

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of Students Showing Mastery on STAR Reading & Early Literacy Assessments**

STAR Reading/Early Literature STRAND DATA	Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	25%	62%		41%	73%		92%	83%		53%	73%	#DIV/0!	63%	79%	#DIV/0!
Phonological Awareness	25%	63%		50%	77%		*N/A			38%	70%	#DIV/0!	*N/A		
Print Concepts	22%	62%		63%	83%		92%	85%		59%	77%	#DIV/0!			
Phonics & Word Study	24%	58%		35%	69%		92%	83%		50%	70%	#DIV/0!			
Fluency	34%	70%		36%	70%		92%	84%		54%	75%	#DIV/0!			
Reading & Writing Process	17%	55%		16%	58%		91%	74%		41%	62%	#DIV/0!			
Critical Reading & Writing	7%	48%		18%	59%		89%	77%		38%	61%	#DIV/0!	48%	70%	#DIV/0!
Vocabulary	36%	70%		24%	63%		92%	82%		51%	72%	#DIV/0!	60%	78%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A			*N/A		
Research	*N/A			*N/A			*N/A			*N/A			*N/A		
Multimodal Literacies	8%	48%		18%	59%		90%	81%		39%	63%	#DIV/0!	51%	72%	#DIV/0!
Independent Reading	13%	57%		22%	63%		92%	76%		42%	65%	#DIV/0!	55%	75%	#DIV/0!

\*Strand Was Not Assessed on STAR

STAR Reading STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	73%	85%		74%	86%		*N/A			74%	86%	#DIV/0!
Reading & Writing Process	49%	73%		47%	74%		71%	82%		56%	76%	#DIV/0!
Critical Reading & Writing	56%	77%		51%	76%		67%	80%		58%	78%	#DIV/0!
Vocabulary	72%	84%		65%	82%		72%	85%		70%	84%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A		
Research	*N/A			*N/A			*N/A			*N/A		
Multimodal Literacies	59%	80%		60%	80%		73%	85%		64%	82%	#DIV/0!
Independent Reading	57%	77%		73%	84%		73%	90%		68%	84%	#DIV/0!

\*Strand Was Not Assessed on STAR

STAR READING OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
Kindergarten	None Identified	Vocabulary		Multiple Strands
First Grade	None Identified	None Identified		
Second Grade	All Assessed Strands	All Assessed Strands		
Third Grade	Multiple Strands	All Assessed Strands		
Fourth Grade	Multiple Strands	All Assessed Strands		
Fifth Grade	Multiple Strands	All Assessed Strands		
SCHOOL	Vocabulary	Multiple Strands		
STAR READING OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
Kindergarten	All Assessed Strands	Reading & Writing Process		Reading and Writing Process
First Grade	All Assessed Strands	Reading & Writing Process		
Second Grade	None Identified	None Identified		
Third Grade	Reading & Writing Process	None Identified		
Fourth Grade	Reading & Writing Process	None Identified		
Fifth Grade	Critical Reading & Writing	None Identified		
SCHOOL	Reading & Writing Process	None Identified		

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of Students Showing Mastery on STAR Math Assessments**

STAR Math STRAND DATA	*Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations	*N/A			9%	62%		11%	54%		10%	58%	#DIV/0!	15%	59%	#DIV/0!
Algebraic Reasoning & Algebra				9%	64%		6%	49%		8%	57%	#DIV/0!	13%	57%	#DIV/0!
Geometry & Measurement				8%	59%		1%	52%		5%	56%	#DIV/0!	10%	54%	#DIV/0!
Data & Probability				14%	59%		10%	47%		12%	53%	#DIV/0!	23%	59%	#DIV/0!

\*Kindergarten Math Was Not Assessed on STAR

STAR Math STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations	16%	61%		16%	64%		25%	55%		19%	60%	#DIV/0!
Algebraic Reasoning & Algebra	6%	49%		25%	70%		27%	53%		19%	57%	#DIV/0!
Geometry & Measurement	11%	51%		16%	59%		20%	50%		16%	53%	#DIV/0!
Data & Probability	41%	67%		9%	55%		50%	73%		33%	65%	#DIV/0!

STAR Math OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
First Grade	None Identified	None Identified		None Identified
Second Grade	None Identified	None Identified		
Third Grade	None Identified	None Identified		
Fourth Grade	None Identified	Algebraic Reasoning		
Fifth Grade	None Identified	Data & Probability		
SCHOOL	None Identified	None Identified		
STAR Math OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
First Grade	Number & Operations	Geometry & Measurement		Geometry & Measurement
Second Grade	Geometry & Measurement	Algebraic Reasoning		
Third Grade	Algebraic Reasoning	Algebraic Reasoning		
Fourth Grade	Data & Probability	Data & Probability		
Fifth Grade	Geometry & Measurement	Geometry & Measurement		
SCHOOL	Geometry & Measurement	Geometry & Measurement		

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW  
OSDE School Report Card ~ 2017 - 2020**

OSDE School Report Card	2017-2018			2018-2019			**2019-2020		
	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned
<b>OVER VIEW</b>									
Academic Achievement	C	35	16.79	D	35	10.34		35	
Academic Growth	C	30	13.74	B	30	19.63		30	
English Language Proficiency Assessment	B	15	10.45	D	15	4.70		15	
Chronic Absenteeism	B	10	6.13	C	10	4.55		10	
<b>OVERALL</b>	<b>C</b>	<b>90</b>	<b>47.11</b>	<b>C</b>	<b>90</b>	<b>39.22</b>		<b>90</b>	

\* 2017-2018 was the first year for the new OSDE School Report Cards    \*\*2019-2020 Not Available Until Summer 2020

OSDE School Report Card ACADEMIC ACHIEVEMENT Score Breakdown	2017-2018			2018-2019			**2019-2020		
	SubTest Score	Points Possible	Points Earned	SubTest Score	Points Possible	Points Earned	SubTest Score	Points Possible	Points Earned
ELA	49.95%	15	7.93	33.48%	15	4.25		15	
Mathematics	40.23%	15	5.94	35.19%	15	4.98		15	
Science	56.66%	5	2.92	28.16%	5	1.11		5	
<b>TOTAL</b>	<b>47.97%</b>	<b>35</b>	<b>16.79</b>	<b>29.54%</b>	<b>35</b>	<b>10.34</b>		<b>35</b>	

OSDE School Report Card ACADEMIC ACHIEVEMENT Score Breakdown by PRIORITY GROUPS	2017-2018			2018-2019			**2019-2020		
	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned	Numerator (Points Earned)	Denominator (Points Possible/# of Students)	Percentage of Points Earned
<b>ELA ACHIEVEMENT - Priority Student Groups</b>									
Economically Disadvantaged	28.80	63	46%	13.75	53	26%		120	
Students with Disabilities	11.40	22	52%	5.70	12	48%		37	
<b>MATH ACHIEVEMENT - Priority Student Groups</b>									
Economically Disadvantaged	20.90	63	33%	17.25	53	33%		120	
Students with Disabilities	13.45	23	58%	5.75	12	48%		37	

OSDE School Report Card ACADEMIC GROWTH Score Breakdown	2017-2018			2018-2019			**2019-2020		
	Subject Score	Points Earned	Points Max	Subject Score	Points Earned	Points Max	Subject Score	Points Earned	Points Max
ELA	101.10	10.06	15	93.27	6.67	15			15
Mathematics	70.25	3.68	15	100.45	12.96	15			15
<b>TOTAL</b>		<b>13.74</b>	<b>30</b>		<b>19.63</b>	<b>30</b>			<b>30</b>

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data**

OSTP ELA STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
<b>ELA TOTAL</b>	26%	69%	23%		31%	68%	17%		42%	90%	20%		33%	76%	20%	#DIV/0!
Reading & Writing Process	51%	50%	41%		60%	42%	45%		58%	68%	41%		56%	53%	42%	#DIV/0!
Critical Reading & Writing	51%	64%	55%		77%	65%	41%		81%	77%	45%		70%	69%	47%	#DIV/0!
Vocabulary	54%	53%	45%		57%	48%	31%		77%	61%	47%		63%	54%	41%	#DIV/0!
Language	51%	72%	50%		80%	87%	69%		65%	84%	65%		65%	81%	61%	#DIV/0!
Research	69%	58%	50%		77%	55%	51%		85%	81%	55%		77%	65%	52%	#DIV/0!
Writing Composite Score	*N/A				*N/A						14%		#DIV/0!	#DIV/0!	14%	#DIV/0!

\*Not Assessed on the OSTP until 5th Grade

OSTP ELA OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
<b>Third Grade</b>	None Identified	Language	None Identified		Language
<b>Fourth Grade</b>	Language	Language	None Identified		
<b>Fifth Grade</b>	Research	Language	None Identified		
<b>SCHOOL</b>	Research	Language	None Identified		
OSTP ELA OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
<b>Third Grade</b>	None Identified	Reading & Writing Process	Reading & Writing Process		Reading & Writing Process
<b>Fourth Grade</b>	None Identified	Critical Reading & Writing	Vocabulary		
<b>Fifth Grade</b>	None Identified	None Identified	Reading & Writing Process		
<b>SCHOOL</b>	None Identified	Reading & Writing Process	Vocabulary		

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 3 Years of Data**

OSTP Math STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
<b>MATH TOTAL</b>	26%	81%	36%		40%	58%	19%		46%	78%	15%		37%	72%	23%	#DIV/0!
Numbers & Operations	44%	58%	72%		60%	26%	46%		46%	34%	47%		50%	39%	55%	#DIV/0!
Algebraic Reasoning & Algebra	72%	64%	59%		60%	42%	68%		69%	50%	68%		67%	52%	65%	#DIV/0!
Geometry & Measurement	54%	67%	55%		54%	39%	52%		62%	37%	25%		57%	48%	44%	#DIV/0!
Data & Probability	74%	58%	82%		80%	55%	91%		85%	75%	32%		80%	63%	68%	#DIV/0!

OSTP Math OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
<b>Third Grade</b>	Data & Probability	None Identified	Multiple Strands		None Identified
<b>Fourth Grade</b>	Data & Probability	None Identified	Data & Probability		
<b>Fifth Grade</b>	Data & Probability	None Identified	None Identified		
<b>SCHOOL</b>	Data & Probability	None Identified	None Identified		
OSTP Math OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
<b>Third Grade</b>	Number & Operations	None Identified	Geometry & Measurement		Numbers & Operations
<b>Fourth Grade</b>	None Identified	Number & Operations	Number & Operations		
<b>Fifth Grade</b>	Number & Operations	Number & Operations	Geometry & Measurement		
<b>SCHOOL</b>	Number & Operations	Number & Operations	Geometry & Measurement		

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data by SUBGROUPS**

OSTP ELA DATA by SUBGROUP	3rd Grade								4th Grade								5th Grade								SCHOOL											
	2017		2018		2019		2020		2017		2018		2019		2020		2017		2018		2019		2020		2017	2018	2019	2020								
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	% of Sub-Group Scoring At or Above Proficient									
<b>Ethnicity Sub-Groups</b>																																				
American Indian/Alaskan Native	1	0%	2	100%	1	0%			2	50%			1	100%			3	100%	1	100%	1	0%			50%	100%	33%	#DIV/0!								
Black/African American	5	0%	6	17%	5	0%			6	33%	4	0%	4	0%			10	30%	5	40%	4	0%			21%	19%	0%	#DIV/0!								
Asian	1	100%	2	100%					1	100%			1	100%					1	100%					100%	100%	100%	#DIV/0!								
Hispanic/Latino	9	11%	7	0%	7	29%			9	11%	5	20%	6	17%			6	33%	5	60%	5	20%			18%	27%	22%	#DIV/0!								
White	21	33%	11	18%	6	33%			14	29%	18	22%	8	13%			5	60%	14	36%	16	31%			41%	25%	26%	#DIV/0!								
Native Hawaiian/Other Pacific Islander											1	100%													#DIV/0!	100%	#DIV/0!	#DIV/0!								
Two or More Races	2	50%	8	0%	3	33%			3	67%	3	0%	9	11%			2	0%	5	60%	2	0%			39%	20%	15%	#DIV/0!								
No Ethnicity Info Provided																									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!								
<b>Economically Disadvantaged Sub-Groups</b>																																				
Economically Disadvantaged	35	23%	31	13%	20	15%			31	26%	27	19%	23	13%			21	38%	25	40%	21	14%			29%	24%	14%	#DIV/0!								
NOT Economically Disadvantaged	4	50%	5	60%	2	100%			4	75%	4	25%	6	33%			5	60%	6	83%	7	43%			62%	56%	59%	#DIV/0!								
<b>ELL Sub-Groups</b>																																				
ELL	5	40%	3	67%	3	33%					4	0%					1	0%			2	0%			20%	34%	17%	#DIV/0!								
NOT ELL	34	24%	33	15%	19	21%			35	31%	27	22%	29	17%			25	44%	31	48%	26	23%			33%	28%	20%	#DIV/0!								
<b>IEP Sub-Groups</b>																																				
IEP	7	14%	10	0%	3	0%			7	14%	5	0%	6	0%			3	0%	6	0%	3	0%			9%	0%	0%	#DIV/0!								
NOT IEP	32	28%	26	27%	19	26%			28	36%	26	23%	23	22%			23	48%	25	60%	25	24%			37%	37%	24%	#DIV/0!								
<b>OSTP ELA SUBGROUP(S) OF LEAST CONCERN</b>	<b>2017</b>								<b>2018</b>								<b>2019</b>								<b>2020</b>								<b>School SUBGROUP Strength Trends</b>			
Third Grade	none identified								none identified								none identified																			
Fourth Grade	none identified								none identified								none identified																			
Fifth Grade	none identified								Not IEP								none identified																			
SCHOOL	none identified								none identified								none identified																None Identified			
<b>OSTP ELA SUBGROUP(S) OF GREATEST CONCERN</b>	<b>2017</b>								<b>2018</b>								<b>2019</b>								<b>2020</b>								<b>School SUBGROUP Weakness Trends</b>			
Third Grade	White, Economically Disadvantaged								White, Economically Disadvantaged, IEP								Economically Disadvantaged																			
Fourth Grade	White, Economically Disadvantaged								White, Economically Disadvantaged								Economically Disadvantaged																			
Fifth Grade	Black/African American, Econ. Dis.								White, Economically Disadvantaged								White, Economically Disadvantaged																			
SCHOOL	Economically Disadvantaged								White, Economically Disadvantaged								Economically Disadvantaged																Economically Disadvantaged			

**ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 4 Years of Data by SUBGROUPS**

OSTP MATH DATA by SUBGROUP	3rd Grade								4th Grade								5th Grade								SCHOOL											
	2017		2018		2019		2020		2017		2018		2019		2020		2017		2018		2019		2020		2017	2018	2019	2020								
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%								
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	% of Sub-Group Scoring At or Above Proficient																																			
<b>Ethnicity Sub-Groups</b>																																				
American Indian/Alaskan Native	1	0%	2	50%	1	100%			2	50%			1	100%			3	100%	1	0%	1	0%			50%	25%	67%	#DIV/0!								
Black/African American	5	0%	6	33%	5	40%			6	33%	4	0%	4	0%			10	30%	5	0%	4	0%			21%	11%	13%	#DIV/0!								
Asian	1	0%	2	50%					1	100%			1	100%					1	100%					50%	75%	100%	#DIV/0!								
Hispanic/Latino	9	22%	7	29%	7	29%			9	33%	5	20%	6	33%			6	33%	5	20%	5	20%			29%	23%	27%	#DIV/0!								
White	21	38%	11	27%	6	33%			14	36%	18	22%	8	13%			5	60%	15	27%	16	13%			45%	25%	20%	#DIV/0!								
Native Hawaiian/Other Pacific Islander											1	0%													#DIV/0!	0%	#DIV/0!	#DIV/0!								
Two or More Races	2	0%	8	25%	3	33%			3	67%	3	0%	9	11%			2	50%	5	0%	2	50%			39%	8%	31%	#DIV/0!								
No Ethnicity Info Provided																									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!								
<b>Economically Disadvantaged Sub-Groups</b>																																				
Economically Disadvantaged	35	23%	31	29%	20	35%			31	32%	27	19%	23	17%			21	38%	25	4%	21	10%			31%	17%	21%	#DIV/0!								
NOT Economically Disadvantaged	4	50%	5	40%	2	50%			4	100%	4	0%	6	33%			5	80%	7	71%	7	29%			77%	37%	37%	#DIV/0!								
<b>ELL Sub-Groups</b>																																				
ELL	5	0%	3	33%	3	33%					4	0%					1	0%			2	0%			0%	17%	17%	#DIV/0!								
NOT ELL	34	29%	33	30%	19	37%			35	40%	27	19%	29	21%			25	48%	32	19%	26	15%			39%	23%	24%	#DIV/0!								
<b>IEP Sub-Groups</b>																																				
IEP	7	14%	10	10%	3	33%			7	14%	5	20%	6	0%			3	0%	7	14%	3	0%			9%	15%	11%	#DIV/0!								
NOT IEP	32	28%	26	38%	19	37%			28	46%	20	15%	23	26%			23	52%	25	20%	25	16%			42%	24%	26%	#DIV/0!								
<b>OSTP MATH SUBGROUP(S) OF LEAST CONCERN</b>	<b>2017</b>								<b>2018</b>								<b>2019</b>								<b>2020</b>								<b>School SUBGROUP Strength Trends</b>			
Third Grade	none identified								none identified								none identified																			
Fourth Grade	none identified								none identified								none identified																			
Fifth Grade	none identified								none identified								none identified																			
SCHOOL	none identified								none identified								none identified																None Identified			
<b>OSTP MATH SUBGROUP(S) OF GREATEST CONCERN</b>	<b>2017</b>								<b>2018</b>								<b>2019</b>								<b>2020</b>								<b>School SUBGROUP Weakness Trends</b>			
Third Grade	White, Economically Disadvantaged								White, Economically Disadvantaged, IEP								Economically Disadvantaged																			
Fourth Grade	White, Economically Disadvantaged								White, Economically Disadvantaged								Economically Disadvantaged																			
Fifth Grade	Black/African American, Eco. Dis.								White, Economically Disadvantaged								White, Economically Disadvantaged																			
SCHOOL	Economically Disadvantaged								White, Economically Disadvantaged								Economically Disadvantaged																Economically Disadvantaged			



**JOHN ADAMS SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Demographic Data from the Last Five (5) Years to Include the Current Year**

**STUDENT DEMOGRAPHIC DATA**

<b>Student Enrollment by Gender</b>					
Year	Total Enrollment	# Male	% Male	# Female	% Female
2019 - 2020	230	104	45.2%	158	55%
2018 - 2019	208	90	43.3%	121	56.7%
2017 - 2018	268	127	47.4%	178	52.6%
2016 - 2017	292	140	47.9%	172	52.1%
2015 - 2016	276	137	49.6%	139	50.4%

<b>Student Enrollment by Ethnicity</b>							
Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2019 - 2020	230	23.0%	7.4%	40.0%	2.2%	35.7%	15.2%
2018 - 2019	208	15.9%	5.3%	25.5%	3.4%	38.9%	15.4%
2017 - 2018	268	19.0%	6.0%	26.1%	2.2%	52.6%	23.9%
2016 - 2017	292	26.4%	5.8%	27.1%	1.0%	41.8%	16.8%
2015 - 2016	276	21.7%	5.4%	22.1%	1.8%	34.8%	0.0%

<b>Students Eligible for Free and Reduced Lunch Program</b>		
Year	Number	% of Population
2019 - 2020	197	85.7%
2018 - 2019	157	82.0%
2017 - 2018	220	82.1%
2016 - 2017	257	88.0%
2015 - 2016	236	85.5%

<b>Students Participating in Title I Programs</b>		
Year	Program Enrollment	% of Population
2019 - 2020	Schoolwide Title I	100%
2018 - 2019	Schoolwide Title I	100%
2017 - 2018	Schoolwide Title I	100%
2016 - 2017	Schoolwide Title I	100%
2015 - 2016	Schoolwide Title I	100%

<b>Student Attendance</b>						
Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	224.07	90.5%	98.48	91.5%	125.59	89.8%
2018 - 2019	178.03	92.4%	79.28	90.1%	98.76	94.4%
2017 - 2018	268.85	88.8%	133.58	89.6%	135.28	88.0%
2016 - 2017	266.86	90.1%	134.23	90.9%	132.63	89.2%
2015 - 2016	229.90	95.8%	110.2	46.0%	119.7	49.9%

<b>Student Tardy Rate</b>						
Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	4.79	1.935%	1.98	1.843%	2.8	2.005%
2018 - 2019	6.48	3.363%	2.84	3.224%	3.64	3.480%
2017 - 2018	7.27	2.401%	4.07	2.728%	3.2	2.085%
2016 - 2017	7.93	2.677%	4.08	2.759%	3.86	2.595%
2015 - 2016	7	2.900%	3.5	1.500%	3.5	1.400%

<b>Student Mobility Rate</b>				
Year	Full Academic Year (FAY)		NON Full Academic Year (NFAY)	
	# Students	% of Student Population	# Students	% of Student Population
2019 - 2020	208	90.4%	22	9.6%
2018 - 2019	189	90.9%	19	9.1%
2017 - 2018	244	91.0%	24	9.0%
2016 - 2017	243	83.2%	49	16.8%
2015 - 2016	231	83.7%	45	16.3%

<b>Students Truancy Rate</b>		
Year	Average Daily Truancy	% of Population
2019 - 2020	14.4	5.8%
2018 - 2019	8.34	4.3%
2017 - 2018	16.47	5.4%
2016 - 2017	14.45	4.9%
2015 - 2016	2	0.7%

<b>Students Identified as English Learners (EL)</b>		
Year	Program Enrollment	% of Population
2019 - 2020	20	8.7%
2018 - 2019	29	13.9%
2017 - 2018	27	10.1%
2016 - 2017	19	6.5%
2015 - 2016	20	7.2%

<b>Students in Foster Care</b>		
Year	Number	% of Population
2019 - 2020	6	3.1%
2018 - 2019	0	0.0%
2017 - 2018	0	0.0%
2016 - 2017	1	0.3%
2015 - 2016		

**STAFF DEMOGRAPHIC DATA**

<b>Teachers &amp; Title I Funded Paraprofessionals</b>	
Position	Number
Certified Teachers/Staff	16
Certified Paraprofessionals	3
Non-Certified Paraprofessionals	1

<b>Teacher Certification</b>			
Total # of Certified Teachers/Staff	Certification Type	Number	% of Total
16	Traditional	10	63%
	Emergency	3	19%
	Alternative	3	19%

<b>Student Behavior</b>			
Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2019 - 2020	0.3	0.01	.07
2018 - 2019	0.29	0	.06
2017 - 2018	0.28	0	.07
2016 - 2017	0.49	.05	.14
2015 - 2016	0.7	0	.1

<b>Students in Military Families</b>		
Year	Number	% of Population
2019 - 2020	37	16.1%
2018 - 2019	40	19.2%
2017 - 2018	19	7.1%
2016 - 2017	18	6.2%
2015 - 2016		

<b>Students Eligible for McKinney-Vento Homeless Program</b>		
Year	Number	% of Population
2019 - 2020	19	9.6%
2018 - 2019	9	4.7%
2017 - 2018	16	6.0%
2016 - 2017	16	5.5%
2015 - 2016		

<b>Teaching Experience of Certified Staff</b>						
Total # of Certified Teachers/Staff	Years of Experience (# of Teachers)					
	0-2	3-5	6-10	11-15	15-20	20+
16	4	5	1	0	3	3
	% of Total					
	25%	31%	6%	0%	19%	19%

<b>Teacher Education</b>						
Total # of Certified Teachers/Staff	Degree Received (# of Teachers)					National Board Certification
	Bachelor's	Bachelor's +15 Hrs	Master's	Master's +15 Hrs	Doctorate	
16	8	4	3	0	1	1
	% of Total					
	50%	25%	19%	0%	6%	6%



**JOHN ADAMS ELEMENTARY SCHOOL  
2019-2020 ANNUAL PROGRAM REVIEW**

**Stakeholder Perception Data from the Title I Needs Assessment Survey**

STAKEHOLDER GROUP	NOT HELPFUL			SOMEWHAT HELPFUL			HELPFUL			VERY HELPFUL			NO OPINION		
	P	C	S	P	C	S	P	C	S	P	C	S	P	C	S
<b>Extended Learning Time</b>															
Add-on programs: Jumpstart and extended day/week/year programs for K-8 <sup>th</sup> grade students who are at risk in reading or math	1	0	0	3	0	0	22	0	3	34	3	9	16	0	3
<b>Early Intervention</b>															
Reading Recovery: A one-on-one early intervention program for 1st grade students at risk in reading	0	0	0	1	0	0	15	0	1	46	3	13	12	0	1
Reading/Math Tutors: Certified teachers and paraprofessionals who provide additional assistance during the school day to K-8th grade students at risk in reading and/or math	0	0	0	1	0	0	21	0	0	47	3	12	7	0	2
Computer-Assisted Instruction: Supplemental instruction provided for K-8th grade students at risk in reading and/or math	0	0	0	2	0	0	21	0	1	42	3	13	11	0	1
<b>High-Quality Curriculum</b>															
Student Laptop Centers: Used in the classroom in coordination with scientifically based researched reading and math software	0	0	0	5	0	0	20	0	2	43	3	11	8	0	2
Technology: The use of Smart Boards, In-focus machines, Elmo presenters, and other technology related instructional materials to create classroom technology workstations	0	0	0	2	0	0	21	0	1	47	3	13	6	0	1
Supplemental reading and math programs to provide additional intervention for students at risk in reading and math	0	0	0	1	0	1	25	0	1	43	3	11	6	0	2
Library services, materials, resources and books, as well as additional classroom library books	0	0	0	2	0	1	23	0	1	45	3	13	5	0	0
<b>Other (Counselor, Nurse, Staff Development)</b>															
Full-time counselor and counseling services provided for K-5th grade students to include whole class, small groups, and individual assistance	1	0	1	3	0	0	20	0	2	45	3	12	7	0	0
<b>Professional Development</b>															
Literacy Consultant: A professional development coach who works with teachers to implement successful reading strategies in the classroom	0	0	0	2	0	1	21	0	3	42	3	6	11	0	5
Math Consultant: A professional development coach who works with teachers to implement successful math strategies in the classroom	0	0	0	2	0	1	26	0	3	39	3	6	13	0	5
Professional Development Training opportunities for staff members on the use of technology instruction in the classroom	0	0	0	1	0	0	22	0	3	40	3	8	13	0	4
Professional Development Training opportunities for staff members in the areas of need identified during the Annual Review of the Schoolwide program	0	0	0	1	0	0	20	0	4	40	3	7	15	0	3

STAKEHOLDER GROUP	NOT HELPFUL			SOMEWHAT HELPFUL			HELPFUL			VERY HELPFUL			NO OPINION		
	P	C	S	P	C	S	P	C	S	P	C	S	P	C	S
<b>Parent &amp; Family Engagement</b>															
Parent Coordinator: A person who helps coordinate family events, contact parents, and publish a monthly parent newsletter	0	0	1	7	0	2	25	0	2	32	3	5	8	0	5
Parent Resource Center: Educational materials available for parents to use at home to supplement classroom instruction	0	0	0	8	0	4	19	0	2	35	3	6	9	0	3
School/Home Connection: Child care offered during parent meetings or events	0	0	0	5	0	3	23	0	4	33	3	4	11	0	4
School/Home Connection: Transportation provided for those who need a way to attend parent meetings	0	0	0	4	0	2	18	0	3	30	3	3	19	0	7
School/Home Connection: Provisions made to accommodate disabilities for those who need a way to attend parent meetings	0	0	0	3	0	2	18	0	3	36	3	5	15	0	5
School/Home Connection: Provisions made to accommodate limited English proficiency	0	0	0	4	0	1	23	0	2	30	3	9	15	0	3
School/Home Connection: The use of school planners to help keep the lines of communication open between home and school	0	0	2	6	0	1	22	0	0	37	3	8	8	0	4
<b>Parent Educational Opportunities: Family engagement events/activities scheduled throughout the school year. Examples:</b>															
Title I Annual Meeting/Open House	0	0	0	11	0	0	24	1	5	29	2	9	5	0	1
Title I Parent Meetings	0	0	0	9	0	0	24	0	5	29	3	9	8	0	1
How to become a parent volunteer at school	2	0	0	6	0	1	25	0	2	25	3	12	10	0	0
Information on state academic standards	0	0	0	5	0	1	27	0	3	27	3	10	10	0	1
Information on state & local assessments	0	0	0	4	0	0	29	0	3	27	3	10	9	0	2
How to help my child prepare for taking tests	0	0	0	5	0	0	22	0	4	34	3	9	8	0	2
How to help my child with reading/math	0	0	0	3	0	0	23	0	2	36	3	11	7	0	2
How to support my child's classroom instruction	0	0	0	4	0	0	26	0	2	34	3	10	5	0	3
How to monitor your child's progress in school	0	0	0	4	0	0	24	0	2	34	3	11	7	0	2
How to work with my child's classroom teacher	0	0	0	4	0	0	22	0	2	35	3	11	8	0	2
How to improve the academic achievement of my child	0	0	0	4	0	0	21	0	3	37	3	10	5	0	2
<b>Parent Educational Opportunities</b>															
STAKEHOLDER GROUP	MONDAY			TUESDAY			WEDNESDAY			THURSDAY					
	P	C	S	P	C	S	P	C	S	P	C	S			
What days are most convenient for you to attend Title I parent meetings? (please circle all that apply)	30	0	5	34	0	8	28	2	4	36	2	7			
	Before School			During School			After School			Evenings					
	P	C	S	P	C	S	P	C	S	P	C	S			
What time of day is most convenient for you to attend Title I parent meetings?	10	1	4	22	0	3	36	3	9	32	1	6			
<b>Comments</b>															

## Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators School Site Averages

Indicator Number	Elements & Indicators	Rating Avg. (Scores range 1 - 4)
<b>ESSENTIAL ELEMENT 1: Academic Performance - Curriculum</b>		<b>Element 1 Average:</b>
*The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. *The school leader recognizes and encourages implementation practices that motivate and increase student achievement.		<b>3.80</b>
1.1	Academic expectations are aligned with the Oklahoma Academic Standards (OAS).	3.94
1.2	OAS standards and objectives are clearly articulated.	3.88
1.3	Overlaps and gaps in curriculum are discussed.	3.63
1.4	Key curriculum vertical transition points are communicated.	3.69
1.5	Curriculum links are provided for continued education, career, and life options.	3.69
1.6	A process exists to monitor, evaluate and review curriculum	3.81
1.7	Common academic core is available for all students.	3.94
<b>ESSENTIAL ELEMENT 2: Academic Performance - Classroom Evaluation/Assessment</b>		<b>Element 2 Average:</b>
*The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. *The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that makes high achievement possible.		<b>3.74</b>
2.1	Multiple classroom assessments are frequent, rigorous, and aligned.	3.69
2.2	Teachers collaborate in design of assessment.	3.69
2.3	Students can articulate expectations and know requirements.	3.63
2.4	Test scores are used to identify gaps.	3.81
2.5	Assessments provide meaningful feedback.	3.69
2.6	The state standards (OAS) are communicated and observable.	3.94
2.7	Oklahoma Academic Standards (OAS) are aligned with criterion-referenced tests and end-of-instruction tests.	3.69
2.8	Student work is analyzed.	3.81
<b>ESSENTIAL ELEMENT 3: Academic Performance - Instruction</b>		<b>Element 3 Average:</b>
*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. *The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.		<b>3.84</b>
3.1	Varied instructional strategies are used in all classrooms.	3.88
3.2	Instructional strategies and activities are aligned with goals.	3.88
3.3	Strategies are monitored and aligned to address learning styles.	3.69
3.4	Teachers demonstrate content knowledge	3.94
3.5	Teachers incorporate technology in their classrooms.	4.00
3.6	Sufficient instructional resources are available.	3.94
3.7	Teachers collaborate to review student work.	3.75
3.8	Homework is frequent, monitored, and connected to instructional practice.	3.63
<b>ESSENTIAL ELEMENT 4: Learning Environment - School Culture</b>		<b>Element 4 Average:</b>
*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader sets high expectations for all students to learn high-level content.		<b>3.83</b>
4.1	Leadership support is provided for a safe and orderly environment.	3.69
4.2	Leadership beliefs and practices focus on high achievement for all students.	3.88
4.3	Teacher beliefs and practices focus on high achievement for all students.	3.81
4.4	Teachers and nonteaching staff are involved in decision making.	3.81
4.5	Teachers accept their role in student successes or failures.	3.63
4.6	Teacher assignments are based on strengths.	3.75
4.7	Teachers communicate student progress with parents.	3.94
4.8	Teachers care about students and inspire best efforts.	3.81
4.9	Multiple communication strategies are used to disseminate information.	3.88

4.10	Student achievement is valued and publicly celebrated.	4.00
4.11	Equity and diversity are valued and supported.	3.94

Indicator Number	Elements & Indicators - (Continued)	Rating Avg. (Scores range 1 - 4)
<b>ESSENTIAL ELEMENT 5: Learning Environment - Student, Family, and Community Support</b>		Element 5 Average:
<p>*The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.</p> <p>*The school leader sets high expectations for all students to learn high-level content. The school leader keeps everyone informed and focused on student achievement. The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.</p>		3.76
5.1	Families and communities are active partners.	3.31
5.2	All students have access to all curriculum.	3.94
5.3	School provides organizational structure.	3.81
5.4	Student instructional assistance is provided outside of the classroom	3.75
5.5	The school/district maintains an accurate recordkeeping system.	4.00
<b>ESSENTIAL ELEMENT 6: Learning Environment - Professional Growth, Development, &amp; Evaluation</b>		Element 6 Average:
<p>*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p>*The school leader provides opportunities for research based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.</p>		3.77
6.1	Long-term professional development plans are written.	3.69
6.2	There is a plan to build instructional capacity with on-going professional development.	3.88
6.3	Professional development is aligned with student performance goals.	3.56
6.4	School improvement goals are connected to student learning goals.	3.94
6.5	Professional development is on-going and job-embedded.	3.88
6.6	Professional development is aligned to analysis of test data.	3.63
6.7	The school has a clearly defined teacher evaluation process.	3.94
6.8	The district and site leaders provide sufficient professional development resources.	3.75
6.9	Teacher evaluations and professional development plans are used effectively.	3.88
6.10	The evaluation process meets or exceeds statutes.	3.75
6.11	The needs of instructional leaders are addressed.	3.63
6.12	District and site leaders provide evaluation follow-up and support.	3.73
<b>ESSENTIAL ELEMENT 7: Efficiency - Leadership</b>		Element 7 Average:
<p>*The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.</p> <p>*The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.</p>		3.87
7.1	The school and district leadership team has developed a shared vision.	3.69
7.2	Leadership decisions are collaborative and data-driven.	3.94
7.3	The leaders develop a professional development plan focused on effective skills.	3.88
7.4	The leadership team disaggregates data.	3.94
7.5	The leadership team provides access to curriculum and data.	3.94
7.6	The school leadership maximizes time effectiveness.	3.94
7.7	The school & district leadership team provides resources, monitors progress & removes barriers to learning.	3.94
7.8	The school and district leaders ensure a safe and effective learning environment.	3.81
7.9	The site and district leadership team develops effective school policies.	3.75
7.10	School policies have an intentional focus on student academic performance.	3.94
7.11	The leadership team has skills in academic performance, learning environment, and efficiency.	3.81

<b>ESSENTIAL ELEMENT 8: Efficiency - Organizational Structure &amp; Resources</b>		Element 8 Average:
<p>*The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff.</p> <p>*The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.</p>		<b>3.96</b>
8.1	The school/district maximizes organization of resources for achievement.	3.88
8.2	Master schedule provides all students access to all curriculum.	4.00
8.3	Staffing is based on student needs.	3.81
8.4	The staff use of instructional time is efficient in order to maximize learning.	3.94
8.5	Vertical and horizontal team planning is focused on the improvement plan.	3.94
8.6	Schedule is aligned with student learning needs.	4.00
8.7	Resources are used equitably.	4.00
8.8	Budget for discretionary funds is directed by an assessment of needs.	4.00
8.9	Funds are aligned with school goals.	4.00
8.10	State and federal funds are allocated to align with school goals and data needs.	4.00
<b>ESSENTIAL ELEMENT 9: Efficiency - Comprehensive &amp; Effective Planning</b>		Element 9 Average:
<p>*The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.</p> <p>*The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.</p>		<b>3.94</b>
9.1	A collaborative process is used that engages the entire school community.	3.81
9.2	The planning process involves collecting, managing, and analyzing data.	3.94
9.3	Data is used for school improvement planning.	4.00
9.4	Plans reflect research-based expectations for learning.	3.94
9.5	The school/district analyzes student learning needs.	3.81
9.6	Desired learning results are defined.	3.94
9.7	Data is used to determine strengths and limitations.	3.94
9.8	School goals are defined.	3.94
9.9	School improvement action steps are aligned with goals and objectives.	3.94
9.10	The plan identifies resources, timelines, and personnel responsibility.	3.94
9.11	A process is established to effectively evaluate plan.	3.94
9.12	The plan is aligned with mission, beliefs, school profile, and desired results.	4.00
9.13	The plan is implemented as developed.	4.00
9.14	Evaluate the degree of student learning set by the plan.	3.94
9.15	Evaluate degree of student performance specified in the plan.	3.94
9.16	There is evidence to sustain the commitment to continuous improvement.	4.00