

2021-2022 State of the School Report

<p>Huntersville Elementary</p>	
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Principal Name	Jeff Ruppenthal
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	62.8		38.1	69.8	45.5	10.0
	CCR	51.2		23.8	60.5	27.3	<5
Grade 4	GLP	56.7	50.0	29.4	72.1	23.1	31.6
	CCR	40.2	43.8	11.8	51.5	7.7	15.8
Grade 5	GLP	53.6	31.6	36.0	61.4	10.0	25.0
	CCR	41.3	10.5	32.0	48.2	10.0	18.8
School	GLP	57.6	39.5	33.8	67.5	25.5	24.4

	CCR	44.2	27.9	21.3	53.6	12.8	13.3
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	70.5		47.6	80.2	36.4	30.0
	CCR	43.4		19.0	52.3	9.1	<5
Grade 4	GLP	51.2	43.8	20.6	64.7	26.9	36.8
	CCR	36.2	25.0	5.9	52.9	11.5	15.8
Grade 5	GLP	68.8	42.1	44.0	80.7	10.0	31.3
	CCR	58.0	31.6	36.0	68.7	<5	25.0
School	GLP	63.7	41.9	35.0	75.9	25.5	33.3
	CCR	46.2	27.9	18.8	58.2	8.5	15.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	76.8	57.9	48.0	89.2	10.0	43.8
	CCR	65.9	42.1	36.0	79.5	<5	37.5

EOG School Composite 2020-21	63.1
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

All students will meet or exceed their annual targeted growth (2021 score) in reading by 10 percentage points. (B3.03 and A4.04) Our Reading GLP will be 67.6%.

All students will meet or exceed their annual targeted growth (2021 score) in math by 10 percentage points. (B3.03 and A2.04) Our Math GLP will be 74%.

III. CHIEF CHALLENGES

- Time and Staff for MTSS Model (A4.01) - The MTSS tiered intervention model prescribes specific blocks of time and a low student to instructor ratio. It is a challenge to provide the needed time and staff needed to effectively carry out the model.
- Family Involvement (E1.06) - One of our continuing challenges is to strengthen the school's outreach to our Hispanic families. We want our Hispanic families to feel welcome and included in all facets of the life of the school.
- Professional Development (A2.04) - It is a challenge to provide the adequate level of professional development for teachers and staff needed to carry out the various instructional initiatives with full fidelity.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our main instructional priority will be to identify and address the gaps in learning brought on by the pandemic. Working collectively, we will carefully analyze pertinent data sources to create fluid small instructional groups to carry out this priority. Specific emphasis will be placed on our Hispanic population as data has indicated that these students have fared the worst during the pandemic with regards to lost learning. Social-emotional learning will be an equal priority as our special area teachers and support staff will work closely with assigned K-5 homerooms in analyzing Panorama survey results and developing plans to address areas of identified concern.