

# 2021-2022 State of the School Report

River Gate Elementary



Principal Name

Nizy John

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	38.3	25.0	24.1	68.0	14.3	20.0
	CCR	29.0	17.5	17.2	60.0	9.5	20.0
Grade 4	GLP	47.8	33.3	35.7	70.6	30.0	5.9
	CCR	31.3	25.0	10.7	50.0	15.0	<5
Grade 5	GLP	39.5	34.5	25.0	68.4	11.1	
	CCR	29.0	21.8	19.4	52.6	11.1	
School	GLP	42.2	31.6	28.0	69.2	18.6	11.1
	CCR	29.9	21.9	16.1	53.8	11.9	5.6

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	49.1	35.0	42.9	72.0	40.0	10.0
	CCR	34.0	22.5	25.0	56.0	15.0	10.0
Grade 4	GLP	46.6	32.2	28.6	67.6	30.0	17.6
	CCR	33.8	23.7	17.9	52.9	20.0	11.8
Grade 5	GLP	42.3	24.1	44.4	63.2	38.9	
	CCR	23.6	14.8	16.7	42.1	11.1	
School	GLP	45.9	30.1	39.1	67.9	36.2	11.1
	CCR	30.4	20.3	19.6	51.3	15.5	8.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	48.4	31.5	51.4	63.2	23.5	
	CCR	35.2	24.1	31.4	52.6	11.8	

EOG School Composite 2020-21	44.6
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase overall student proficiency from 42.2% to 53% and college career readiness from 29.9% to 41% in reading, in grades 3-5, as measured by the North Carolina End-of-Grade Reading assessment by June 2022. (A2.04, A4.01, B3.03, E1.06)

Increase overall student proficiency from 45.9% to 56% and college career readiness from 30.4% to 42% in math, in grades 3-5, as measured by the North Carolina End-of-Grade Math assessment by June 2022. (A2.04, A4.01, B3.03, E1.06)

By the end of the 2021-2022 school year, K-2 students will increase MAP Reading proficiency (based on linking study) from 57.8% to 67.8% as measured by Spring 2022 MAP testing. (A2.04, A4.01, B3.03, E1.06)

By the end of the 2021-2022 school year, K-2 students will increase MAP Math proficiency (based on linking study) from 69.5% to 79.5% as measured by Spring 2022 MAP testing. (A2.04, A4.01, B3.03, E1.06)

### III. CHIEF CHALLENGES

- Implementing interventions with fidelity due to the high number of students needing supplemental and intensive support: We have many students who have deficits in reading and math and need additional support. Due to the lack of substitutes in the building, the instructional assistants are being pulled to cover classes which makes it challenging for grade levels to implement interventions as planned. Student absences due to quarantining is also a challenge.
- Lack of professional development for EL curriculum: We have a number of new teachers and teachers who have never been exposed to the EL curriculum. They are not receiving the same type of district-level support that was offered in previous years. Since the early release days and the additional workdays are utilized for LETRS training and for grade level planning purposes, it is challenging for teachers to dig deeper into the EL curriculum.
- Duty-free lunch: Due to COVID-19 restrictions and guidelines, we are unable to seat all our students in the cafeteria. We have provided a rotating schedule and teachers have to supervise their students in their classrooms for lunch. As a result, each week only 50% of our teachers receive a duty-free lunch.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

We have revamped our master schedule to include an intervention block for each grade level, time for small group instruction and an SEL block. This provides designated times for differentiated small group instruction as well as a time to develop their social-emotional skills. To ensure that students in third grade have strong foundational skills in phonics and decoding, our first and second grade teams are sharing/re-grouping students based on data to provide small-group instruction for all students.