



GARRETT ACADEMY OF TECHNOLOGY

2731 Gordon Street
North Charleston, SC

Grades	9-12 High School	
Enrollment	730 Students	
Principal	David Parsons	843-745-7126
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Below Average
2010	Good	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	18	8	8

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	76.7%	72.5%	70.5%	62.1%	68.6%	64.2%
Passed 1 subtest (%)	16.1%	21.1%	22.4%	18.2%	16.6%	19.6%
Passed no subtests (%)	7.3%	6.4%	7.1%	19.6%	15.2%	16.2%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	97.4%	84.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	143	166	190	156
Number of Graduates in Cohort	135	155	130	109
Rate	94.4%	93.4%	69.9%	69.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	145	N/A	162
Number of Graduates in Cohort	N/A	137	N/A	111
Rate	N/A	94.5%	N/A	68.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	76.4%	63.6%
English 1	62.1%	50.4%
Biology 1/Applied Biology 2	58.6%	47.1%
Physical Science	34.4%	42.5%
US History and the Constitution	46.0%	29.7%
All Tests	54.5%	45.9%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=730)				
Retention rate	4.8%	Up from 1.6%	4.4%	3.4%
Attendance rate	93.8%	Down from 96.2%	95.1%	95.0%
Served by gifted and talented program	7.8%	Up from 3.9%	6.9%	12.4%
With disabilities other than speech	6.3%	Down from 7.1%	12.2%	9.9%
Older than usual for grade	5.2%	Up from 4.3%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.5%	Down from 16.2%	1.2%	0.9%
Enrolled in AP/IB programs	11.6%	Up from 9.8%	5.6%	13.0%
Successful on AP/IB exams	N/A	N/A	16.8%	51.7%
Eligible for LIFE Scholarship	29.8%	Up from 28.8%	27.6%	30.1%
Annual dropout rate	0.1%	Down from 0.9%	2.2%	2.5%
Career/technology students in co-curricular organizations	19.7%	Up from 19.3%	4.6%	2.9%
Enrollment in career/technology courses	698	Down from 732	258	419
Students participating in work-based experiences	0.0%	Down from 27.9%	0.0%	7.2%
Career/technology students attaining technical skills	79.7%	Up from 70.8%	78.3%	83.0%
Career/technology completers placed	98.0%	No Change	96.9%	98.4%
Teachers (n=68)				
Teachers with advanced degrees	60.3%	Up from 59.7%	59.5%	61.1%
Continuing contract teachers	82.4%	Up from 79.1%	71.4%	80.6%
Teachers returning from previous year	87.0%	Up from 85.7%	81.2%	86.5%
Teacher attendance rate	97.5%	Down from 97.7%	95.4%	95.5%
Average teacher salary*	\$47,513	Down 3.2%	\$45,028	\$46,884
Professional development days/teacher	5.4 days	Down from 7.1 days	9.9 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	26.4 to 1	Down from 27.2 to 1	21.8 to 1	26.5 to 1
Prime instructional time	91.3%	Down from 93.4%	89.6%	89.3%
Dollars spent per pupil**	\$9,936	Up 1.0%	\$9,755	\$7,804
Percent of expenditures for teacher salaries**	59.1%	Down from 60.8%	56.5%	58.0%
Percent of expenditures for instruction**	62.4%	Down from 65.7%	59.5%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	96.7%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	154	97.4%	912	54.5%	143	94.4%	Yes
Gender							
Male	58	96.6%	385	55.6%	60	90.0%	N/A
Female	96	97.9%	523	53.5%	83	97.6%	N/A
Racial/Ethnic Group							
White	N/A	N/A	28	64.3%	N/A	N/A	N/A
African American	150	98.0%	867	53.9%	131	95.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	66.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	70.0%	44	22.7%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	14	78.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	107	98.1%	757	51.9%	101	94.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Garrett Academy of Technology is a comprehensive, high school of choice devoted to rigorous and relevant instruction in both academic and technical courses of study. Students select College Prep, Honors, or AP classes, as well as choosing one of twelve Career and Technology majors. Students and their parents develop an Individual Graduation Plan with guidance to align all of their courses with their career pathways. We have consistently maintained a graduation rate over 90 percent and 70 percent of students typically go on to two or four year colleges.

Teachers plan together to share best practices, align curriculum with state standards, and develop interdisciplinary lessons to help students relate academics to real world experiences. Students participate in School-to-Career shadowing and co-op placements, providing hands-on work experiences in their chosen fields. Students are engaged through athletics, band, the Student Council, National Honor Society, National Technical Honor Society, Mayor's Youth Leadership Commission, and Youth Court. Many compete at the regional, state, and national level through professional membership in SkillsUSA, DECA, HOSA, FCCLA and ProStart. Active involvement in community service projects is supported through these organizations and the Jefferson Awards Program.

Academic assistance programs are available to provide extra help for students who come unprepared for the rigor of high school. Students testing Below Basic on PASS and HSAP are scheduled into Essentials of Math and Reading classes to provide extra support in basic skills. Students can receive individual academic assistance in core academic subjects through the daily Homework Center. A Credit Recovery program allows students with failing grades to make up failed units of study and earn their required credits. Students meet bi-weekly in Advisory Teams to work on character development, social skills and academic advisement. Leadership 21 classes help transition students into high school and promote leadership skills. Our Wellness Committee has earned an award for making strides in promoting healthy lifestyles.

Garrett Academy has strong business and industry support through twelve Business Advisory Committees and Business Partners' participation in school activities. The school participates in High-Schools-That-Work, a school improvement network focused on data analysis of student performance and evaluation of instructional practices. The School Improvement Council, Title I Planning Team and PTSA involve representatives from all stakeholders in ongoing efforts to revise school programs and increase student achievement. We are proud that Garrett Academy has repeatedly earned Palmetto Gold Awards for our students' achievement and for closing the achievement gap.

David Parsons, Principal
Richard Slonim, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	143	104
Percent satisfied with learning environment	88.6%	72.1%	85.6%
Percent satisfied with social and physical environment	88.6%	75.5%	78.6%
Percent satisfied with school-home relations	74.4%	80.9%	77.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

No

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	183	100.0	9.8	39.3	37.2	13.7	55.2	71.8	68.0	No	Yes
Male	78	100.0	10.3	38.5	42.3	9.0	53.8	67.8	63.1	N/A	N/A
Female	105	100.0	9.5	40.0	33.3	17.1	56.2	75.6	73.1	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	176	100.0	9.7	39.8	37.5	13.1	55.1	51.9	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89.7	83.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.3	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	13	100.0	53.8	38.5	7.7	N/A	15.4	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	53.4	45.1	I/S	I/S
Subsidized meals	145	100.0	9.0	42.1	39.3	9.7	52.4	53.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	183	100.0	26.8	47.5	21.3	4.4	39.3	64.8	62.3	No	Yes
Male	78	100.0	24.4	39.7	29.5	6.4	44.9	64.7	61.4	N/A	N/A
Female	105	100.0	28.6	53.3	15.2	2.9	35.2	64.9	63.2	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	176	100.0	26.7	48.3	21.0	4.0	39.2	42.1	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	84.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	64.3	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	13	100.0	84.6	15.4	N/A	N/A	N/A	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	55.2	47.1	I/S	I/S
Subsidized meals	145	100.0	31.7	47.6	17.2	3.4	35.2	43.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	183	100.0	65.6	10.4	15.3	8.7	24.0	N/A	N/A	N/A	N/A
Male	78	100.0	53.8	12.8	21.8	11.5	33.3	N/A	N/A	N/A	N/A
Female	105	100.0	74.3	8.6	10.5	6.7	17.1	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	176	100.0	65.9	10.2	15.3	8.5	23.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	13	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	145	100.0	71.0	9.0	11.7	8.3	20.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	205	99.5	10.8	41.4	34.5	13.3	61.1	69.8	65.9
	2011	183	100.0	9.8	39.3	37.2	13.7	55.2	71.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	205	99.5	22.7	41.9	28.6	6.9	48.8	64.2	62.3
	2011	183	100.0	26.8	47.5	21.3	4.4	39.3	64.8	62.3

* Adjusted to account for natural variation in performance.

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