


2021-2022 State of the School Report

Reid Park Academy	
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Principal Name	Samantha Mazzone
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	15.8	7.1				
	CCR	13.2	<5				
Grade 4	GLP	29.3	25.0			30.0	
	CCR	17.2	9.1			30.0	
Grade 5	GLP	28.6	23.1	33.3			
	CCR	14.3	15.4	8.3			
School	GLP	25.4	19.4	40.0		30.4	<5
	CCR	15.2	9.2	28.0		21.7	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	5.6	<5				
	CCR	<5	<5				
Grade 4	GLP	10.3	<5			20.0	
	CCR	5.2	<5			10.0	
Grade 5	GLP	34.9	21.4	54.5			
	CCR	25.6	14.3	36.4			
School	GLP	16.8	8.2	37.5		30.4	8.3
	CCR	10.2	5.1	20.8		21.7	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	43.2	32.1	58.3			
	CCR	29.5	25.0	33.3			

EOG School Composite 2020-21	24.1
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Reading Goals:

40% of students in grades 3-5 will be proficient in reading as measured by the North Carolina EOG. (A 2.04, A 4.01, B 3.03)

80% of students in grades K-2 will show 1.5 years of growth as measured by the mClass reading assessment. (A 2.04, A 4.01, B 3.03)

Math Goals:

45% of students in grades 3-5 will be proficient in math as measured by the North Carolina EOG. (A 2.04, A 4.01, B 3.03)

Science Goal:

By June 2022, Reid Park Academy will meet or exceed science growth by 10% from 47% to 57% as measured by NC End-of-Grade testing. (A4.01; A2.04)

III. CHIEF CHALLENGES

- Significant number of students needing supplemental or intensive support.
- Learning Loss from the pandemic: Rigorous goals have been set. Students in all grade levels are at least 1.5 years below grade level, making it difficult for teachers to meet with their intensive groups daily as they have several intensive groups.
- Time to teach foundational skills: Teachers need more time to focus on foundational skills. There is little room in the master schedule for additional small group time above the 1 hour of skill/all block.
- Lack of Student Services Support- Need to hire a counselor and school psychologist. Students are in need of guidance lessons aligned to trends noticed after an analysis of school wide discipline trends.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The Instructional Leadership Team regularly schedules walkthroughs during small group instruction, to ensure students are being provided with explicit instruction on foundational skills. The Instructional Leadership Team meets regularly to discuss walkthroughs and determine the whole school, Professional Learning Communities, and individual action plans based on walkthrough data. Regular professional development is delivered for the purpose of ensuring small group instruction is effective and teachers are equipped to deliver foundational skills lessons. The Instructional Leadership Team regularly analyzes school data to determine progress toward school improvement goals and to adjust school improvement action steps.