Grant Elementary Report for 2019-20

FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, H = Hispanic, ELL = English Language Learners, M = Migrant, Sp Ed = Special Education; A = Students with <2 Absences per Month, MB = Mobility, HL = Homeless, D = Discipline Rate, E = Exclusion of <=1 day

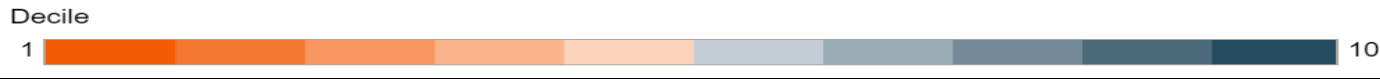| Year	Student Totals (School % / District %)											Staff Totals					
	FTE	F & R	H	ELL	M	Sp Ed	A	MB	HL	D	E	FTE	Cert.	Para	Office	Maint	Adm
2014-15	488	58/56	48/44	NA/19	9/11	9/12	90/85	NA	NA	NA	NA	46.75	28.75	14	1	2	1
2015-16	508	56/56	48/46	NA/19	11/11	9/12	91/85	NA	NA	NA	NA	49.5	30.15	15	1	2	1.5
2016-17	503	56/56	50/46	NA/19	9/10	10/12	94/85	NA	NA	NA	NA	51	31.5	15	1	2	1.5
2017-18	510	56/55	51/47	NA/18	8/10	9/12	93/85	NA	NA	1.7/3.7	67/29	50.5	31	15	1	2	1.5
2018-19	497	57/59	49/47	27/11	11/11	10/13	NA/NA	2.8/3.8	4.2/4.0	NA/3.7	NA	51	31	15.5	1	2	1.5

Budget using prior year numbers: $76,539 + prior year end balance of $30,450 – expenditures of $72,150 = year-end balance of $34,839

Overall School Improvement Scores (Prior 3 years)
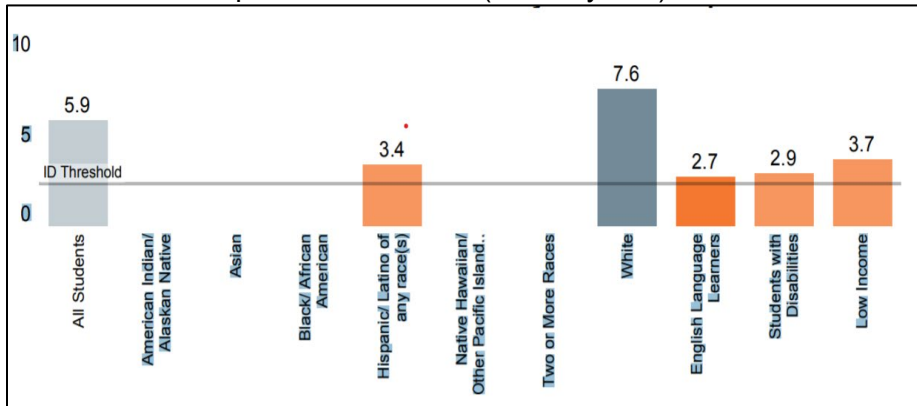
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Isla..	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	58.5%				44.4%			71.9%	45.0%	23.8%	24.6%
Math Proficiency Rate	57.3%				40.4%			74.0%	41.6%	19.1%	24.6%
ELA Median SGP	51				47			53	47	48	45
Math Median SGP	44				36			49	38	30	46.5
Graduation Rate											
EL Progress Rate*	74.7%										
Regular Attendance Rate	94.2%				93.1%			95.7%	92.8%	92.8%	92.7%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

*The EL Progress measure only applies to students who are English Learners

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District or Building Goal & Supporting Strategy/Activity	Progress/Data
Improve Response to Intervention (RTI) system within the school framework.	Created new master schedule with specific Tier 1, 2, & 3 times built in. Developed data-driven system focusing on essential standards to target Tier 2 instruction. Developed data-driven Tier 3 system to meet the needs of our intensive K-4 students in reading. Eleven staff attended RTI Conference in Sept.
Increase efficiency and effectiveness of our PBIS program.	Entire staff attended Dr. Simonsen professional development on Oct. 11. SWIS data utilized to track trends and student data to improve schoolwide behavioral intervention systems. SEL implemented into daily/weekly lessons. PBIS Committee meets bi-weekly to improve schoolwide systems.
Focus on improvements in our PLC process.	Focus on grade level teams work on essential standards and use of formative assessments to improve student learning and teacher understanding of what is needed for each and every student.

11/12/2019; Eastmont School District = Relationships, Relevance, Rigor, and Results; Report prepared by Principal Greg Loomis