


2021-2022 State of the School Report

Coulwood STEM Academy	
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Principal Name	Dr. Janet Moss
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	32.4	31.4	20.4	50.0	<5	<5
	CCR	12.7	13.1	6.1	14.3	<5	<5
Grade 7	GLP	38.5	36.8	41.7		5.3	<5
	CCR	17.3	13.9	27.1		<5	<5
Grade 8	GLP	44.3	36.6	52.1	50.0	9.5	13.8
	CCR	19.1	15.9	21.1	30.0	<5	<5
School	GLP	38.6	35.0	39.9	43.8	<5	<5
	CCR	16.5	14.3	18.5	15.6	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	32.7	28.9	36.7	28.6	18.2	<5
	CCR	12.3	10.4	12.2	14.3	<5	<5
Grade 7	GLP	35.6	31.9	47.9		15.8	6.3
	CCR	24.0	21.5	33.3		5.3	<5
Grade 8	GLP	25.5	19.6	37.1	25.0	19.0	6.7
	CCR	11.9	7.7	20.0	16.7	<5	6.7
Math I	GLP	61.1	54.5	65.4			
	CCR	31.5	22.7	38.5			
School	GLP	39.5	34.8	45.2	42.3	12.3	8.2
	CCR	22.4	18.9	27.7	23.1	5.5	5.1

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	65.5	58.5	70.0	91.7	19.0	26.7
	CCR	57.0	49.3	64.3	75.0	19.0	23.3

EOG School Composite	39.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Student achievement will increase and meet high growth status, due to effective lesson

planning and learning facilitation (A2.04, A4.01):
40% or above GLP Reading Composite
Reading Composite goal: 40% and high growth
Subgroup, Black goal: 36.9% (baseline: 31.8%)
Subgroup, Hispanic goal: 37.9% (baseline: 33%)
Subgroup, White goal: 55.2% (baseline: 52%)
Subgroup, ED goal: 38.1% (baseline: 33.2%)
Subgroup, EL goal: 17.5% (baseline: 11.4%)
Subgroup, SWD goal: 10.3% (baseline: 4.3%)

40% EL Progress

Math Composite goal: 50% and high growth
Subgroup, Black goal: 40.2% (baseline: 29.9%)
Subgroup, Hispanic goal: 52.1% (baseline: 46.1%)
Subgroup, White goal: 47.6% (baseline: 42.9%)
Subgroup, ED goal: 38.3% (baseline: 31.9%)
Subgroup, EL goal: 29.3% (baseline: 22.2%)
Subgroup, SWD goal: 10.7% (baseline: 3.1%)

(A1.07) Attendance will increase dropping Chronic Absenteeism below 10%.

School culture will support students' emotional needs. (A4.06; E1.06) The Student Outreach Team will spearhead the recovery from the pandemic absence through specific attention to students' obstacles immediately when needed, with immediate engagement of family support and connections to support services. Days of Out of School Suspensions will decrease to below 100 days.

III. CHIEF CHALLENGES

- Students haven't had high stakes testing that counted in two years, and during the pandemic they lost a lot of ground, yet the ESSA targets, which we base our SIP goals on, do not reflect any adjustment for the pandemic, so even though the last two years have shown decreases in academic progress, the ESSA goal is still aiming at the 21-22 goal. I think it should be the 19-20 goals, which is where we left off.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We re-worked our master schedule to include both Literacy and Math support classes in addition to the regularly scheduled ELA and Math classes. We have cross referenced the ESSA goals with our current data to see where we need to push. We have strong collaborative efforts with EC, ESL, Regular Ed teachers, and Instructional leaders to be able to target students with high needs and supplement their acceleration. We meet with individual teaching teams and review every student in the school for academic progress.