


2021-2022 State of the School Report

Charlotte East Language Academy	
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Principal Name	Sarah Lang
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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	22.7	27.3	19.0		9.3	
	CCR	20.5	18.2	17.5		7.4	
Grade 4	GLP	13.3	12.5	16.7		10.0	
	CCR	5.0	<5	6.7		<5	
Grade 5	GLP	16.9	15.8	17.9		<5	
	CCR	<5	5.3	<5		<5	
Grade 6	GLP	16.7	8.3	19.4		<5	
	CCR	<5	<5	<5		<5	
Grade 7	GLP	24.4	36.4	26.9		<5	
	CCR	15.6	18.2	19.2		<5	
Grade 8	GLP	33.3		29.6		6.7	

	CCR	16.7		11.1		<5	
School	GLP	20.6	19.0	20.8		5.8	<5
	CCR	10.7	7.1	10.4		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	28.7	30.0	23.8		22.2	
	CCR	17.2	30.0	11.1		13.0	
Grade 4	GLP	13.8	<5	20.0		16.7	
	CCR	10.3	<5	13.3		13.3	
Grade 5	GLP	14.1	<5	17.9		10.0	
	CCR	6.3	<5	7.7		<5	
Grade 6	GLP	33.3		29.6		6.7	
	CCR	16.7		11.1		<5	
Grade 7	GLP	16.3		19.2		5.0	
	CCR	9.3		15.4		5.0	
Grade 8	GLP	30.0		25.9		<5	
	CCR	15.0		7.4		<5	
Math I	GLP	80.0					
	CCR	40.0					
School	GLP	20.0	10.5	20.8		13.5	<5
	CCR	10.4	5.3	9.0		7.6	<5

Science	All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 5	GLP	31.3	16.7	38.5		20.0	
	CCR	21.9	5.6	30.8		13.3	
Grade 8	GLP	65.9		70.4		50.0	
	CCR	51.2		55.6		14.3	

EOG School Composite 2020-21	23.5
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

- Focus on teacher professional growth and development to maximize instructional impact that will result in an increase in the math composite from 20% to 40% scoring as Grade Level Proficient. (A2.04, A4.01, B3.03)
- Focus on teacher professional growth and development to maximize instructional impact that will result in an increase in the reading composite from 23% to 40% scoring as Grade Level Proficient. (A2.04, A4.01, B3.03)
- Focus on teacher professional growth and development to maximize instructional impact that will result in an increase in the science composite from 45% to 60% scoring as Grade Level Proficient. (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- Staffing - Vacancies due to current job market
- Students' needs vary largely in various ways, both academically and socially and emotionally. Implementing supports for such a large variety of needs, within the time constraints of a regular school day, is difficult
- Families are generally in need of more non-academic support and resources, especially mental health supports, as a result of the pandemic

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Our SIP this year includes the strategy of providing teachers with the coaching support and time to have a weekly data meeting structure that makes data use and small group instruction a central piece of all instructional planning to ensure

accelerated learning for all students. All teachers implement small group instruction in both Math and Reading that is designed for "just in time" teaching, utilizing either core or supplemental supports dependent upon student level data. Finally, we have adjusted SEL supports to include additional curriculum materials for teachers at grades 5-8 that are more relevant to the social emotional needs of our older students.