

2021-2022 State of the School Report

Marie G Davis



Principal Name

Phillip J. Johnson

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	12.2	16.7	8.7		<5	
	CCR	<5	5.6	<5		<5	
Grade 4	GLP	20.0	13.0	29.2		8.3	
	CCR	14.0	<5	25.0		<5	
Grade 5	GLP	14.0	<5	28.6			
	CCR	10.0	<5	19.0			
Grade 6	GLP	20.0	14.3	26.5		<5	
	CCR	7.7	<5	11.8		<5	
Grade 7	GLP	28.6	20.6	40.7			
	CCR	7.9	<5	14.8			

Grade 8	GLP	44.4	33.3	55.6			
	CCR	13.9	16.7	11.1			
School	GLP	22.6	16.2	30.6		<5	<5
	CCR	9.5	5.4	14.3		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	7.3	5.6	8.7		<5	
	CCR	<5	5.6	<5		<5	
Grade 4	GLP	11.8	<5	20.8		8.3	
	CCR	5.9	<5	12.5		<5	
Grade 5	GLP	14.0	7.4	23.8			
	CCR	6.0	<5	9.5			
Grade 6	GLP	16.9	<5	29.4		<5	
	CCR	7.7	<5	11.8		<5	
Grade 7	GLP	25.4	11.8	40.7			
	CCR	7.9	5.9	11.1			
Grade 8	GLP	5.6	<5	11.1			
	CCR	<5	<5	5.6			
School	GLP	14.7	5.4	23.8		<5	5.9
	CCR	6.2	<5	9.5		<5	5.9

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	15.7	<5	28.6			

	CCR	7.8	<5	14.3			
Grade 8	GLP	70.6	50.0	88.9			
	CCR	58.8	25.0	88.9			
EOG School Composite 2020-21		21.0					
School Letter Grade*		D					

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

At least 43% of students in grades 3-8 will be proficient (3, 4, 5) in Math as measured on the End of Grade in Spring 2022. This goal is aligned to our established ESSA target. For subgroups our goals are, Black is 33%, Hispanic 51%, EC is 30%, EDS is 42%, and EL is 46%. (A2.04, B1.01, B3.03, E1.06)

At least 39% of students in grades 3-8 will be proficient (3, 4, 5) in ELA as measured on the End of Grade in Spring 2022. This goal is aligned to our established ESSA target. For subgroups our goals are, Black is 34.3%, Hispanic 34.3%, EC is 25%, EDS is 37%, and EL is 31.6%. (A2.04, B1.01, B3.03, E1.06)

At least 60% of students in grades 5 and 8 will be proficient (3, 4, 5) in Science as measured on the EOG in Spring 2022. (A2.04, B1.01, B3.03, E1.06)

III. CHIEF CHALLENGES

Our chief challenges have been Student Attendance, Student Wellness, and Instructional Time.

- Since March 2019, student attendance has hovered around 62% which impacted student wellness.
- We have seen an increase with our students' social emotional and mental health issues based on current data from wellness checks (home visits; family conferences; student behaviors).
- Increasing instructional time is on-going as we try to protect the academic time for our students in order to enhance student academic performance.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our high leverage school improvement plan actions are conducting principal walkthroughs along with members of the Instructional Leadership Team in order to provide coaching and feedback for instructional strategies during student academic time. Providing a minimum of 60 minutes of instructional planning with teachers to create standard aligned lessons. Staff contacting parents bi-weekly to conduct wellness checks, including trends in academic, behavior, and social-emotional progress.