

2021-2022 State of the School Report

Hornets Nest Elementary



Principal Name

Susan Wilson

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	17.4	20.8	7.4		5.6	
	CCR	8.1	8.3	<5		<5	
Grade 4	GLP	15.1	14.0	<5			
	CCR	6.8	6.0	<5			
Grade 5	GLP	16.9	14.0	22.2		<5	
	CCR	13.8	11.6	16.7		<5	
School	GLP	16.5	16.3	10.2		<5	<5

	CCR	9.4	8.5	6.8		<5	<5
--	-----	-----	-----	-----	--	----	----

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	17.4	10.4	22.2		11.1	
	CCR	5.8	<5	<5		5.6	
Grade 4	GLP	7.0	6.1	<5			
	CCR	<5	<5	<5			
Grade 5	GLP	10.4	9.1	15.8		<5	
	CCR	<5	<5	10.5		<5	
School	GLP	12.1	8.5	15.0		5.3	5.3
	CCR	<5	<5	5.0		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	14.9	14.0	15.8		<5	
	CCR	9.0	<5	15.8		<5	

EOG School Composite 2020-21	14.4
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of the 2021-2022 school year, third through fifth grade EOG reading will increase by 6%, to meet high growth status, as measured by EOG test results. (2018-2019 Reading / Language Arts: 49% overall MAP reading performance) (A.2.04).

By the end of the 2021-22 school year, 45% of kindergarten through second grade students will be reading on or above grade level as measured by their EL Benchmark, CMS Phonics Benchmarks, Unit Assessments, MCLASS, and MAP reading assessment. Indicator (A.2.04).

Utilize teaching strategies and learning resources to demonstrate growth within subgroups for students with disabilities and English Language Learners, in math and reading (A4.01).

III. CHIEF CHALLENGES

- Staff shortages impede progress. We are looking at applications and are limited in choices. We are using staff creatively by having TA's push in to support small group instruction and our Connect Team pushes in to support students in smaller groups.
- Parent Involvement has been challenging. Parents are working and are struggling in so many ways that they are unable to commit to support within the school.
- Covid/Social Emotional Health has impacted student's performance. Students are still getting sick and missing school. Many students struggle with anxiety and reacclimating to a traditional school environment.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are monitoring attendance closely in PLC weekly meetings. We discuss with the teachers, then with the SS PLC weekly and finally with the social worker and counselors to follow up. We keep a weekly attendance report as well. We make use of the learning community resources and have district support weekly for math and literacy content. In Literacy , we spend a lot of time providing conversation, resources and extra support in Skills Block and ALL Block. In math, we dive into using manipulatives and academic conversation for students to problem solve along with looking at data.