

2021-2022 State of the School Report

Phillip O. Berry Academy of Technology	
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Principal Name	Terra Matthews Kennedy
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	34.3	30.9	34.2	61.9	<5	<5
	CCR	27.5	23.9	27.9	52.4	<5	<5
English II	GLP	56.0	53.7	54.8	69.6	6.7	22.7
	CCR	26.1	23.2	25.8	43.5	<5	9.1
Math I	GLP	16.6	15.2	18.3		15.8	<5
	CCR	<5	<5	<5		<5	<5
Math III	GLP	47.1	43.8	43.4	52.9	6.3	15.8
	CCR	26.1	21.7	24.2	35.3	<5	10.5

School	GLP	41.1	37.9	40.6	58.0	8.1	10.6
	CCR	22.3	18.9	22.3	42.0	<5	<5

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	46.7	43.7	42.1	73.3	<5	27.3

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	94.8	>95	90.1	80.0	84.6	81.8

EOC School Composite 2020-21	41.1
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, 70% of students will achieve College and Career Readiness benchmarks on Advanced Placement exams, the ACT and WorkKeys national assessments (2.04, 4.01, 3.03, 1.06).

By June 2022, all seniors will attain at least one NC diploma endorsement and create a post-secondary plan (2.04, 4.01, 4.06, 3.03, 1.06).

By June 2022, student college and career readiness performance in English and math will increase by 75% on local and state accountability assessments (2.04, 4.06, 3.03, 1.06).

III. CHIEF CHALLENGES

- The number of students who are absent from school daily due to quarantine requirements and truancy impacts access to dynamic levels of instruction.
- The number of teacher absences daily is impacting the delivery of content, standards and spiraling opportunities.
- Limited staff availability for extended learning (tutoring) is impacting student retention of key concepts.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Students are provided 7-Mindsets lessons for 40-minutes each day to help them better prepare to engage in classroom tasks. Students who are performing below 60% are required to meet with an administrator, counselor or trusted assigned adult bi-weekly to discuss support needs. Core content teachers are encouraging students to participate in spiraled support and re-assessments of performance tasks.