

2021-2022 State of the School Report

NEWELL ELEMENTARY



Principal Name Kyerra Oglesby

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	12.0	12.5	12.9		8.1	<5
	CCR	6.8	6.3	8.1		<5	<5
Grade 4	GLP	25.2	32.7	18.0		7.7	
	CCR	16.0	20.4	9.8		7.7	
Grade 5	GLP	21.1	25.0	18.6		<5	<5
	CCR	8.8	11.4	6.8		<5	<5
School	GLP	19.4	23.4	16.5	18.2	5.9	<5
	CCR	10.6	12.8	8.2	18.2	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	9.5	6.5	12.5		8.1	9.1
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	14.2	12.2	11.3		5.1	
	CCR	7.5	8.2	<5		<5	
Grade 5	GLP	17.0	11.9	18.6		12.0	<5
	CCR	6.3	<5	5.1		<5	<5
School	GLP	13.5	10.2	14.1	40.0	7.9	<5
	CCR	5.7	5.1	<5	30.0	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	25.9	27.9	25.9		8.0	<5
	CCR	11.6	11.6	10.3		<5	<5

EOG School Composite 2020-21	17.8
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

All students will increase College Career Readiness (CCR) and Grade Level Proficiency (GLP) by 10 percentage points in grades 3-5 as measured by the NC Reading End of Grade Assessment, and exceed EVAAS growth in each grade level. Students in 3rd grade will have the goals of 40% GLP and 33% CCR. Students in 4th grade will have the goals of 40% GLP

and 33% CCR and students in 5th grade will have the goals of 40% GLP and 30% CCR. We will also increase the overall school Reading composite, according to cohort data in grades 4-5, by 10 percentage points (from 29.5% to 39.5%). (A1.07, A2.04, A4.01, A4.16, B1.01, B1.03, B2.03, B3.03, C2.01, C3.04, E1.06).

All students will increase College Career Readiness (CCR) and Grade Level Proficiency (GLP) by 10 percentage points in grades 3-5 as measured by the NC Math End of Grade Assessment and exceed EVAAS growth in each grade level. Students in 3rd grade will have the goals of 78% GLP and 55% CCR. Students in 4th grade will have the goals of 78% GLP and 55% CCR and students in 5th grade will have the goals of 65% GLP and 40% CCR. We will also increase the overall school Math composite, according to cohort data in grades 4-5, by 10 percentage points (from 56.8% to 66.8%). (A1.07, A2.04, A4.01, A4.16, B1.01, B1.03, B2.03, B3.03, C2.01, C3.04, E1.06).

All students will increase College Career Readiness (CCR) and Grade Level Proficiency (GLP) by 10 percentage points in Grade 5 as measured by the NC Science End of Grade Assessment and exceed EVAAS growth. The goals for 5th grade will be 65% GLP and 55% CCR. (A1.07, A2.04, A4.01, A4.16, B1.01, B1.03, B2.03, B3.03, C2.01, C3.04, E1.06).

III. CHIEF CHALLENGES

- Staffing challenges: We have not been able to use Instructional Assistants to work with small groups due to covering classes. Quality candidates are not applying for teacher vacancies.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Instructional effectiveness will be monitored by the Instructional Leadership Team through data-based problem solving, formal and informal observations, progress monitoring data and parent communication. Planning meetings will be driven by agendas and student data and protocols found within the DDI framework. Student names and misconceptions will be at the forefront of all planning agendas and teachers will move from the what to the how; more specifically on how we accelerate students who do not demonstrate mastery or how to enrich when they have mastered grade-level content.