

2021-2022 State of the School Report

Community House Middle School



Principal Name | Brian Slattery

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	76.2	53.6	64.2	76.8	27.8	28.6
	CCR	53.9	37.5	30.2	54.2	11.1	<5
Grade 7	GLP	77.9	61.4	62.5	79.2	35.9	14.8
	CCR	62.3	38.6	43.8	64.5	20.5	7.4
Grade 8	GLP	77.4	66.2	68.6	74.8	42.9	21.6
	CCR	58.7	33.8	47.1	57.1	17.1	10.8
School	GLP	77.3	60.7	64.9	76.8	37.0	21.2
	CCR	58.6	36.5	40.5	58.9	17.4	8.2

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	79.4	67.3	60.4	80.2	44.4	45.0
	CCR	64.1	49.1	49.1	59.3	33.3	25.0
Grade 7	GLP	81.8	52.6	58.5	86.5	63.2	30.8
	CCR	69.9	36.8	43.1	69.4	50.0	19.2
Grade 8	GLP	68.0	44.6	63.5	65.0	39.4	14.3
	CCR	48.8	24.6	44.2	43.1	21.2	5.7
Math I	GLP	88.7	74.2	79.3	87.3	78.6	
	CCR	65.7	41.9	58.6	59.7	35.7	
School	GLP	76.3	54.2	60.6	76.4	50.6	27.2
	CCR	60.9	36.2	45.3	56.4	36.0	14.8

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	88.8	75.0	82.0	87.6	70.6	50.0
	CCR	83.5	67.2	76.0	82.3	55.9	34.2

EOG School Composite	78.7
School Letter Grade*	A

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase school-wide literacy grade level proficiency (GLP) from 77.3% to at least 85% with exceeded growth by 2022. Align to: A 2.04

Decrease the End-of-Grade (EOG) composite achievement gap, according to GLP, between African American and Hispanic students as compared to their White counterparts by no more than 10 percentage points by 2022. Aligned to A2.04 and A4.06

III. CHIEF CHALLENGES

- Teachers' absences: Increased absences create challenges with providing students with consistent, high quality instruction and allowing teachers to engage in PLC meetings to collaboratively plan lessons and review student progress data.
- Students' social and emotional needs: This year, there have been more incidents of disruptive behavior from students which results in a loss of instructional time.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our high leverage school improvement plan action is the full and successful implementation of FLEX/MTSS time. This time is built into our school day (5 days/week for 30 minutes each day). During FLEX/MTSS time, our students are given opportunities for enrichment, remediation, re-testing, and/or executive function development. Teachers and staff use assessment data to determine where the most urgent student academic need(s) exist(s) and base FLEX/MTSS plans around the needs of those identified students.