

2021-2022 State of the School Report

Druid Hills Academy



Principal Name

Dr. Carla Mathis

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	12.5	12.0				
	CCR	6.3	<5				
Grade 4	GLP	8.3	6.7				
	CCR	5.6	<5				
Grade 5	GLP	5.9	7.7				
	CCR	<5	<5				
Grade 6	GLP	17.0	17.1				
	CCR	<5	<5				
Grade 7	GLP	13.0	10.4				
	CCR	<5	<5				
Grade 8	GLP	11.9	13.2				

	CCR	<5	5.3				
School	GLP	11.8	11.5	10.3		<5	<5
	CCR	<5	<5	<5		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	6.5	8.3				
	CCR	<5	<5				
Grade 4	GLP	5.6	<5				
	CCR	<5	<5				
Grade 5	GLP	<5	<5				
	CCR	<5	<5				
Grade 6	GLP	<5	<5				
	CCR	<5	<5				
Grade 7	GLP	<5	<5				
	CCR	<5	<5				
Grade 8	GLP	<5	5.3				
	CCR	<5	<5				
Math I	GLP	<5					
	CCR	<5					
School	GLP	<5	<5	7.1		<5	<5
	CCR	<5	<5	<5		<5	<5

Science	All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 5	GLP	6.3	<5				
	CCR	<5	<5				
Grade 8	GLP	45.2	44.7				
	CCR	33.3	31.6				

EOG School Composite 2020-21	10.9
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2025, increase proficiency on the North Carolina Math End-of-Grade state assessment from 4.5% to 82%. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the number of students scoring on or above grade level from 4.5% to 40%.

By June 2025, increase proficiency on the North Carolina Science End-of-Grade state assessment from 28% to 87%. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the students scoring on or above grade level on the NC Science EOG from 28% to 58%.

Performance Goal:

By June 2025, increase the schools' overall End-of-Grade composite score from 27% to 87%. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the overall End-of-Grade composite from 27% to 57%.

By June 2022, reduce the number of discipline referrals by 50% from 378 to 189 as measured by Powerschool. (A1.07, A4.01, A4.06, B3.03)

Increase proficiency on the North Carolina ELA End-of-Grade state assessment from 27 % to 82% by the end of the 2024-2025. (A2.04, A4.01, B3.03)

Interim Goal: By June 2022, increase the percent of students scoring proficient on the NC ELA state assessment from 27% to 42%.

By June 2022, reduce the chronic absenteeism rate from 59.95% during the 20-21 school year to 20% as measured by Powerschool. (A1.07, A4.01, A4.06)

III. CHIEF CHALLENGES

- Transient Community - With the closing of a nearby well-populated housing development, our student enrollment decreased significantly and many of our students have been displaced. However, some of our parents opted to keep their student(s) enrolled at Druid Hills, which has had an impact on attendance.
- Part-Time English Learner Teacher - Our English Learners represent one of the two targeted subgroups that have not shown growth or improvement at Druid Hills Academy. Our English Learner population makes up 12.9% of our student population. Having to share the English Learner teacher with another school is an opportunity for improvement for us. We need a full-time English Learner teacher to provide specially designed English Learner instruction as well as inclusive services with our English Learner students to help them better attain the English Language and show improved academic achievement. A full-time English Learner teacher would allow us the leverage we need to show growth and proficiency with our English Learners.
- Bilingual Permanent Staff Member/Substitute - We have experienced an increase of non-English speaking parents. Because we do not have a bilingual staff member, communicating with non-English speaking parents has posed a challenge. Although we have access to obtain a translator, sometimes time impedes our ability to obtain a translator in a timely manner.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We have placed a large focus on standards-based instruction, data-driven instruction, and meaningful, relevant professional development for teachers, administration, and support staff. We are creating a student-centered, high expectation learning environment that involves teachers meeting students where they are and providing the scaffolding needed. We are intentional about teachers and students understanding the standards and teachers monitoring students progress towards mastery of taught and tested standards.