

2021-2022 State of the School Report

Elon Park Elementary School



Principal Name

Kelly Dowdy

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	71.3	84.6	47.1	72.5	35.0	54.5
	CCR	56.3	69.2	29.4	58.0	5.0	27.3
Grade 4	GLP	72.4	41.7	58.8	79.4	29.4	23.1
	CCR	54.5	33.3	47.1	57.1	11.8	15.4
Grade 5	GLP	75.1	52.6	60.0	77.9	33.3	15.4
	CCR	61.1	42.1	33.3	62.3	27.8	15.4
School	GLP	73.1	59.1	55.1	76.6	32.7	29.7
	CCR	57.6	47.7	36.7	59.3	14.5	18.9

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	80.6	53.8	64.7	82.6	70.0	72.7
	CCR	64.4	38.5	35.3	65.2	35.0	36.4
Grade 4	GLP	68.4	33.3	52.9	64.5	43.8	15.4
	CCR	55.5	25.0	29.4	53.2	31.3	15.4
Grade 5	GLP	82.9	42.1	66.7	83.1	66.7	30.8
	CCR	69.4	36.8	26.7	70.1	33.3	30.8
School	GLP	77.8	43.2	61.2	77.4	61.1	37.8
	CCR	63.6	34.1	30.6	63.5	33.3	27.0

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	78.1	42.1	53.3	85.5	44.4	38.5
	CCR	67.2	36.8	26.7	71.1	33.3	23.1

EOG School Composite 2020-21	75.8
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase our overall school reading composite GLP score 5 percentage points from 73.1% to

78.1%. Indicators: A2.04, A4.01, B3.03

Students will demonstrate a 5% point favorable increase in their ability to demonstrate emotional regulation as evidenced by the Emotion Regulation domain score in the Panorama Survey by the end of the 2021-2022 school year. (current domain score 50%) Indicators: A4.06, A4.01

III. CHIEF CHALLENGES

- One of our school improvement plan goals is to help students continue to develop emotional regulation skills as measured by Panorama. School counselor to student ratio currently exceeds that which is recommended by the State. This spreads our counselors thin with supporting the anticipated needs of students in their transition back to full-time in-person learning. The unanticipated needs of students take precedence and we are often not able to implement planned action items.
- Student absences due to travel, illness and quarantine impacts the continuity of instruction.
- Staffing challenges: Recruiting qualified candidates and filling positions in a timely manner impacts the level of direct instructional services and support provided by support staff.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Weekly data meetings are held to review student academic and social emotional progress to ensure that teacher, grade level, and support staff instruction is timely and relevant to the needs demonstrated.

Learning walks are an opportunity for colleagues to visit each other's classrooms to see high-yield best practices in action with the district-required curriculum.