

2021-2022 State of the School Report

GOVERNOR'S VILLAGE STEM
ACADEMY



Principal Name Alejandra Garcia

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	30.3	27.4	12.9		14.8	8.3
	CCR	22.7	20.5	9.7		11.1	8.3
Grade 4	GLP	34.5	32.0	31.3		20.6	21.4
	CCR	17.6	17.5	6.3		<5	14.3
Grade 5	GLP	39.3	37.6	26.5		9.1	9.1
	CCR	24.7	22.8	10.2		<5	9.1
Grade 6	GLP	34.8	29.8	35.2		16.0	<5
	CCR	12.6	12.1	11.1		<5	<5
Grade 7	GLP	42.9	40.1	41.7		7.1	5.9
	CCR	28.3	24.8	31.3		<5	<5
Grade 8	GLP	41.7	38.0	45.6	50.0	7.7	6.3

	CCR	19.1	17.4	17.5	20.0	<5	6.3
School Overall (Lower 3,4)	GLP	32.7	30.0	24.1		18.0	15.4
	CCR	19.9	18.8	7.6		<5	11.5
School Overall (Upper 5-8)	GLP	39.7	36.4	37.5	50.0	10.8	5.7
	CCR	21.0	19.3	17.3	30.8	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	31.5	22.5	9.7		22.2	<5
	CCR	16.2	5.6	6.5		11.1	<5
Grade 4	GLP	31.1	27.1	29.2		17.6	15.4
	CCR	12.8	8.3	8.3		<5	15.4
Grade 5	GLP	40.5	36.6	37.8		21.1	<5
	CCR	21.4	16.8	22.2		10.5	<5
Grade 6	GLP	23.7	20.0	20.8		<5	<5
	CCR	9.2	6.4	9.4		<5	<5
Grade 7	GLP	27.5	18.1	44.9		13.3	5.9
	CCR	13.5	8.7	20.4		<5	5.9
Grade 8	GLP	16.1	11.3	17.5	30.0	7.7	<5
	CCR	<5	<5	<5	10.0	<5	<5
Math I	GLP	44.4	38.5	43.8			
	CCR	7.4	<5	6.3			
Math Overall (Lower 3,4)	GLP	31.3	25.1	21.5		19.7	8.0
	CCR	14.3	7.2	7.6		6.6	8.0
Math Overall	GLP	26.5	20.9	29.4	46.2	11.1	<5

(Upper 5-8)	CCR	11.3	7.9	12.7	19.2	<5	<5
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Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	59.0	56.4	49.0		31.8	18.2
	CCR	45.5	40.6	38.8		18.2	9.1
Grade 8	GLP	63.4	62.1	64.9	60.0	23.1	25.0
	CCR	53.5	50.0	56.1	60.0	23.1	18.8

EOG School Composite 2020-21 (Lower)	32.0
School Letter Grade* (Lower)	C
EOG School Composite 2020-21 (Upper)	38.6
School Letter Grade* (Upper)	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

(PK-4 Lower Campus) Every student will meet or exceed their ELA growth targets each year. Based on the NC Ready Report, grade level proficiency Composite Score (GLP) in ELA will grow 5% and meet "high growth status". Baseline year data from 2019 data is 51.3% and 2021 data is 30.3%. Target goal for increase in proficiency for 3-4 ELA: 35.8% in 2022. (B3.03)

(PreK-4 Lower Campus) Every student will meet or exceed their Mathematics growth targets each year. Based on the NC Ready Report, grade level proficiency Composite Score (GLP) in Mathematics will grow 7% and meet "high growth status". Baseline year data from 2019 data is 62.9% and 2021 data is 31.3%. Target goal for increase in proficiency for 3-4 Mathematics: 38% in 2022. (B3.03)

(5-8 Upper Campus) Every student will meet or exceed their Science growth targets each

year. Based on the NC Ready Report, grade level proficiency Composite Score (GLP) in Science will grow 10% and meet "high growth status". Baseline year data from 2019 is 75.8% and 2021 is 61.3%. Target goal for increase in proficiency for Science: 71% in 2022. (B3.03)

(5-8 Upper Campus) Every student will meet or exceed their ELA growth targets each year. Based on the NC Ready Report, grade level proficiency Composite Score (CCR) in ELA will grow 5% and meet "high growth status". Baseline year data from 2018 is 53.2% and 2019 data is 38.1%. 2021 results are pending. Target goal for increase in proficiency for 5-8 ELA: TBD% in 2022. (B3.03)

(5-8 Upper Campus) Every student will meet or exceed their Mathematics growth targets each year. Based on the NC Ready Report, grade level proficiency Composite Score (GLP) in Mathematics will grow 7% and meet "high growth status". Baseline year data from 2019 data is 53% and 2021 is 26.5%. Target goal for increase in proficiency for 5-8 Mathematics: 33% in 2022. (B3.03)

III. CHIEF CHALLENGES

- Chronically Absent- Improving student attendance. GVSA developed a Student Action Team to guide processes to communicate and address students and families, support attendance improvements, remove barriers, and address needs. Social Workers, School Counselors, Admin, and Teachers participate in an aligned, supportive effort.
- The transition from Remote/Hybrid. This has had a tremendous impact on our students' social and emotional development. We are implementing a social emotional universal screener, Panorama, and the Caring School curriculum for direct social-emotional instruction in all grade levels.
- Teacher retention. Utilizing school resources to support the processes and procedures of PLCs to strengthen the effectiveness of instruction. Focus on collaborative work that aligns district and local support with resources, planning tools, technology, and data-driven supports.

IV. PLANS FOR THE YEAR: SIP ACTIONS

A multi-tiered system of support has been strengthened by developing a MTSS school-based team and an MTSS Instructional Framework to assign structures to support weekly meetings with teachers, support staff, and families. In meetings, the team analyzes student data to identify students needing supplemental or intensive interventions. We established a common language to best communicate processes about student needs, beginning with the Core and

continuing through the MTSS framework.