


# 2021-2022 State of the School Report

Harding High School	
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Principal Name	Jane Sutton (Interim)
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## I. SCHOOL REPORT CARD SNAPSHOT

### 2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	15.0	13.9	15.8		<5	8.2
	CCR	12.4	11.3	12.8		<5	8.2
English II	GLP	32.4	34.9	27.7		<5	<5
	CCR	13.4	11.3	16.8		<5	<5
Math I	GLP	5.0	5.5	<5		<5	<5
	CCR	<5	<5	<5		<5	<5
Math III	GLP	17.9	14.9	20.8		<5	8.7
	CCR	5.2	<5	7.3		<5	<5

School	GLP	17.9	17.8	16.6	30.4	<5	5.1
	CCR	8.3	7.4	9.5	13.0	<5	<5

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	22.9	15.0	34.8		<5	<5

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	65.0	75.9	51.3		41.1	60.8

EOC School Composite 2020-21	17.9
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2021-2022). Increase 9-12 Math EOC college and career ready proficiency from < 5 (2018- 2019) to 6% (2021-2022). Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2021-2022). Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.

Retain 100% (excluding educators remaining in CMS or Education) of effective staff as measured by various measurement tools used throughout the course of the year (C3.04),

Harding University High School will have a safe and orderly environment where staff and students follow agreed upon procedures and rules as measured by safe school audit scores of at least a 95% and a 10% reduction in student incidents compared to 2020 – 2021 (A1.07).

Increase the graduation rate from 69% to 78.5% (A4.16).

### III. CHIEF CHALLENGES

- Lack of Parental engagement on the leadership team – we need several key positions to assist with making decisions and moving the work of the leadership team forward.
- Teacher coverage/attendance and vacancies – This impedes our students receiving quality instruction and ability to plan.
- Social & Emotional Well being of students- Student attendance continues to be an issue and requires additional outside support beyond what we can provide. The number of incidents with students leaving campus and fighting has increased.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

We strategically provided professional development on aggressive monitoring to increase feedback to students and academic performance. We are conducting core action walkthroughs to give teachers high leverage feedback and support for curriculum alignment. The MTSS team is implementing new strategies and professional development on progressing monitoring and behavior support.