



## Garrett Academy of Technology

2731 Gordon Street  
North Charleston, SC

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 9-12 High School        |              |
| <b>Enrollment</b>     | 753 Students            |              |
| <b>Principal</b>      | David Parsons           | 843-745-7126 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley   | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Toya Hampton Green | 843-723-7831 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING    |
|-------------|------------------|------------------|
| <b>2009</b> | <b>Excellent</b> | <b>Excellent</b> |
| 2008        | Excellent        | Good             |
| 2007        | Excellent        | Good             |
| 2006        | Excellent        | Excellent        |
| 2005        | Excellent        | Excellent        |

## 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 3         | 5    | 10      | 4             | 9       |

\* Ratings are calculated with data available by 03/25/2010.

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

| Percent                | Our High School |      |      | High Schools with Students Like Ours |      |      |
|------------------------|-----------------|------|------|--------------------------------------|------|------|
|                        | 2007            | 2008 | 2009 | 2007                                 | 2008 | 2009 |
| Passed 2 subtests (%)  | 81.1            | 90.1 | 76.7 | 68.4                                 | 70.0 | 62.1 |
| Passed 1 subtest (%)   | 16.3            | 8.4  | 16.1 | 17.6                                 | 16.2 | 18.2 |
| Passed no subtests (%) | 2.6             | 1.5  | 7.3  | 13.9                                 | 13.8 | 19.6 |

**HSAP Passage Rate by Spring 2009**

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
|         | 99.2%           | 90.2%                                |

**On-Time Graduation Rate**

|                    | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 135             | 185                                  |
| Number of Diplomas | 131             | 131                                  |
| Rate               | 97.0%           | 69.1%                                |

**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           | 69.4            | 58.1                                  |
| English 1                                       | 60.6            | 49.5                                  |
| Physical Science                                | 26.2            | 37.6                                  |
| US History and the Constitution                 | 30.3            | 23.0                                  |
| All Tests                                       | 45.1            | 41.0                                  |

\* 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 |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n=753)</b>  |            |                       |                                      |                    |
| Retention rate   | 4.9%       | Up from 3.3%          | 6.8%                                 | 4.8%               |
| Attendance rate  | 96.0%      | Up from 95.8%         | 94.7%                                | 95.5%              |
| Eligible for gifted and talented   | 3.7%       | Down from 12.4%       | 6.7%                                 | 9.2%               |
| With disabilities other than speech  | 6.0%       | Down from 6.3%        | 14.1%                                | 12.6%              |
| Older than usual for grade   | 4.6%       | Up from 3.9%          | 12.1%                                | 8.6%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 12.7%      | Down from 16.9%       | 0.9%                                 | 1.2%               |
| Enrolled in AP/IB programs   | 6.5%       | Up from 5.1%          | 5.3%                                 | 13.2%              |
| Successful on AP/IB exams  | N/A        | N/A                   | 34.2%                                | 55.6%              |
| Eligible for LIFE Scholarship  | 29.8%      | Up from 24.8%         | 27.7%                                | 29.8%              |
| Annual dropout rate  | 0.1%       | Up from 0.0%          | 3.8%                                 | 3.5%               |
| Career/technology students in co-curricular organizations                    | 13.9%      | Down from 16.2%       | 3.7%                                 | 3.0%               |
| Enrollment in career/technology courses                                      | 709        | Down from 738         | 469                                  | 523                |
| Students participating in work-based experiences                             | 53.4%      | Up from 49.0%         | 8.5%                                 | 12.9%              |
| Career/technology students attaining technical skills                        | 70.2%      | No Change             | 75.4%                                | 79.3%              |
| Career/technology completers placed  | 99.3%      | Down from 99.4%       | 100.0%                               | 98.8%              |
| <b>Teachers (n=66)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 59.1%      | Up from 56.1%         | 52.3%                                | 58.6%              |
| Continuing contract teachers   | 77.3%      | Up from 74.2%         | 65.0%                                | 71.6%              |
| Teachers with emergency or provisional certificates                          | 14.3%      | Down from 14.8%       | 14.5%                                | 8.1%               |
| Teachers returning from previous year  | 86.6%      | Down from 87.7%       | 81.8%                                | 85.0%              |
| Teacher attendance rate  | 96.1%      | Up from 95.9%         | 95.5%                                | 95.5%              |
| Average teacher salary*  | \$49,253   | Up 5.5%               | \$46,443                             | \$47,761           |
| Professional development days/teacher  | 8.7 days   | Up from 8.4 days      | 10.6 days                            | 10.8 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 5.0        | Up from 4.0           | 4.0                                  | 3.0                |
| Student-teacher ratio in core subjects                                       | 28.3 to 1  | Up from 27.9 to 1     | 23.2 to 1                            | 26.1 to 1          |
| Prime instructional time   | 91.3%      | Up from 90.6%         | 89.0%                                | 89.8%              |
| Dollars spent per pupil**  | \$9,388    | Down 0.8%             | \$8,713                              | \$7,883            |
| Percent of expenditures for teacher salaries**                               | 58.8%      | Down from 59.7%       | 53.4%                                | 54.1%              |
| Percent of expenditures for instruction**                                    | 64.9%      | Down from 66.2%       | 59.5%                                | 60.2%              |
| Opportunities in the arts  | Good       | No Change             | Excellent                            | Excellent          |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences  | 77.0%      | Down from 92.4%       | 91.2%                                | 95.8%              |
| Character development program  | Good       | Up from Average       | Good                                 | Good               |
| Modern language program assessment   | Excellent  | N/A                   | Good                                 | Average            |
| 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 2009 |        | End of Course Passage Rate |       | Graduation Rate |        |                     |
|------------------------------|----------------------------------|--------|----------------------------|-------|-----------------|--------|---------------------|
|                              | n                                | %      | t                          | %     | n               | %      | Met State Objective |
| All Students                 | 132                              | 99.2%  | 798                        | 45.1% | 135             | 97.0%  | Yes                 |
| <b>Gender</b>                |                                  |        |                            |       |                 |        |                     |
| Male                         | 57                               | 98.2%  | 365                        | 43.6% | 58              | 93.1%  | N/A                 |
| Female                       | 75                               | 100.0% | 433                        | 46.4% | 77              | 100.0% | N/A                 |
| <b>Racial/Ethnic Group</b>   |                                  |        |                            |       |                 |        |                     |
| White                        | N/A                              | N/A    | 19                         | 63.2% | N/A             | N/A    | N/A                 |
| African American             | 129                              | 99.2%  | 759                        | 44.1% | 132             | 97.0%  | N/A                 |
| Asian/Pacific Islander       | N/A                              | N/A    | N/A                        | N/A   | N/A             | N/A    | N/A                 |
| Hispanic                     | N/A                              | N/A    | 14                         | 71.4% | N/A             | N/A    | N/A                 |
| American Indian/Alaskan      | N/A                              | N/A    | N/A                        | N/A   | N/A             | N/A    | N/A                 |
| <b>Disability Status</b>     |                                  |        |                            |       |                 |        |                     |
| Disabled                     | N/A                              | N/A    | 47                         | 23.4% | N/A             | N/A    | N/A                 |
| <b>Migrant Status</b>        |                                  |        |                            |       |                 |        |                     |
| Migrant                      | N/A                              | N/A    | N/A                        | N/A   | N/A             | N/A    | N/A                 |
| <b>English Proficiency</b>   |                                  |        |                            |       |                 |        |                     |
| Limited English Proficient   | N/A                              | N/A    | 14                         | 64.3% | N/A             | N/A    | N/A                 |
| <b>Socio-Economic Status</b> |                                  |        |                            |       |                 |        |                     |
| Subsidized meals             | 103                              | 99.0%  | 622                        | 43.9% | 104             | 97.1%  | N/A                 |

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Garrett Academy of Technology is a comprehensive, magnet high school devoted to rigorous and relevant instruction in both academic and technical courses of study. Students select Applied, College Prep, Honors, or AP classes, as well as choosing one of eighteen 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. Typically, 70 percent of students go on to two or four year colleges.

Teachers meet in departments and instructional clusters to share best practices, align curriculum with state standards, and plan interdisciplinary lessons to help students relate academic lessons 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 can gain professional development through student organizations, such as 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 membership in SkillsUSA, DECA, HOSA, FCCLA and ProStart.

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.

Active parent involvement is the essential element in reinforcing expectations for appropriate behavior. A Progressive Discipline Policy is in place to deal with discipline issues in a firm, fair, and consistent manner. Students meet bi-weekly in Advisory Teams to work on character development, social skills and academic advisement. Guidance counselors and Student Concern Specialists are available to help students resolve conflicts constructively and to plan special programs to appeal to needs of teenagers. Students maintaining good behavior are rewarded with special privileges.

Garrett Academy has strong business and industry support through eighteen Business Advisory Committees and Business Partners' participation in school activities. The school participates in the High-Schools-That-Work network, a school improvement model focusing on data analysis of student performance and evaluation of instructional practices. The School Improvement Council involves representatives from all stakeholders in ongoing efforts to revise school programs and increase student achievement. We are proud that Garrett Academy has been recognized as a National Title I Distinguished School for our students' performance.

David Parsons, Principal

Richard Slonim, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 61       | 136       | 84       |
| Percent satisfied with learning environment            | 95.0%    | 72.1%     | 84.0%    |
| Percent satisfied with social and physical environment | 93.4%    | 74.1%     | 68.7%    |
| Percent satisfied with school-home relations           | 86.9%    | 79.3%     | 71.6%    |

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

## Abbreviations for Missing Data

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**School Adequate Yearly Progress**

NO

This school met 9 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**

N/A

**School Improvement Key**

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.5%                | 1.7%         |
| Classes in high poverty schools not taught by highly qualified teachers | 7.5%                | 5.8%         |

  

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| 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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 195 | 99.5 | 12   | 44.8 | 30.7 | 12.5 | 58.3 | 64.1 | 61.8 | No  | Yes |
| Male                       | 78  | 98.7 | 14.7 | 52   | 24   | 9.3  | 56   | 60.7 | 57.4 | N/A | N/A |
| Female                     | 117 | 100  | 10.3 | 40.2 | 35   | 14.5 | 59.8 | 67   | 66.1 | N/A | N/A |
| White                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 86.8 | 74.3 | I/S | I/S |
| African American           | 190 | 99.5 | 11.7 | 45.2 | 31.4 | 11.7 | 58.5 | 44.5 | 44.9 | No  | Yes |
| Asian/Pacific Islander     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 85.5 | 77.4 | I/S | I/S |
| Hispanic                   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 59.5 | 50.3 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | 55.4 | I/S | I/S |
| Disabled                   | 12  | 100  | 50   | 41.7 | 0    | 8.3  | 25   | 23.9 | 19.4 | I/S | I/S |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 44.6 | 38.5 | I/S | I/S |
| Subsized meals             | 136 | 99.3 | 13.3 | 48.1 | 26.7 | 11.9 | 54.1 | 42   | 45.6 | No  | Yes |

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

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 195 | 99.5 | 18.2 | 45.3 | 27.1 | 9.4  | 54.7 | 62.9 | 62.7 | Yes | Yes |
| Male                       | 78  | 98.7 | 12   | 56   | 21.3 | 10.7 | 56   | 63.2 | 61.8 | N/A | N/A |
| Female                     | 117 | 100  | 22.2 | 38.5 | 30.8 | 8.5  | 53.8 | 62.5 | 63.6 | N/A | N/A |
| White                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 88.2 | 75.1 | I/S | I/S |
| African American           | 190 | 99.5 | 17.6 | 46.3 | 27.1 | 9    | 54.8 | 40.7 | 45.1 | Yes | Yes |
| Asian/Pacific Islander     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 89.1 | 83.8 | I/S | I/S |
| Hispanic                   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 63.1 | 58.5 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | 59.2 | I/S | I/S |
| Disabled                   | 12  | 100  | 58.3 | 33.3 | 8.3  | 0    | 8.3  | 26.9 | 21.8 | I/S | I/S |
| Migrant                    | N/A | I/S  | N/A | N/A |
| Limited English Proficient | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 56.9 | 52.3 | I/S | I/S |
| Subsized meals             | 136 | 99.3 | 21.5 | 44.4 | 25.2 | 8.9  | 48.9 | 40.5 | 47.9 | No  | Yes |

## Physical Science (End-of-Course Test performance by Group)

|                            |     |       |      |      |      |      |     |     |     |     |     |
|----------------------------|-----|-------|------|------|------|------|-----|-----|-----|-----|-----|
| All Students               | 195 | 99.5  | 85.1 | 10.8 | 2.1  | 1.5  | I/S | N/A | N/A | N/A | N/A |
| Male                       | 78  | 98.7  | 83.3 | 11.5 | 2.6  | 1.3  | I/S | N/A | N/A | N/A | N/A |
| Female                     | 117 | 100.0 | 86.3 | 10.3 | 1.7  | 1.7  | I/S | N/A | N/A | N/A | N/A |
| White                      | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| African American           | 190 | 99.5  | 85.8 | 10.5 | 1.6  | 1.6  | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander     | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| Hispanic                   | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan    | N/A | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| Disabled                   | 12  | 100.0 | N/AV | N/AV | N/AV | N/AV | I/S | N/A | N/A | N/A | N/A |
| Migrant                    | N/A | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S | N/A | N/A | N/A | N/A |
| Subsized meals             | 136 | 100.0 | 87.5 | 8.8  | 2.9  | 0.7  | I/S | 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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

|              |      |     |      |     |      |      |      |      |      |      |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2008 | 202 | 100  | 3.5 | 35.1 | 51.5 | 9.9  | 78.7 | 70.7 | 69.7 |
|              | 2009 | 195 | 99.5 | 12  | 44.8 | 30.7 | 12.5 | 58.3 | 64.1 | 61.8 |

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

|              |      |     |      |      |      |      |     |      |      |      |
|--------------|------|-----|------|------|------|------|-----|------|------|------|
| All Students | 2008 | 202 | 100  | 7.9  | 43.6 | 40.1 | 8.4 | 67.8 | 66.9 | 67.2 |
|              | 2009 | 195 | 99.5 | 18.2 | 45.3 | 27.1 | 9.4 | 54.7 | 62.9 | 62.7 |

\* 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