


2021-2022 State of the School Report

Windsor Park Elementary	
-------------------------	--

Principal Name	Shanna Rae
----------------	------------

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	27.7	37.5	21.2		16.3	
	CCR	13.3	18.8	5.8		7.0	
Grade 4	GLP	33.0	26.7	28.4		10.3	10.0
	CCR	17.0	6.7	16.4		<5	10.0
Grade 5	GLP	30.1	54.5	20.7		<5	
	CCR	19.3	27.3	12.1		<5	
School	GLP	30.4	38.1	23.7	45.5	11.0	8.3
	CCR	16.5	16.7	11.9	45.5	<5	8.3

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	24.1	31.3	13.5		14.0	
	CCR	13.3	18.8	<5		<5	
Grade 4	GLP	27.7	6.7	29.9		7.7	10.0
	CCR	16.0	6.7	14.9		<5	<5
Grade 5	GLP	45.2	41.7	37.9		14.8	
	CCR	27.4	33.3	17.2		<5	
School	GLP	32.2	25.6	27.7	54.5	11.9	8.3
	CCR	18.8	18.6	12.4	36.4	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	30.1	36.4	19.0		11.1	
	CCR	16.9	27.3	10.3		<5	

EOG School Composite 2020-21	31.1
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Reading Goal:

1) 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)

2) By June 2022, Windsor Park Elementary students in grades K-2 will meet or exceed growth by 50%, from 28.3% to 56% as measured by the microphase assessment. (A 2.04, A 4.01, B 3.03)

Math Goal: 75% 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, Windsor Park Elementary will meet or exceed science growth by 10% from 47% to 57% as measured by NC End-of-Grade testing. (A4.01; A2.04)

ELL Goal: Increase English Language Learners overall performance by 15 % from 42.6% to 57.6%. (A4.01; A2.04; B3.03)

Exceptional Children's Goal: Increase exceptional children's overall performance by 10% from 23.5% to 33.5%. (A4.01; A2.04; B3.03)

III. CHIEF CHALLENGES

- Right now, student absences due to Covid exposures or just being out sick with the flu will impact our progress. Children are home with families who are sick and are out for more than 10 days due to Covid rules. Children are also home due to the pandemic and or missing days because of moving in different zones but choosing to stay at our school.
- Students being behind more than 3 years academically will impact our progress because teachers are accelerating learning and needing to remediate at a high level during group instruction. Teachers in 3-5th grade are in need of foundational skills training.
- Time needed to implement interventions.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are connecting with families twice a month and teachers attend parent meetings and school activities. We have opened up an intervention lab to address the deficient areas our learners have in reading and math. Teachers are progress monitoring student performance.

