

## Center for Advanced Technical Studies

916 Mount Vernon Church Rd.  
Chapin, SC 29036

<b>Grades</b>	9-12 Career Center	
<b>Enrollment</b>	792 Students	
<b>Director</b>	Dr. James R. Couch	803-476-8600
<b>Board Chair</b>	Beth Watson	803-261-7123
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-476-8000



# THE STATE OF SOUTH CAROLINA

# 2014

## ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2014</b>	<b>Excellent</b>	<b>N/A</b>
2013	N/A	N/A
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A

### 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://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF CAREER CENTERS\***

Excellent	Good	Average	Below Average	At-Risk
29	8	3	0	0

NOTE: Ratings are calculated with data available by 05/18/2015.

**School Profile**

	Our School	Change from Last Year	Median Career Center
<b>Students (n = 792)</b>			
With disabilities	N/A	N/A	11.4%
Career/technology students in co-curricular organizations	N/A	N/A	24.2%
Enrollment in career/technology courses	792	Up from 589	586
Students participating in work-based experiences	0.0%	N/A	19.0%
<b>Teachers (n = 19)</b>			
Teachers with advanced degrees	42.1%	Up from 38.9%	25.0%
Continuing contract teachers	78.9%	Up from 66.7%	74.5%
Teachers returning from previous year	N/A	N/A	90.5%
Teacher attendance rate	96.7%	Up from 95.0%	95.8%
Average teacher salary*	\$52,566	Up 1.1%	\$48,775
Professional development days/teacher	7.5 days	Down from 7.9 days	13.2 days
<b>Center</b>			
Director's years at center	2.0	Up from 1.0	4.0
Dollars spent per pupil**	N/A	N/A	N/A
Percent expenditures for teacher salaries**	N/A	N/A	N/A
Percent of expenditures for instruction**	N/A	N/A	N/A
Parents attending conferences	88.4%	Up 84.9%	85.0%
SACS accreditation	Yes	No change	Yes

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

\*\* Prior year audited financial data are reported.

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	19	191	29
Percent satisfied with learning environment	100.0%	89.0%	89.7%
Percent satisfied with social and physical environment	100.0%	91.5%	75.9%
Percent satisfied with school-home relations	100.0%	91.0%	69.0%

\* Only students at the highest High school grade level and their parents were included.

## 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

	Technical Skill Attainment			Graduation Rate			Placement Rate		
	This Center		State Center Average	This Center		State Center Average	This Center		State Center Average
	n	%	%	n	%	%	n	%	%
<b>All Students</b>	700	89.4%	90.3%	141	97.2%	93.0%	34	97.1%	96.9%
<b>Students with Disabilities on Diploma Track</b>	68	79.4%	81.4%	10	80.0%	74.2%	4	I/S	96.3%
<b>Gender</b>									
Male	430	89.1%	87.6%	93	95.7%	91.4%	29	96.6%	96.9%
Female	270	90.0%	93.2%	48	100.0%	94.5%	5	100.0%	96.9%
<b>Racial/Ethnic Group</b>									
White	499	93.2%	92.9%	104	99.0%	94.4%	0	N/A	96.8%
African American	158	75.3%	86.8%	30	90.0%	91.3%	0	N/A	96.4%
Asian/Pacific Islander	21	100.0%	89.5%	5	100.0%	96.7%	0	N/A	100.0%
Hispanic	17	100.0%	92.5%	1	I/S	95.0%	0	N/A	96.3%
American Indian/Alaskan	5	80.0%	97.8%	1	I/S	99.0%	0	N/A	100.0%
<b>Migrant Status</b>									
Migrant	0	N/A	80.0%	0	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0%	90.6%	0	N/A	0.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	198	79.3%	87.7%	141	97.2%	93.3%	14	100.0%	96.3%

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

## Definitions of Performance Rating Terms

\* Technical Skill Attainment --- The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.

\* Graduation Rate --- The percentage of 12th grade career and technology students who graduate in the spring.

\* Placement Rate --- The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

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## Report of Director and School Improvement Council

The Center for Advanced Technical Studies enrolled its first class in August 2012 with 650 students enrolling in 18 programs of study. The overall mission is to prepare each student to be college and career ready and compete successfully in the global market place. The Center remains focused on the job demands in the local and greater Columbia metropolitan area and to prepare students to engage the job market, military, or college upon graduation and compete successfully.

The Center staff works with the overall District Advisory Council and the 19 different program Advisory Committees to seek input on jobs in demand, openings to be filled, skill sets required and the types of equipment needed to prepare students with the required technical skills. The Advisory Council and Advisory Committees meet a minimum of twice a year and plan other meetings as needed. Center staff and teachers have been engaged with various community organizations, and students have been involved in internships through work-based learning opportunities.

As part of the district professional development, teachers and staff participate in district wide professional development activities such as data teams, PBIS, technology knowledge and skill development, classroom management and other related sessions to improve the professional skills of the staff. The professional development is scheduled for the school year and educators register for class offerings during the year.

The Center and the district leadership planned and conducted a conference called Failure to Launch in April 2014. The conference drew 170 professionals from business, education, workforce groups, postsecondary education, and national representation from Harvard, Carnegie Mellon and the College Board. The highlight of the conference was the presentation by six students from The Center.

The Center had 220 graduates for 2014 with the majority receiving partial to full scholarships. One student in Biomedical Sciences received a full scholarship to Harvard with a value of around \$215,000. Another example is a student in Clean Energy Technology who received a full scholarship to Midlands Technical College to study Nuclear Engineering. The Clean Energy and Biomedical Sciences students had their research projects published in The Center's first CAPSTONE Journal of High School Research. Graduates were administered the WorkKeys as part of a pilot project, and all of the students received certificates ranging from Bronze to Platinum with one student earning a perfect score.

The enrollment is projected to be 1000 students in the fall of 2014 and includes a new course in Fire and Rescue. All students will be challenged to prepare a capstone project or product. The motto of the Center is Creating the Future by Challenging the Impossible. The students, parents, teachers, staff and community have embraced that vision leading to the success.

Director: James R. Couch

Advisory Committee Chair: Nick Milasnovich

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal High and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>N/A</b>
<b>Overall Grade Conversion</b>	<b>N/A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Center for Advanced Technical Studies has been designated as a:

	Title I Reward for Performance - among the highest performing Title I schools in a given year.
	Title I Reward for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the lowest 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

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