



Kenroy Elementary School Report for 2019-20

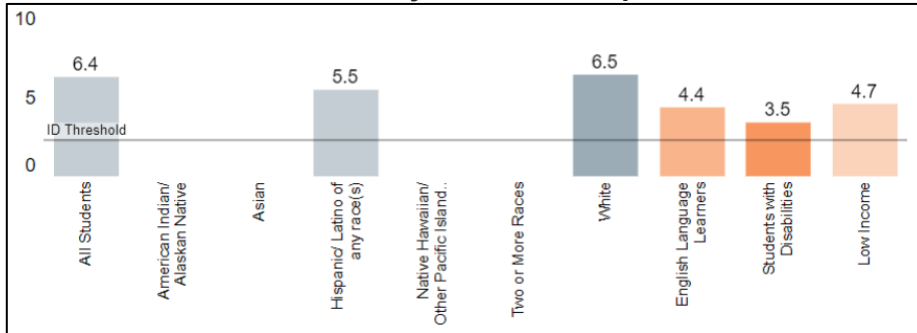
FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, H = Hispanic, ELL = English Language Learners, M = Migrant, Sp Ed = Special Education; A = Students with <2 Absences per Month, MB = Mobility, HL = Homeless, D = Discipline Rate, E = Exclusion of <=1 day

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	445	63/56	44/44	NA/19	7/11	12/12	89/85	NA	NA	1/3.3	NA	57.75	29.75	24	1	2	1
2015-16	467	57/56	46/46	NA/19	7/11	13/12	89/85	NA	NA	1.8/3.1	NA	54.75	30.75	20	1	2	1
2016-17	468	60/56	46/46	NA/19	7/10	11/12	87/85	NA	NA	1.8/3.1	NA	53.25	29.75	19	1	2	1.5
2017-18	476	61/55	47/47	NA/18	7/10	11/12	88/85	NA	NA	1.6/3.7	/29	55.5	32	19	1	2	1.5
2018-19	466	65/56	46/44	24/17	7/11	14/13	87/86	2.8/3.8	2.1/4.0	<1/3.8	<1/19	54.0	33	19	1	2	1.5

Budget using prior year numbers: \$63,194 + prior year end balance of \$2,913 – expenditures of \$64,227 = year-end balance of \$1,880

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

	All Students	American Indian/Alaskan Native	Asian	Hispanic/Latino of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	61.7%			53.5%			68.5%	53.3%		26.0%
Math Proficiency Rate	57.3%			48.8%			64.4%	48.9%		20.8%
ELA Median SGP	46			48			45	40		32.5
Math Median SGP	54			51.5			55	52		59.6
Graduation Rate										
EL Progress Rate*	70.6%									
Regular Attendance Rate	89.8%			88.4%			91.9%	87.9%	85.7%	79.5%
Ninth Grade On Track Rate										
Dual Credit Rate										
Final Score										

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

District or Building Goal & Supporting Strategy/Activity	Progress/Data
(3000A-3) Recognize appropriate behavior, improvement, and academic success.	<ul style="list-style-type: none"> Weekly "Caught Ya" drawing/Monthly Character trait focus recognition/luncheon. Student appreciation note cards mailed home twice a year to all students. On-going staff professional development focusing on classroom management plans aligned to PBIS.
(2000 E) Attendance-Meet, or exceed, the State average for chronic absenteeism.	<ul style="list-style-type: none"> Improved accuracy for entering and tracking daily attendance and truancy. Ensuring truancy laws are followed (letters, phone calls, conferences). Recognition is given to students to recognize good attendance (fewer than 2 absences in a month). Distribution of attendance brochure educating parents on an excused/unexcused/pre-planned absence.
(2000 B-2) Use formative assessment to identify appropriate core and supplemental instructional interventions. (2000 C-1) Establish and support a continuing culture of professional collaboration.	<ul style="list-style-type: none"> Renewed focus on developing the four questions of PLC work through the leadership and monitoring of Kenroy's Site-Council. Grade-level PLC's are creating and analyzing common formative assessment data in order to work as a team to adjust instruction. "Remodeled" and recommitted to Kenroy's 2019-20 mission, vision and collective commitments.