



Garrett Academy of Technology

2731 Gordon Street
North Charleston, SC

Grades	9-12 High School	
Enrollment	753 Students	
Principal	David Parsons	843-745-7126
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	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
2009	Excellent	Excellent
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

	Our High School			High Schools with Students Like Ours		
Percent	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

	Our High School	High Schools with Students Like Ours
Percent	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
Students (n=753)				
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%
Teachers (n=66)				
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
School				
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
Gender							
Male	57	98.2%	365	43.6%	58	93.1%	N/A
Female	75	100.0%	433	46.4%	77	100.0%	N/A
Racial/Ethnic Group							
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
Disability Status							
Disabled	N/A	N/A	47	23.4%	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	64.3%	N/A	N/A	N/A
Socio-Economic Status							
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.

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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.

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School Adequate Yearly Progress	NO
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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
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	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
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	I/S	I/S	I/S	I/S	I/S	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	I/S	I/S	I/S	I/S	I/S	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	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	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

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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	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.