



# Eastmont Junior High School Report for 2019-20

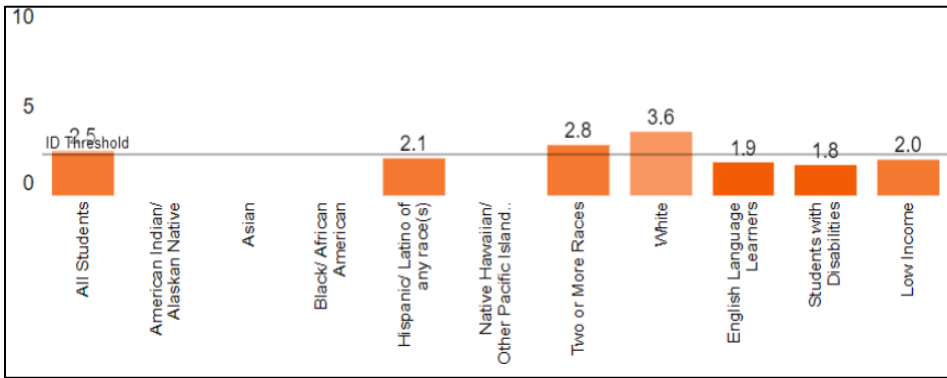
**FTE** = Full-time Equivalent Students/Staff, **F & R** = Free & Reduced, **H** = Hispanic, **ELL** = English Language Learners, **M** = Migrant, **Sp Ed** = Special Education; **A** = Students with <2 Absences & Month, **MB** = Mobility, **HL** = Homeless, **D** = Discipline Rate, **E** = Exclusion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

Yea	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	884	55/57	43/44	NA/19	/11	/12	84/85	NA	NA	/3.3	NA	74	56	15	4	4	3
2015-16	896	55/56	43/46	NA/19	/11	/12	83/85	NA	NA	/3.1	NA	74	56.5	12	4	4	3
2016-17	928	57/56	44/46	NA/19	/10	/12	81/85	NA	NA	/3.1	NA	76	58	14	4	4.5	3
2017-18	935	60/55	47/47	NA/18	/10	/12	83/85	NA	NA	/3.7	NA/29	79	59	20	4	4	3
2018-19	996	58/56	47/44	13/17	12/11	12/13	84/86	1.9/3.8	/4.0	8/3.8	14/19	80	59	21	4	4	3.5

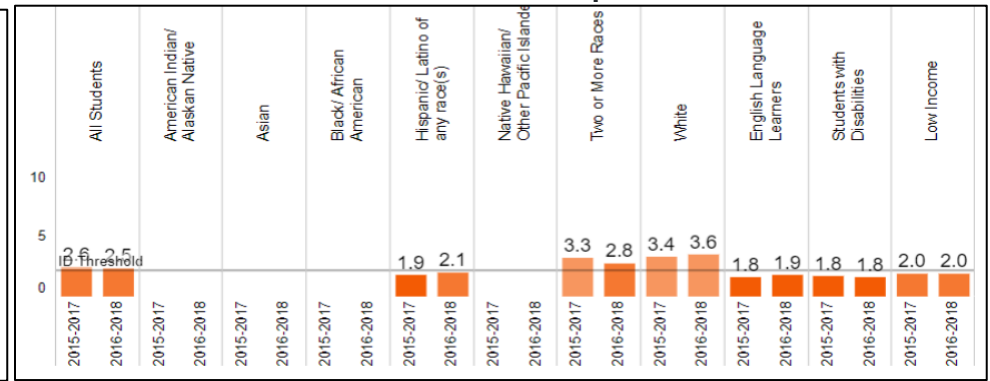
**Budget using prior year numbers:** \$159,903 + prior year end balance of \$39,829 expenditures of \$156,397 = year-end balance of \$43,335

The school improvement framework below combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts.) Data is from the prior three years and is scored from 1 – 10, with 10 being the highest possible.

**Overall Score by Student Group**



**Student Group Detail**



District or Building Goal & Supporting Strategy/Activity	Progress/Data												
By June 2020, based on the SBA, 8th-grade student growth in ELA will increase from the 38th percentile to the 50th percentile.	Teams are aligning to Common Core standards, creating common assessments, and student tracking sheets. The Math team is using SBA interim assessments, exit tickets and students tracking their own progress sheets.												
By June 2020, based on the SBA, 8th-grade student growth in Math will increase from the 37th percentile to the 50th percentile.	<table border="1"> <tr> <td>INTERIM: G8-Math-FocusedIAR-NumberSystem</td> <td>Post-Instruction</td> <td>396</td> <td>n/a</td> <td>13% 38% 50%</td> <td>12/13/2019</td> </tr> <tr> <td>INTERIM: G8-Math-FocusedIAR-NumberSystem</td> <td>Pre-Instruction</td> <td>236</td> <td>n/a</td> <td>51% 38% 13%</td> <td>10/14/2019</td> </tr> </table>	INTERIM: G8-Math-FocusedIAR-NumberSystem	Post-Instruction	396	n/a	13% 38% 50%	12/13/2019	INTERIM: G8-Math-FocusedIAR-NumberSystem	Pre-Instruction	236	n/a	51% 38% 13%	10/14/2019
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By June 2020, based on ELPA, 8th and 9th grade student proficiency will increase to 10%.	The English team is using entry tasks, writing prompts, Khan Academy, Quill.org, essays, and vocabulary aligned to standards.												
By June 2020, based on ELPA, 8th and 9th grade student proficiency will increase to 10%.	We are implementing 10/2 with discourse, district assessment to track growth of students toward language standards. The EL team will also meet with each student to review ELPA Scores and set goals before the test.												
By June 2020, 9th grade students on track to graduate will increase from 76.3% to 85%.	Intervention and Site based are tracking F's on a bimonthly basis and systematically intervening with those students. All 9th grade Science classes were given a Graduation checklist and credits/GPA was reviewed before the end of first Semester.												