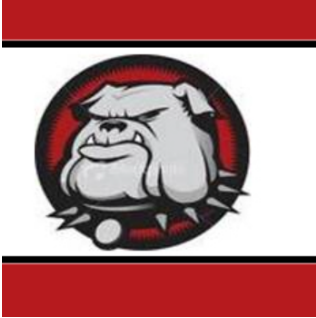


# 2021-2022 State of the School Report

<p>Walter G Byers School</p>	
------------------------------	--

Principal Name	Anthony Calloway
----------------	------------------

## I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	21.6	20.7				
	CCR	13.5	13.8				
Grade 4	GLP	28.6	25.7				
	CCR	14.3	14.3				
Grade 5	GLP	16.7	18.2				
	CCR	16.7	18.2				
Grade 6	GLP	26.5	21.6				
	CCR	10.2	8.1				
Grade 7	GLP	27.9	23.9	41.7			
	CCR	6.6	6.5	8.3			

Grade 8	GLP	37.8	34.6	50.0			
	CCR	5.4	7.7	<5			
School	GLP						
	CCR						

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	8.6	7.4				
	CCR	<5	<5				
Grade 4	GLP	12.5	6.1				
	CCR	5.0	<5				
Grade 5	GLP	8.7	9.5				
	CCR	<5	<5				
Grade 6	GLP	18.8	16.7				
	CCR	<5	<5				
Grade 7	GLP	21.7	17.8	41.7			
	CCR	6.7	<5	16.7			
Grade 8	GLP	29.7	23.1	40.0			
	CCR	8.1	<5	20.0			
Math I	GLP						
	CCR						
School	GLP	17.7	13.8	33.3		45.0	<5
	CCR	<5	<5	11.9		15.0	<5

Science	All	Black	Hispanic	White	English Learners	Students with Disabilities
---------	-----	-------	----------	-------	------------------	----------------------------

							Disabilities
Grade 5	GLP	20.8	22.7				
	CCR	16.7	18.2				
Grade 8	GLP	63.9	64.0	60.0			
	CCR	47.2	52.0	40.0			

EOG School Composite 2020-21	25.1
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

The percentage of scholars in the following grades will demonstrate grade-level proficiency on 2021-2022 EOG/EOC assessments.

ELA

3rd Grade: 41%

4th Grade: 43%

5th Grade: 19%

6th Grade: 46%

7th Grade: 45%

8th Grade: 20%

COMPOSITE: 35

Mathematics

3rd Grade: 41%

4th Grade: 30%

5th Grade: 34%

6th Grade: 51%

7th Grade: 61%

8th Grade: 50%

Math I: 55%

COMPOSITE: 46%

Science

5th Grade: 45%

8th Grade: 66%

COMPOSITE: 53%

TOTAL COMPOSITE: 45%

85% of teachers will implement the use of student created Thinking Maps, enabling students to analyze texts based on the required thought process and resulting in student growth as shown on EOGs. (A2.04)

### III. CHIEF CHALLENGES

- The increase in chronic absenteeism due to quarantining is a challenge. Overall, chronic absences are up 15.3% for the school year. Many of the scholars on this list have gone through the quarantine process, thus the increase in chronic absences is directly tied to COVID.
- Unvaccinated staff members that must quarantine when an exposure is linked to one of their scholars. Staff missing days has caused hardships on the building since you have to cover for a staff member for 10-14 days at a time when they have to quarantine.
- Implementation of the small group microphase lessons without the support of a teacher assistant. To address misconceptions and to eliminate scholars reinforcing faulty thinking, it is no longer a luxury to have TA's in K-3 classrooms, but a necessity that all K-3 classrooms have a TA.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

To achieve our overarching school goals, we are working on the plan and making the plan work. We are steadfast in ensuring that all our scholars have the access and support to engage with grade level standards. Coaches support teachers in the insertion of thinking maps into lessons to provide scaffolding, so scholars can engage in the cognitive lift needed to engage, discuss, and process the rigor of the grade level curriculum.