



GARRETT ACADEMY OF TECHNOLOGY

2731 Gordon Street
North Charleston, SC

Grades	9-12 High School	
Enrollment	764 Students	
Principal	David Parsons	843-745-7126
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	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
1	6	18	5	6

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	90.1%	76.7%	72.5%	70.0%	62.1%	68.6%
Passed 1 subtest (%)	8.4%	16.1%	21.1%	16.2%	18.2%	16.6%
Passed no subtests (%)	1.5%	7.3%	6.4%	13.8%	19.6%	15.2%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	97.0%	86.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	135	143	185	190
Number of Graduates in Cohort	131	135	131	130
Rate	97.0%	94.4%	69.1%	69.9%

*Used to calculate current AYP.

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	68.3%	63.4%
English 1	68.5%	57.4%
Physical Science	32.1%	42.0%
US History and the Constitution	17.4%	28.8%
All Tests	46.8%	47.4%

* 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=764)				
Retention rate	1.6%	Down from 4.9%	4.5%	3.7%
Attendance rate	96.2%	Up from 96.0%	94.2%	95.4%
Eligible for gifted and talented	3.9%	Up from 3.7%	8.0%	12.4%
With disabilities other than speech	7.1%	Up from 6.0%	14.1%	12.8%
Older than usual for grade	4.3%	Down from 4.6%	12.5%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	16.2%	Up from 12.7%	0.8%	1.1%
Enrolled in AP/IB programs	9.8%	Up from 6.5%	7.7%	13.1%
Successful on AP/IB exams	N/A	N/A	25.0%	50.4%
Eligible for LIFE Scholarship	28.8%	Down from 29.8%	27.8%	30.4%
Annual dropout rate	0.9%	Up from 0.1%	2.7%	3.1%
Career/technology students in co-curricular organizations	19.3%	Up from 13.9%	5.9%	2.2%
Enrollment in career/technology courses	732	Up from 709	281	424
Students participating in work-based experiences	27.9%	Down from 53.4%	10.0%	11.7%
Career/technology students attaining technical skills	70.8%	Up from 70.2%	72.4%	78.7%
Career/technology completers placed	98.0%	Down from 99.3%	98.5%	98.5%
Teachers (n=67)				
Teachers with advanced degrees	59.7%	Up from 59.1%	57.7%	60.4%
Continuing contract teachers	79.1%	Up from 77.3%	66.7%	76.6%
Teachers with emergency or provisional certificates	9.8%	Down from 14.3%	12.9%	6.5%
Teachers returning from previous year	85.7%	Down from 86.6%	82.2%	86.8%
Teacher attendance rate	97.7%	Up from 96.1%	96.1%	95.8%
Average teacher salary*	\$49,082	Down 0.3%	\$45,850	\$47,390
Professional development days/teacher	7.1 days	Down from 8.7 days	10.1 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	27.2 to 1	Down from 28.3 to 1	22.7 to 1	25.8 to 1
Prime instructional time	93.4%	Up from 91.3%	88.9%	90.1%
Dollars spent per pupil**	\$9,838	Up 4.8%	\$9,002	\$7,974
Percent of expenditures for teacher salaries**	60.8%	Up from 58.8%	53.6%	55.4%
Percent of expenditures for instruction**	65.7%	Up from 64.9%	59.0%	60.4%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 77.0%	96.2%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
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

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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	135	97.0%	802	46.8%	143	94.4%	Yes
Gender							
Male	55	100.0%	349	48.4%	60	90.0%	N/A
Female	80	95.0%	453	45.5%	83	97.6%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	124	96.8%	766	46.3%	131	95.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	20	45.0%	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	59	25.4%	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	23	47.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	95	96.8%	632	47.5%	101	94.1%	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 biweekly 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 that appeal to the 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 and has repeatedly earned Palmetto Gold for our students' performance and continuous efforts to improve.

David Parsons, Principal
Richard Slonim, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	155	93
Percent satisfied with learning environment	90.9%	70.3%	86.8%
Percent satisfied with social and physical environment	96.8%	66.5%	78.9%
Percent satisfied with school-home relations	76.9%	74.8%	80.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 8 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

NI

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.0%	0.0%	No

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

All Students	205	99.5	10.8	41.4	34.5	13.3	61.1	69.8	65.9	No	Yes
Male	84	100	13.1	41.7	34.5	10.7	59.5	67.3	60.8	N/A	N/A
Female	121	99.2	9.2	41.2	34.5	15.1	62.2	72.3	71	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	91.6	77.5	I/S	I/S
African American	197	100	11.2	41.8	34.2	12.8	59.7	48.4	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	15	100	53.3	40	0	6.7	26.7	28.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	167	99.4	10.3	41.2	36.4	12.1	63	50.2	51.5	Yes	Yes

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

All Students	205	99.5	22.7	41.9	28.6	6.9	48.8	64.2	62.3	No	Yes
Male	84	100	22.6	44	29.8	3.6	48.8	66.5	61.7	N/A	N/A
Female	121	99.2	22.7	40.3	27.7	9.2	48.7	62	63	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8	75	I/S	I/S
African American	197	100	23.5	42.3	27.6	6.6	46.9	41.8	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	15	100	53.3	46.7	0	0	0	25.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	167	99.4	21.8	44.2	27.9	6.1	46.7	43.1	48.1	No	Yes

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

All Students	205	98.0	83.1	12.4	4.5	0.0	4.5	N/A	N/A	N/A	N/A
Male	84	98.8	79.5	13.3	7.2	0.0	7.2	N/A	N/A	N/A	N/A
Female	121	97.5	85.6	11.9	2.5	0.0	2.5	N/A	N/A	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	197	98.0	84.5	12.4	3.1	0.0	3.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	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	15	86.7	N/AV	N/AV	N/AV	N/AV	N/AV	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	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	167	97.6	82.8	12.9	4.3	0.0	4.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	195	99.5	12	44.8	30.7	12.5	58.3	64.1	61.8
	2010	205	99.5	10.8	41.4	34.5	13.3	61.1	69.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	195	99.5	18.2	45.3	27.1	9.4	54.7	62.9	62.7
	2010	205	99.5	22.7	41.9	28.6	6.9	48.8	64.2	62.3

* Adjusted to account for natural variation in performance.

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