



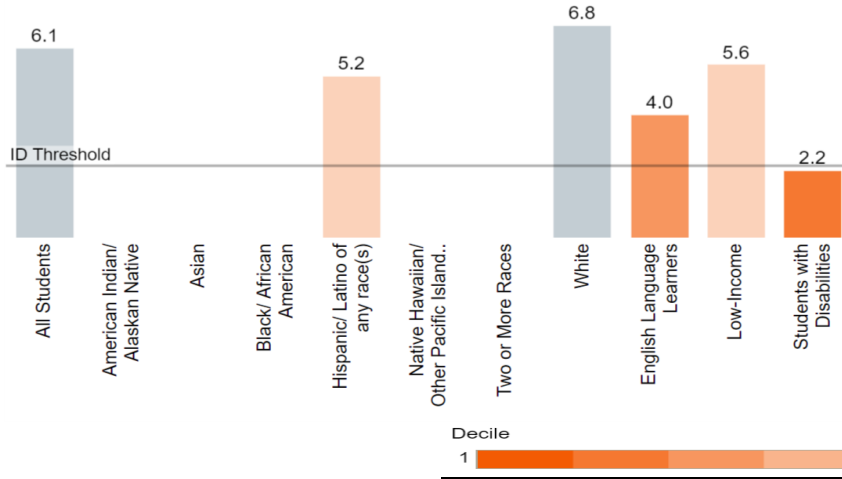
Lee Elementary Report for 2021-22

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, (Exclusion rates are the % of the (D) disciplined, 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 %) from Prior Years | | | | | | | | | | | | | | | | Staff Information from Prior Years | | | | | |
|---|-----|-------|-------|-------|-------|-------|-------|------|------|-----|-------|-------|-------|------|------|------------------------------------|------|------|--------|-------|-----|
| Year | FTE | F & R | H | ELL | M | SpEd | A | MB | HL | D | E1 | E2 | E4 | E6 | E10 | FTE | Cert | Para | Office | Maint | Adm |
| 2016-17 | 480 | 74/56 | 52/46 | 25/19 | 9/17 | 9/12 | 87/85 | 4/3 | .8/2 | 2/3 | 63/22 | 38/31 | 0/14 | 0/22 | 0/12 | 50.5 | 33 | 13 | 1 | 2 | 1.5 |
| 2017-18 | 468 | 77/55 | 51/47 | 26/18 | 11/10 | 12/13 | 89/85 | 2/3 | .6/3 | 2/4 | 56/29 | 22/26 | 22/21 | 0/12 | 0/13 | 52.5 | 33 | 13 | 1 | 2 | 1.5 |
| 2018-19 | 454 | 76/59 | 46/47 | 27/17 | 10/11 | 15/13 | 90/86 | 4/4 | 4/4 | 4/4 | 39/19 | 33/30 | 22/17 | 6/16 | 0/18 | 52.5 | 33 | 15 | 1 | 2 | 1.5 |
| 2019-20 | 454 | 76/58 | 48/48 | 28/17 | 8/10 | 15/13 | 90/86 | 2/3 | 4/4 | 2/8 | 64/19 | 27/33 | 9/10 | 0/16 | 0/18 | 51.5 | 30 | 17 | 1 | 2 | 1.5 |
| 2020-21 | 390 | 64/56 | 54/50 | 31/17 | 8/10 | 15/13 | 94/92 | 11/3 | 1/2 | NA | NA | NA | NA | NA | NA | 49 | 27.5 | 17 | 1 | 2 | 1.5 |

Budget using prior year numbers: \$52,077 + prior year end balance of \$1,807 – expenditures of \$41,885 = year-end balance of \$10,192

Overall School Improvement Scores (Prior 3 years) **Data is up to 2018-19, which was the last complete State testing cycle prior to COVID.**



| Measures by Student Group | All Students | American Indian/Alaskan Native | Asian | Black/African American | English Language Learners | Hispanic/Latino of any race(s) | Low-Income | Native Hawaiian/Other Pacific Island. | Students with Disabilities | Two or More Races | White |
|---------------------------|----------------------|--------------------------------|-------|------------------------|---------------------------|--------------------------------|------------|---------------------------------------|----------------------------|-------------------|-------|
| | ELA Proficiency Rate | 58.4% | | | | 21.5% | 51.4% | 51.4% | | 28.6% | 80.0% |
| Math Proficiency Rate | 53.7% | | | | 21.5% | 42.8% | 45.3% | | 28.6% | 65.0% | 66.9% |
| ELA Median SGP | 59 | | | | 46.5 | 55 | 57.5 | | 44 | | 59 |
| Math Median SGP | 47.5 | | | | 61.5 | 46 | 45 | | 37.5 | | 47 |
| Graduation Rate | | | | | | | | | | | |
| EL Progress Rate* | 66.4% | | | | | | | | | | |
| Regular Attendance Rate | 88.8% | | | | 87.0% | 89.0% | 87.5% | | 87.6% | 79.3% | 89.4% |
| Ninth Grade On Track Rate | | | | | | | | | | | |
| Dual Credit Rate | | | | | | | | | | | |

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

| District or Building Goal & Supporting Strategy/Activity | Progress/Data |
|--|---|
| In support of District Goal 2000B, building goal #1 addresses decreasing low income, Hispanic, and EL learning gaps in ELA and math. | EL staff were trained on the WIDA (World-Class Instructional Design and Assessment). They also attended additional training on the WIDA at the annual August Institute. The EL staff coordinated with grade levels to pre-teach academic vocabulary connected to identified Essential Standards in ELA and Math using GLAD strategies. EL students were guided in taking ownership of their learning by reviewing their ELPA scores and setting specific goals in the different areas that they would meet in the Spring. |
| In support of District Goal 2000B, building goal #2 addresses the learning gap for Tier 3 students by improving reading skills of identified RTI students. | Lee's RTI team pre-assessed all students and identified Tier 3 learners. The team used a variety of instructional strategies and tools to teach and progress monitor learners. The RTI team met with small groups throughout the year. During full remote learning they served over 100 students. During A/B schedule every other day, as well as during A/B schedule morning and afternoon they served close to 90 students. With the full return of students, RTI staff continued to evolve and service over 90 students. |