



Garrett Academy of Technology

2731 Gordon Street
North Charleston, SC

Grades	9-12 High School	
Enrollment	740 Students	
Principal	Tracey Lewis	843-745-7126
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Good
2011	Excellent	Below Average
2010	Good	Good
2009	Excellent	Excellent
2008	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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
6	3	14	4	10

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	72.5%	70.5%	70.5%	68.6%	64.2%	65.1%
Passed 1 subtest (%)	21.1%	22.4%	17.9%	16.6%	19.6%	19.0%
Passed no subtests (%)	6.4%	7.1%	11.6%	15.2%	16.2%	18.6%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	96.8%	80.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	166	162	156	118
Number of Graduates in Cohort	155	150	109	82
Rate	93.4%	92.6%	69.7%	65.0%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	145	165	162	124
Number of Graduates in Cohort	137	155	111	88
Rate	94.5%	93.9%	68.2%	69.7%

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	76.8%	56.4%
English 1	62.6%	49.1%
Biology 1/Applied Biology 2	62.8%	56.5%
US History and the Constitution	40.4%	27.9%
All Tests	60.6%	46.8%

* 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=740)				
Retention rate	3.0%	Down from 4.8%	3.5%	3.0%
Attendance rate	93.2%	Down from 93.8%	94.6%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.4%	Down from 8.5%	1.1%	0.9%
Enrolled in AP/IB programs	11.5%	Down from 11.6%	3.1%	13.4%
Successful on AP/IB exams	N/A	N/A	25.9%	50.9%
Eligible for LIFE Scholarship	29.0%	Down from 29.8%	27.8%	30.1%
Annual dropout rate	0.3%	Up from 0.1%	1.8%	2.3%
Career/technology students in co-curricular organizations	16.0%	Down from 19.7%	3.9%	2.7%
Enrollment in career/technology courses	634	Down from 698	199	395
Students participating in work-based experiences	0.8%	Up from 0.0%	0.8%	7.4%
Career/technology students attaining technical skills	74.5%	Down from 79.7%	80.0%	84.0%
Career/technology completers placed	96.2%	Down from 98.0%	96.4%	98.4%
Teachers (n=65)				
Teachers with advanced degrees	61.5%	Up from 60.3%	60.7%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	86.8%	Down from 87.0%	80.9%	86.6%
Teacher attendance rate	98.2%	Up from 97.5%	95.8%	95.2%
Average teacher salary*	\$48,357	Up 1.8%	\$43,819	\$47,326
Professional development days/teacher	0.7 days	Down from 5.4 days	9.4 days	9.7 days
School				
Principal's years at school	1.0	Down from 7.0	2.0	4.0
Student-teacher ratio in core subjects	26.2 to 1	Down from 26.4 to 1	20.5 to 1	27.1 to 1
Prime instructional time	90.9%	Down from 91.3%	89.5%	89.4%
Dollars spent per pupil**	\$10,567	Up 6.4%	\$9,916	\$7,708
Percent of expenditures for teacher salaries**	59.9%	Up from 59.1%	54.1%	57.1%
Percent of expenditures for instruction**	64.1%	Up from 62.4%	57.9%	59.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 100.0%	96.9%	97.8%
Character development program	Below Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	157	96.8%	686	60.6%	162	92.6%
Gender						
Male	61	96.7%	303	60.1%	64	90.6%
Female	96	96.9%	383	61.1%	98	93.9%
Racial/Ethnic Group						
White	N/A	N/A	16	75.0%	N/A	N/A
African American	152	96.7%	651	60.5%	156	93.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	47.1%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	10	70.0%	49	34.7%	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	18	55.6%	N/A	N/A
Socio-Economic Status						
Subsidized meals	124	97.6%	576	59.7%	133	94.0%

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 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 fifteen 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.

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 scoring Not Met on PASS and Below Basic on 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. Guidance counselors and Student Concern Specialists are available to help students resolve conflicts constructively and to plan special programs that appeal to the needs of teenagers.

Garrett Academy has strong business and industry support through 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 and has repeatedly earned Palmetto Gold for our students' performance and continuous efforts to improve.

Daniel Conner, Principal

Richard Slonim, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	0	0
Percent satisfied with learning environment	69.2%	N/R	N/R
Percent satisfied with social and physical environment	76.3%	N/R	N/R
Percent satisfied with school-home relations	52.5%	N/R	N/R

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary 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.

Overall Weighted Points Total	78.2
Overall Grade Conversion	C

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 state's expectations

Accountability Indicator for Title I Schools

Garrett Academy of Technology school has been designated as a:

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

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

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

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	225	219	74	69	100.0	100.0	93.4
Male	219	217	78	71	100.0	100.0	89.6
Female	229	220	72	68	100.0	100.0	96.0
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	226	219	74	69	100.0	100.0	95.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	225	218	73	69	100.0	100.0	96.5
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	183	100.0	9.8	39.3	37.2	13.7	55.2
	2012	190	100.0	14.7	38.9	34.7	11.6	59.5
Mathematics								
All Students	2011	183	100.0	26.8	47.5	21.3	4.4	39.3
	2012	190	100.0	26.3	42.6	24.2	6.8	45.3

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