

2021-2022 State of the School Report

McKee Road Elementary School



Principal Name

Lane Price

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	62.7			61.4		
	CCR	56.0			54.5		
Grade 4	GLP	66.7	33.3	75.0	72.5		20.0
	CCR	53.6	25.0	41.7	62.5		20.0
Grade 5	GLP	74.3	69.2	75.0	70.7		69.2
	CCR	53.1	53.8	58.3	50.0		61.5
School	GLP	68.8	50.0	67.7	68.3	38.1	46.4
	CCR	54.0	36.7	48.4	54.9	28.6	35.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	80.0			79.5		
	CCR	69.3			65.9		
Grade 4	GLP	70.2	41.7	83.3	75.0		20.0
	CCR	57.1	25.0	58.3	62.5		20.0
Grade 5	GLP	81.4	84.6	75.0	77.6		69.2
	CCR	62.8	46.2	75.0	53.4		53.8
School	GLP	77.6	63.3	74.2	77.5	61.9	53.6
	CCR	62.9	40.0	61.3	59.9	38.1	42.9

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	89.3	84.6	90.9	86.2		75.0
	CCR	80.4	76.9	90.9	75.9		75.0

EOG School Composite 2020-21	75.9
School Letter Grade*	A

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase College and Career Ready composite reading proficiency in grades three, four, and five to align with North Carolina State long term reading goals from 69.7% to 78.4%. (A2.04, A4.01, B3.03)

Increase College and Career Ready Proficiency of English Learner students in grades three, four, and five from 57.1% to 76.8%. (A2.04, A4.01, B3.03)

Using the established protocol for identifying students for supplemental support, 90% of students receiving intervention support will show at least 1.5 years of growth on EOY assessments. (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- While professional development is warranted, expected, and welcomed both from the State and our local district, the amount of time required for PD impacts the amount of available time teachers have to dedicate to quality PLC planning and implementation of the adopted curricula
- The time needed to administer required assessments greatly impacts instructional time.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are working to make sure that teachers have time to complete required professional development with the hope that new adult learning will positively impact student outcomes. We are adjusting our master schedule in January to streamline planning, provide monthly MTSS office hours the second Wednesday of each month, and implement grade level data days to aid in the identification of students requiring supplemental and intensive support both academic and behavioral.