

Floyd D Johnson Technology Center

1010 devinney Road
York, South Carolina

Grades	9-12 Career Center	
Enrollment	804 Students	
Director	Ron P. Roveri	803-684-1910
Board Chair	Chris Stephnson	803-684-2611
Superintendent		
Dr. Russell Booker		803-684-9916

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Excellent**	**Excellent**
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Floyd D Johnson Technology Center 02/18/09-4601996

ABSOLUTE RATINGS OF CAREER CENTERS*

Excellent	Good	Average	Below Average	At-Risk
34	2	1	0	0

* Ratings are calculated with data available by September 30.

School Profile

	Our School	Change from Last Year	Median Career Center
Students (n=804)			
With disabilities other than speech	9.0%	Down from 10.1%	9.3%
Career/technology students in co-curricular organizations	34.0%	Down from 37.8%	20.7%
Enrollment in career/technology courses	804	Down from 815	675
Students participating in work-based experiences	13.3%	Down from 17.2%	20.6%
Teachers (n=16)			
Teachers with advanced degrees	50.0%	Down from 56.3%	27.2%
Continuing contract teachers	87.5%	Down from 93.8%	71.9%
Teachers with emergency or provisional certificates	0.0%	No Change	19.5%
Teachers returning from previous year	95.6%	Down from 97.6%	92.5%
Teacher attendance rate	97.8%	Up from 96.8%	95.6%
Average teacher salary	$52,195	Up 5.8%	$46,693
Professional development days/teacher	11.6 days	Down from 13.6 days	13.4 days
School			
Director's years at Center	4.0	Up from 3.0	4.0
Dollars spent per pupil*	$2,240	Up 15.3%	$3,234
Percent of expenditures for teacher salaries*	59.0%	Up from 56.3%	55.1%
Percent of expenditures for instruction*	71.0%	Down from 72.6%	63.7%
Parents attending conferences	89.3%	Up from 80.0%	84.2%
SACS accreditation	Yes	No Change	Yes

* Prior year audited financial data are reported.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	157	59
Percent satisfied with learning environment	93.8%	90.4%	84.7%
Percent satisfied with social and physical environment	100.0%	92.9%	82.1%
Percent satisfied with school-home relations	87.5%	91.7%	88.1%

* Only eleventh grade students 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	%	%
All Students									
	832	85.8%	85.2%	249	98.8%	94.4%	297	98.0%	97.4%
Students with Disabilities on Diploma Track									
	72	73.6%	73.6%	23	87.0%	73.4%	3	I/S	97.6%
Gender									
Male	420	82.1%	82.4%	120	98.3%	93.2%	160	98.1%	98.2%
Female	412	89.6%	88.3%	129	99.2%	95.6%	137	97.8%	96.5%
Racial/Ethnic Group									
White	594	87.0%	88.5%	167	99.4%	96.4%	234	98.7%	97.9%
African American	185	80.0%	79.9%	63	96.8%	91.6%	55	94.6%	96.3%
Asian/Pacific Islander	17	94.1%	91.5%	7	100.0%	94.3%	1	I/S	100.0%
Hispanic	27	92.6%	85.9%	10	100.0%	92.2%	3	I/S	97.7%
American Indian/Alaskan	9	88.9%	82.4%	2	I/S	78.6%	3	I/S	96.7%
Migrant Status									
Migrant	2	I/S	91.7%	N/A	100.0%	100.0%	N/AV	N/AV	N/AV
English Proficiency									
Limited English Proficient	16	93.8%	85.1%	149	100.0%	91.9%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	378	81.0%	80.7%	100	97.0%	91.7%	49	95.9%	95.8%

* n = number of students on which percentage is calculated.

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.

Abbreviations for Missing Data

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

Report of Director and School Improvement Council

The 2007-2008 school year was another outstanding year for the students, faculty, and staff of Floyd D. Johnson Technology Center. For the seventh consecutive year, Floyd D. Johnson Technology Center earned an Excellent Absolute Rating on the South Carolina State Report Card. For the first time, FDJTC also earned an excellent improvement rating on the state report card. This narrative will highlight several key initiatives that I firmly believe are the reasons for the continued success and achievement of our students at Floyd D. Johnson Technology Center.

Every program offered at FDJTC has at least one instructor that maintains a national industry credential. This enabled every program to become nationally industry certified. Thus, every student has the opportunity to earn a national credential at the end of their program of study. This opens the door for many opportunities for our students. For instance, the number of courses offering dual credit with post-secondary institutions went from two courses last year to nine courses resulting in 114 students earning dual credit this school year. The results of our instructors earning their national credentials led to more instructors and programs qualifying for dual credit with York Technical College. Maintaining industry credentials also forces the instructors to continually update and evaluate their curriculum to ensure industry standards are taught on a daily basis.

Teaching industry standards results in successful competitive events. Floyd D. Johnson Technology Center had 47 students earn third place or higher in state competitive events during the 2007-2008 school year. Three students already earned national awards in Marketing (DECA) and Family and Consumer Science (FCCLA). Students' names and awards are listed in this newsletter. Maintaining Career and Technical Education Clubs in every program of study is vital to the success of Career and Technical Education.

Our focus this year has been to set high expectations and increase the rigor and relevance in all of our programs. This is one of the key practices of the "High Schools That Work" (HSTW) Reform Model. Every instructor at Floyd D. Johnson Technology Center serves on a HSTW Focus team with the core academic instructors. This has led to increased collaboration and integration of the career and technical curriculum with the core academic curriculum resulting in higher expectations, rigor and relevance. Students now understand the "marriage" between theory and application.

Ron P. Roveri, Director
Ron Barker, Advisory Chairperson

No Child Left Behind

School Adequate Yearly Progress	YES

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average, or Below Average.