's mission statement and vision. Collaborating with a third party organization to assist with increasing community engagement. Discussions and planning around the coaching model to train and implement a coaching model schoolwide.