

2021-2022 State of the School Report

Albemarle Road Middle School	
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Principal Name	Toni Perry
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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	30.7	29.1	28.2		5.7	6.5
	CCR	9.7	8.9	8.2		<5	<5
Grade 7	GLP	32.7	30.4	30.5	54.5	9.1	6.3
	CCR	15.8	12.7	13.5	40.9	<5	<5
Grade 8	GLP	30.6	27.6	28.6	38.5	<5	7.4
	CCR	15.3	9.8	16.9	<5	<5	<5
School	GLP	31.3	28.8	29.0	47.7	5.8	6.7
	CCR	13.6	10.3	12.7	25.0	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	23.5	15.4	25.0	36.4	<5	<5
	CCR	12.3	7.7	11.6	27.3	<5	<5
Grade 7	GLP	27.6	14.8	29.1	59.1	10.3	<5
	CCR	12.7	<5	12.8	31.8	<5	<5
Grade 8	GLP	12.9	10.5	12.0	7.7	<5	<5
	CCR	<5	<5	<5	<5	<5	<5
Math I	GLP	50.0	48.0	48.6			
	CCR	12.5	8.0	16.2			
School	GLP	20.9	13.1	22.0	39.1	5.0	<5
	CCR	9.0	<5	9.5	21.7	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	53.0	54.2	50.0	66.7	17.6	16.0
	CCR	43.9	43.3	40.3	58.3	12.2	16.0

EOG School Composite	30.2
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

- To increase school-wide math CCR composite by 8 percentage points from 32% proficiency to 40% proficiency as evidenced on the 2020 NC Math EOG. (A2.04, A4.01)
- To increase school-wide reading CCR composite by 8 percentage points from 28% to 36% proficiency as evidenced on the 2020 NC Reading EOG. (A2.04, A4.01)

III. CHIEF CHALLENGES

- Attendance (student) - We have had quite a few COVID occurrences. Those absences, in addition to other circumstantial absences, are making it difficult to consistently provide interventions with some of our students.
- Attendance (staff) - Although our attendance is likely relatively low compared to other schools, this year's absences exceed previous years. Absences due to COVID-19 virus contraction and exposure are also causing extended absences which have increased the need for staff to provide class coverage. We are grateful for the coverage payments offered by the district but we recognize how taxing it is for staff to teach all day and consistently be pulled for class coverage. Along with the stressors everyone else in education is experiencing, staff attendance adds to the stress and burnout of staff.
- Social emotional wellness - We are experiencing increased behavior incidents as compared to previous years. Specifically, aggression and fights are much more prevalent than any year prior. We anticipated having a plan to address the trauma of COVID-19 through our SEL classes, but the lessons are not readily applied by all students. This contributes to instructional disruptions and hurts our school culture, which impacts the entire school community.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- We will continue to develop the social emotional needs of our students. Our staff, administrators, and counselors are working to achieve the goals and actions of this objective. The primary action is to continue utilizing Panorama data to influence our SEL instruction. We will also elevate student and staff voice through restorative circle platforms which seek to illuminate our Hornets about the effects of our decision-making and to work together to problem solve/commit to actions for improvement.
- For the remainder of this year, we will heighten our focus on aggressive monitoring to improve student outcomes. The objective would be to 1) monitor for and provide feedback to address the quality of work before it is submitted, 2) to clarify and make visual expectations for quality work, and 3) to provide increased opportunity for students to do the thinking.
- We will work with the ELA and Math departments to develop a system for measuring the impact of targeted lessons happening during our Academic Enrichment period.

Students are receiving instruction focused on the key standards within each content area, but we need to have concrete evidence that this intervention is working. We will also use MAP scores (January) to ensure the right students are receiving intervention (as compared to those who were placed due to trends in their EOG data at the start of the year).