


2021-2022 State of the School Report

Independence High School	
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Principal Name	David L. Legrand
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I. SCHOOL REPORT CARD SNAPSHOT

EOC		2020-2021 Snapshot					
		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	32.6	18.6	26.2	57.5	8.2	26.5
	CCR	23.6	13.8	15.9	45.3	<5	10.2
English II	GLP	54.5	46.2	44.2	78.8	10.1	16.9
	CCR	33.3	22.2	24.3	57.7	<5	<5
Math I	GLP	25.3	20.2	22.7	45.1	11.5	28.3
	CCR	<5	<5	<5	11.8	<5	5.0
Math III	GLP	42.8	31.3	35.6	63.2	22.2	18.9
	CCR	22.1	12.5	17.1	37.6	5.6	<5

School	GLP	39.7	29.7	31.9	64.7	12.3	22.9
	CCR	21.6	13.4	14.4	43.1	<5	<5

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	51.8	37.8	31.5	82.7	6.5	14.3

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	83.4	87.1	77.1	92.7	69.8	76.4

EOC School Composite 2020-21	39.7
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

- Every student will show growth on end-of-year assessments and district-level data reports in Math 1 from 39.7% to 50% in Math I (A2.04, A4.01, B3.03).
- Every student will show social-emotional growth through the Panorama Student Survey. Specifically growth in students' belief they can succeed in achieving academic outcomes from 36% to 45% (A4.06).
- The school will regularly communicate with parents regarding student performance, curricular expectations, and the transcendent importance of learning twice per quarter through progress reports (E1.06).
- The school will work toward increasing the graduation rate from 83.4% to 85% or higher (A4.01, A2.04, A4.06, B3.03).
- Increase AP enrollment from 14% to 25% (E1.06, A4.01)
- Increase ACT composite from 17.9% to 18.5% (A2.04, A4.01, B3.03).
- Increase the # of CTE Completers from 55% to 60% and Industry Credentials from 856 to 865 (A2.04, A4.01, B3.03).
- Increase Grade-Level Proficiency from 39.7% to 50% (A2.04, A4.01, B3.03, E1.06).
- Increase College and Career Reading scores to from 21.6% to 40% (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- Student and staff perception of being safe in a school environment
- Creating a teacher work-life balance that positively impacts longevity & retention
- Transitioning students to having the stamina required for in-person learning from asynchronous learning
- Data from the Panorama Survey showed that students are struggling with emotional regulation, challenging feelings, and self-efficacy
- Lack of consistent student attendance with intensive academic needs

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Conduct one-on-one student conferences to review academic progress and develop a plan of action to improve academic performance.
- Hold monthly student meetings and progress monitor to ensure students are on track for graduation.
- Continue implementation of AVID for all 9th grade students in order to promote self-efficacy, positive feelings, and supportive relationships.
- Implementation of Social Emotional Learning is a daily commitment where students can receive academic and social emotional instruction to support future goals.