


2021-2022 State of the School Report

JAMES MARTIN MIDDLE	
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Principal Name	Christopher Bernard
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	25.4	22.5	23.6		<5	5.9
	CCR	7.6	5.1	8.3		<5	<5
Grade 7	GLP	25.0	26.3	16.7	30.0	15.0	<5
	CCR	11.4	11.3	<5	10.0	5.0	<5
Grade 8	GLP	29.8	27.5	35.9		<5	<5
	CCR	12.2	13.7	9.4		<5	<5
School	GLP	26.7	25.4	25.2	40.0	7.1	<5
	CCR	10.3	10.0	7.4	20.0	<5	<5
Math		All	Black	Hispanic	White	English Learners	Students with Disabilities

Grade 6	GLP	10.8	8.8	8.3		<5	<5
	CCR	6.3	<5	6.9		<5	<5
Grade 7	GLP	13.4	12.9	10.9	30.0	5.0	<5
	CCR	5.5	5.3	<5	<5	<5	<5
Grade 8	GLP	9.8	6.2	15.6		<5	<5
	CCR	<5	<5	7.8		<5	<5
Math I	GLP	51.3	42.1	58.8			
	CCR	20.5	10.5	29.4			
School	GLP	11.3	9.3	11.5	32.0	<5	<5
	CCR	5.3	<5	6.5	12.0	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	50.7	48.4	55.4		17.9	12.5
	CCR	41.4	37.5	52.3		17.9	8.3

EOG School Composite	23.3
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

All students will improve their reading proficiency and college and career readiness, resulting in a school-wide increase in GLP proficiency from 23.3% and CCR 12.4% (2020-2021) to GLP 31.5% and CCR 21.4% (Pre-Covid results) and exceed growth status (A2.04, B3.03).

All students will improve their math proficiency and college and career readiness, resulting in

a school-wide increase in GLP proficiency from 18.3% and CCR 5.2% (2020-2021) to GLP 32.7% and CCR 18.9% (Pre-COVID results) and exceed high growth status. (A2.04 & B3.03)

All students will improve their science proficiency and college and career readiness, resulting in a school-wide increase in GLP and CCR proficiency to attain 51.3% and CCR 42.7% (Pre-COVID performance). (A2.04 & B3.03) Decrease number of out of school suspensions by 10 percentage points. (A1.07)

III. CHIEF CHALLENGES

- Staffing is the greatest challenge. Between existing vacancies and absences with no substitutes available, teachers are not able to plan effectively during the school day with colleagues as they are forfeiting their planning time to cover off-grade level classes.
- Students display effects of not being in a structured environment (especially 6th grade) and many are challenged to interact in a positive manner. The immature behaviors require added layers of support from positions, such as counselors and can impede learning in the classroom.

IV. PLANS FOR THE YEAR: SIP ACTIONS

At this point, we are working to ensure that students are safe and supervised at all times. As we have moved through the school year, we have been able to address some of the staffing issues, but it continues to challenge us. We are working to ensure that teachers have some time to collectively meet and plan.