

2021-2022 State of the School Report

East Mecklenburg High School



Principal Name

Richard B. Parker

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	45.7	35.1	41.0	69.9	14.9	28.6
	CCR	36.1	24.5	31.3	58.3	10.6	19.0
English II	GLP	69.3	65.0	59.9	84.0	9.3	21.9
	CCR	45.1	38.3	31.9	68.8	7.0	9.4
Math I	GLP	14.2	11.8	11.9	31.6	5.6	12.5
	CCR	<5	<5	<5	<5	<5	<5
Math III	GLP	56.6	44.7	52.1	72.6	7.4	9.1
	CCR	36.5	19.4	32.2	56.4	<5	<5
School	GLP	50.5	42.2	43.1	71.5	9.4	18.3
	CCR	33.5	23.3	25.8	55.6	5.3	7.7

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	71.3	66.3	62.8	91.7	5.3	

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	85.0	84.8	79.1	90.2	61.0	

EOC School Composite 2020-21	50.5
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

To increase our graduation cohort 5 percentage points from 83.6% to 88.8% (A2.04, A4.01, A4.06, B3.03, E1.06)

100% of East Mecklenburg teachers will utilize the IPA (Instructional Planning Approach) to ensure students reach 85% mastery of curriculum standards through common assessments. (A 2.04, A 4.01, B 3.03, E 1.06)

Based on the 2018-2019 attendance and suspension summary, we have determined there is a direct correlation between chronic absenteeism and Out-of-School suspension. Our goal is to reduce the number of chronically absent students from 16.59% to 14.59% and reduce the number of Out-of-School Suspensions from 11.5% to 10% (A 4.06 and E 1.06)

The Math I PLC will increase their grade level proficiency composite score by 9.8 percentage points from 30.2% to 40%. (A2.04, A4.01, B3.03)

During the 2021-2022 school year, all teachers will strive to achieve overall student mastery of 80% at the completion of their course by working to interrupt practices that create, sustain and/or reproduce disparities, to provide opportunities for all students to succeed. (A 2.04, A. 4.01)

EOC PLCs will increase their Grade Level Proficiency/ College and Career Readiness

composite score by 5 percentage points overall. (A2.04, A4.01, B3.03)

Based on the Panorama survey (Fall 2020 SEL Skills and Competencies + Wellbeing) increase student participation in the survey from 45% to 80% for the 2021-2022 school year. Emphasis will specifically be on the self-efficacy category with growth from 33% to district average of 41% or higher. (A 4.06)

During the 2021-22 school year, all teachers will participate in EL professional development training to learn additional classroom strategies to implement when working with EL students to increase student growth during ACCESS testing by 5% points.

III. CHIEF CHALLENGES

- Lack of consistent attendance (for a variety of reasons) of students with intensive academic and mental health needs
- Implementation of new curriculum while simultaneously filling gaps due to unfinished instruction

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Our staff are committed to engaging in professional development centered around Restorative Practices and Culturally Responsive Instruction.
- Use Panorama Survey data to identify focus areas and provide targeted support.
- Continue working collaboratively in Professional Learning Communities to find ways to engage students in curriculum and strategize ways to communicate the value of having a diploma.