

2021-2022 State of the School Report

South Mecklenburg High School



Principal Name

Marc Angerer

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	43.3	32.3	28.0	67.6	12.6	20.9
	CCR	37.7	26.8	21.9	61.8	8.1	16.5
English II	GLP	64.7	58.0	47.9	85.8	7.6	22.9
	CCR	42.9	29.3	28.1	65.8	<5	7.1
Math I	GLP	16.1	13.8	14.5	25.3	<5	6.0
	CCR	<5	<5	<5	11.5	<5	<5
Math III	GLP	59.4	44.7	41.8	82.1	18.5	23.5
	CCR	35.8	18.8	18.8	57.8	<5	5.9
School	GLP	48.0	36.8	32.8	73.8	9.3	17.2
	CCR	32.4	20.1	18.1	57.2	<5	8.6

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	57.3	32.2	39.1	89.2	13.6	18.5

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	87.8	87.4	80.1	>95	58.9	85.1

EOC School Composite 2020-21	48.0
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

To decrease the School Composite percent of Not CCR for each racial subgroup by half, which in turn will reduce the Black-White CCR equity gap from 36.5% to 18.1%. Aligns to: A4.01, A4.02

To increase the on time cohort graduation rate by 8% to meet the district goal of 95%. Aligns to: A2.04, A4.01, and B3.03

Increase the percentage of HS students completing at least 1 College Level Course by Graduation by 10 % to 43.24%. ALIGNS TO: A2.04, A4.06, B3.03, E1.06

III. CHIEF CHALLENGES

- Student Attendance: Student attendance is low with impacts student achievement.
- Hiring staff: We are experiencing a difficulty with hiring qualified staff and retaining them making it difficult to have high quality instruction for students.
- Discipline: There is a significant increase in negative student behaviors which impacts instruction and school culture.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Sabre Sail: Providing tutoring for all students.

GIS audits: Looking at schedules to ensure students are taking the classes needed to support increasing the graduation rate.

AP and Dean of Students monitoring instruction: Using a distributive leadership model to assign the administrative staff to monitor content areas with planning, coaching and providing feedback to improve teacher capacity.