

2021-2022 State of the School Report

Carmel Middle School	
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Principal Name	Jared Thompson
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	46.2	18.4	17.1	70.2	5.2	10.2
	CCR	31.6	6.1	9.8	49.7	<5	<5
Grade 7	GLP	53.9	40.3	20.6	79.3	7.2	13.9
	CCR	41.8	26.4	12.1	65.5	<5	5.6
Grade 8	GLP	43.8	21.9	14.3	71.1	<5	13.6
	CCR	30.9	10.9	9.5	53.3	<5	<5
School	GLP	48.1	28.1	17.3	73.5	5.8	12.4
	CCR	34.9	15.7	10.4	56.1	<5	<5
Math		All	Black	Hispanic	White	English Learners	Students with Disabilities

Grade 6	GLP	45.5	12.0	17.4	70.4	<5	12.0
	CCR	32.1	<5	8.3	54.0	<5	<5
Grade 7	GLP	55.7	36.2	25.2	79.9	10.0	11.4
	CCR	46.5	21.7	13.1	74.1	<5	<5
Grade 8	GLP	65.5	47.5	34.0	92.1	16.1	34.1
	CCR	58.5	36.1	26.0	86.8	10.7	22.7
Math I	GLP	83.7	85.7	64.3	86.3		
	CCR	57.4	35.7	35.7	62.1		
School	GLP	46.9	23.8	18.7	71.8	5.4	15.5
	CCR	34.8	11.6	9.7	57.7	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	65.5	47.5	34.0	92.1	16.1	34.1
	CCR	58.5	36.1	26.0	86.8	10.7	22.7

EOG School Composite	49.9
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, we will reduce the achievement gap in CCR by 25% for the lowest performing subgroups in Math. (A 2.04, A 4.01, B 3.03)

By June 2022, we will increase the percentage of students who are career & college-ready proficient by 12 percentage points in both ELA and Math, from 34.7% to 46.7% in ELA and from 34.8% to 46.8% in Math. (A 2.04, A 4.01, B 3.03)

III. CHIEF CHALLENGES

- Staffing: Vacant instructional and support staff positions generate the most constant, profound, and insurmountable obstacle in great teaching and learning, particularly for Carmel students with disabilities (EC). There are very few qualified candidates that all schools are vying for.
- English Learner/Newcomer supports: Ensuring our EL (Newcomer) population has the appropriate supports and scaffolds in place.
- Student attendance: Decreasing the amount of students that are chronically absent.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Through the work of highly collaborative and functioning PLCs, great core instruction is being delivered school-wide despite staffing challenges. PLCs utilize student achievement data on a weekly basis to identify those who are in need of academic interventions and support. Carmel delivers a socio-emotional curriculum each week utilizing the Caring Schools and 7 Mindsets curriculums. Also, we have additional parent outreach to the students labeled chronically absent. Positive incentives have also been established for attendance. Last, Carmel administration has hosted weekend parent sessions for non-English speaking families in an attempt to help families facilitate learning at home and progress monitor the academic standing of their child(ren). Carmel has taken steps to hire and retain more bilingual front office and support staff, while ensuring communications are accessible to the entire school community. The English Learner department assists grade-level PLCs in appropriately scaffolding instruction for all identified English Learners.