



# Eastmont School District #206 Relationships, Relevance, Rigor, and Results

## Kenroy Elementary School Report for 2018-19

**School Demographics:** FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, Sp Ed = Special Education; AA = Average Attendance; UAR = Unexcused Absence Rate; Students STS = Short Term Suspensions; and Days = # of Days Suspended.

Student Totals (School % / District %)												Staff Totals					
Year	FTE May	F & R	Hispanic	Bilingual	Migrant	Sp Ed	AA	UAR	Mobility	Students STS	Days	FTE	Cert.	Para	Office	Maint	Adm
2013-14	545	62/58	44/43	28/18	9/11	11/12	95%	.2/.2	16/15			58.75	27.75	27	1	2	1
2014-15	450	63/56	44/44	26/19	7/11	12/12	95%	.3/.2	11/14			57.75	29.75	24	1	2	1
2015-16	467	57/56	46/46	24/19	7/11	13/12	95/93	.45/.3	20/19			54.75	30.75	20	1	2	1
2016-17	468	60/56	46/46	24/19	7/10	11/12	94/92	.1/.1	13/17	1.8%	9	53.25	29.75	19	1	2	1.5
2017-18	481	61/55	47/47	25/18	7/10	11/12	96/94	.2/.4	12/18			55.50	32.00	19	1	2	1.5

**Budget using prior year numbers:** \$70,844 + prior year end balance of \$7,553 – expenditures of \$75,483 = year-end balance of \$2,913

**Required Test Results (School/State)** Yellow (6/20) indicates score improved, bold (15/20) met or exceeded State avg. for that area. Empty = not a test year

Year	Achievement Index Score	3rd Reading All Students	3rd Reading Low Income	3rd Reading Hispanic	3rd Reading ELL	3rd Reading Special Ed.	3rd Math All Students	3rd Math Low Income	3rd Math Hispanic	3rd Math ELL	3rd Math Special Ed.	4th Reading All Students	4th Reading Low Income	4th Reading Hispanic	4th Reading ELL	4th Reading Special Ed.	4th Math All Students	4th Math Low Income	4th Math Hispanic	4th Math ELL	4th Math Special Ed.
13-14	5.82	Pilot Year for Smarter Balanced Tests – No Results Provided																			
14-15	4.88	57/52	39/36	37/34	14/19	23/57	56/57	49/41	38/39	27/29	15/38	52/55	39/38	34/35	21/17	1/35	49/54	37/38	41/35	32/23	1/54
15-16	4.20	62/54	55/38	52/35	32/21	19/59	59/59	53/44	48/42	21/31	6/40	56/57	49/40	43/39	25/21	23/38	50/55	45/39	41/38	NA/24	15/55
16-17		67/53	58/36	63/34	25/17	38/25	65/58	56/42	58/41	50/29	25/28	58/55	47/38	46/37	18/16	14/23	62/54	51/38	50/37	41/21	29/24
17-18	6.1/10	59/56	51/39	51/37	11/18	27/25	49/58	41/42	49/41	17/27	29/30	63/58	58/42	61/40	18/17	40/24	56/54	47/38	49/36	12/19	33/21

District or Building Goal & Supporting Strategy/Activity	Progress/Data
(3000A-3) Recognize appropriate behavior, improvement, and academic success.	<ul style="list-style-type: none"> <li>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.</li> </ul>
(2000 E) Attendance- Meet, or exceed, the State average for chronic absenteeism.	<ul style="list-style-type: none"> <li>Accurate entering &amp; tracking daily attendance and truancy; Certificates and dog tags are given to students to recognize perfect attendance; An attendance brochure educates parents on attendance, including what is an excused/unexcused/pre-planned absence.</li> </ul>
(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"> <li>Renewed focus on developing the 4 questions of PLC work through the leadership &amp; 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 mission, vision and collective commitments.</li> </ul>