

2021-2022 State of the School Report

Merancas Middle College @CPCC	
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Principal Name	Jametta Martin-Tanner
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP						
	CCR						
English II	GLP						
	CCR						
Math I	GLP						
	CCR						
Math III	GLP						
	CCR						
School	GLP						
	CCR						

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	>95	>95		>95		

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	>95	>95		>95		

EOC School Composite 2020-21	NA
School Letter Grade*	NA

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

The Class of 2022 will have a 100% graduation rate.(A2.04, A4.01,A4.06,B3.03, E1.06) Using the GSI we will monitor and track individual student paths in order to have a 100% graduation rate for every Merancas senior by May 2022. (A2.04, A4.01,A4.06,B3.03, E1.06)

60% of students attending Merancas Middle College High School taking an AP exam will score a 3 or higher.(A2.04, A4.01,A4.06,B3.03)

III. CHIEF CHALLENGES

- Student Learning Gaps- Due to the pandemic, students have experienced gaps in all content areas. Based on standardized testing data (i.e. PSAT/SAT scores), our student performance scores decreased in both reading and math as compared to previous cohorts. Academic stamina, time management, and internal motivation have continued to affect all students with transitioning into a nontraditional academic environment.
- Social Emotional Learning-Since our return to face-to-face instruction, we have observed a slight increase in student anxiety.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Teachers are consistently tutoring, reteaching, and creating individualized learning plans to mitigate any gaps in content mastery. Usage of formative data points are used to drive instruction and adjust as needed to enhance mastery. Instructional interventions (i.e. choice boards, tutoring, etc.) are being implemented to engage students in complex context and increase buy-in. Peer to peer tutoring has increased leadership skills and confidence among students.

MMCHS has created several platforms to assist with student transition back to face-to-face instruction and interaction. School-wide events such as First Fridays, where our students meet to collaborate collectively through community service activities to build the morale and connection with our school and community. Each student is also paired with a staff member to serve as their mentor for monthly check-ins. We have observed a huge increase in student attendance during school and at each event.

The introduction of the 7 Mindset curriculum has allowed us to integrate positive, self-affirming concepts into our school culture. For example, one of our student organizations focuses monthly on one of the seven tenants to promote themes throughout the school.