

2021-2022 State of the School Report

MARTIN LUTHER KING JR MIDDLE



Principal Name Nemal Patel

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	20.4	24.3	16.9		<5	<5
	CCR	7.4	10.8	5.6		<5	<5
Grade 7	GLP	17.1	22.1	14.4		5.0	<5
	CCR	<5	<5	<5		<5	<5
Grade 8	GLP	21.0	15.5	24.4		<5	<5
	CCR	5.8	<5	7.3		<5	<5
School	GLP	19.6	21.1	18.8	14.3	<5	<5
	CCR	5.9	6.0	5.7	<5	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP	13.0	10.0	14.3		<5	<5
	CCR	<5	<5	<5		<5	<5
Grade 7	GLP	14.4	12.5	15.3		13.0	<5
	CCR	<5	<5	5.7		<5	<5
Grade 8	GLP	6.3	<5	7.9		<5	<5
	CCR	<5	<5	<5		<5	<5
Math I	GLP	29.3	10.0	37.9			
	CCR	<5	<5	<5			
School	GLP	11.3	9.1	12.4	<5	6.9	<5
	CCR	<5	<5	<5	<5	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	46.7	41.0	47.9		20.6	15.8
	CCR	37.7	30.1	40.1		15.7	13.2

EOG School Composite	19.8
School Letter Grade*	D

*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

- Hiring/Staffing - difficulty filling positions that are posted, especially instructional positions
- Student attendance - decreasing number of students chronically absent from school
- Ensuring adequate supports for all English Language Learners and Students with Disabilities

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our staff is working to ensure students have access to a robust SEL offering including goal-setting and reflective progress monitoring for students which will positively impact student achievement and attendance at school. We are working to incorporate positive incentives for students who consistently adhere to behavioral expectations in order to improve absences due to student discipline. We are also working to create a collaborative culture in weekly Professional Learning Communities through implementing planning systems and structures for expectations and accountability by using the Instructional Planning Approach framework. Lastly, our English Language Learner team is providing support for parents through quarterly town hall meetings and workshops which support the daily work being done with students inside the building.