



Eastmont Junior High School Report for 2020-21

FTE=Full-time Equivalent; **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, **E1**=Exclusion of <=1 day; **E2**=2-3 days; **E4**=4-5 days; **E6**=6-10 days; **E10**=>10 days.

Student Demographics and Information (School % / District %)																Staff Information					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
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	NA/4.0	8/3.8	14/19					80	59	21	4	4	3.5
2019-20	1,017	57/58	50/48	12/17	12/10	12/13	84/86	1.3/3	2.3/4	8/3.8	14/19	25/30	21/17	18/16	22/18	80	60	22	4.5	5	3

Budget using prior year numbers: \$161,651 + prior year end balance of \$45,194 expenditures of \$156,459 = year-end balance of \$50,386.

District or Building Goal & Supporting Strategy/Activity	Progress/Data
By June 2021, 8 th and 9 th grade students will show a 10% growth in Math and ELA based on Common Classroom Assessments.	Grade based intervention teams meeting regularly and assign students to intervention specialists as needed.
By June 2021, based on the ELPA 8 th and 9 th grade student proficiency will increase by 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 2021, 9 th grade students on track to graduate will increase from 77% to 88%.	Our Ninth Grade Success Team meets weekly to track 9th Grade F's and assign or suggest interventions for all ninth graders that have one or more F's.
All students will be engaged in class 90% or more of the time.	Administrators, interventionists and other relevant staff will call home, make home visits and refer to intervention teams the names of students not engaging.

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. No testing was done Spring 2020 due to the pandemic.

