

ESEA Progress

The table below summarizes the changes in state mandated standardized test passage rate over the last two years and compares that number with the average rate of what the state defines as "high schools with students like ours."

Test	Garrett Academy 2011 Pass Percentage	Garrett Academy 2012 Pass Percentage	Garrett Academy 2013 Pass Percentage	"High Schools with Students Like Ours" Pass Percentage 2012
Algebra 1/Math for the Technologies 2 EOC	76.4	76.8	72.2	62.3
English 1 EOC	62.1	62.6	51.3	51.3
Biology 1/Applied Biology 2 EOC	58.6	62.8	60.5	58
U.S. History and the Constitution EOC	46.0	40.4	39.5	34.8
All EOC Tests	54.5	60.6	57.3	51.4

The following chart shows the change in on-time Graduation Rate over time:

	2011	2012	2013
Garrett Academy	93.4%	92.6%	91.6%
"High Schools with Students Like Ours"	65%	Not Reported	Not Reported

School Report Card Data

The Table below Shows the change in school ratings at Garrett Academy over the past three years. The ranking show both "Absolute" and "Improvement" ratings.

Year	Absolute Rating	Improvement Rating
2014	Average	At Risk
2013	Excellent	Good
2012	Excellent	Good
2011	Good	Below Average

A majority of our student body comes from the North Charleston Middle Schools. A review of their School Report Card data gives an idea of the challenges facing Garrett each school year.

School	Absolute Rating	Improvement Rating
Northwoods	Below Average	Average
Morningside	Below Average	Average
Jerry Zucker	Below Average	Average

Another data point that gives a snapshot view of progress at Garrett Academy is the summation of Parent / Teacher / Student surveys in the table below.

Stakeholder Evaluation Summary for 2013-2014

	Teachers	Students	Parents
Percent satisfied with learning environment	89.5	66.1	66.7
Percent satisfied with social and physical environment	92.1	67.3	61.1
Percent satisfied with school-home relations	76.3	77	44.7

Stakeholder Evaluation Summary for 2012-2013

	Teachers	Students	Parents
Percent satisfied with learning environment	NR	61.8	91.7
Percent satisfied with social and physical environment	NR	65.4	77.6
Percent satisfied with school-home relations	NR	72.1	83.0

Student Body Demographics

When Garrett Academy opened there was serious competition for the program of studies offered at the school. Over time the number of students from the more outlying constituent districts has grown smaller and currently the majority of our students are living in the Cooper River/District 4 zone. The diversity of students from across the county that has been part of our success has been reduced. Additionally, as all high schools implement the Education and Economic Development Act, courses previously only offered at Garrett Academy will become available in the home schools. The tables below show where our students travel from to begin each school day, their ethnicity, and the Free/Reduced Lunch status:

Student Body Ethnicity

Ethnicity	# Students	% Student Body
Black	593	93.2
White	13	2.0
Hispanic	22	3.45
Asian	0	0
Black/Indian	7	1.1
White/Asian	2	0
	636	

Free/Reduced Lunch

91.9 percent of our students participate in Medicaid, SNAP, or TANF;
Homeless, foster, or migrant students (poverty index)

Garrett Academy of Technology 2731 Gordon Street North Charleston, SC 2905

2014-15 School Improvement Council Annual Report

Dear Parents, Community, and Business Partners,

Our efforts at Garrett Academy of Technology remain focused on success for all students. As a comprehensive Title I Career and Technology high school we are measured by the Elementary and Secondary Education Act (ESEA) standards and accountability ratings of the South Carolina Annual School Report Card, the Career and Technology Education (CATE) Standards, and Title I. Our most recent evaluations form the foundation of this report.

The School Report Card compares us in any one given year to schools determined to have "students like ours" with the primary criteria the Poverty Index. This report expands that view retrospectively to show not just a comparison of Garrett Academy to those schools, but to historical performance at Garrett by comparing previous school report cards. On the 2015 annual report card we earned a C on the ESEA component which was an improvement over last year. We also earned a Good in the absolute rating. Our improvement rating was termed "At-Risk". Even though we dropped down in these ratings, we can still report good news. As the data shows, Garrett Academy annually outperforms "high schools with students like ours" except for this most recent school year in English Language arts (ELA). To remedy this, our focus along with that of the entire District, is literacy and a push to "Read to Succeed". Moreover, even with this dip in our Absolute and Improvement ratings we have earned yet another Palmetto Gold award due to our End of Course (EOC) scores.

We continue to lose students from the other constituent districts as similar CATE opportunities are provided by home schools. In addition, the transition to the use of the ACT, a college readiness assessment given to all juniors and the ACT WorkKeys test which is a job skills assessment system that measures "real world" skills that employers believe are critical in the workplace, are challenges our teachers are prepared to meet. We will be faced with significant funding reductions in many areas for the 2015-16 school year as we project a lower enrollment number for the next school year. With the passage of the Education and Economic Development Act and the incorporation of career majors in all high schools, we must continue to reevaluate the relevancy of the overall program offerings at Garrett Academy and how we can best serve the students in the future and encourage the best young minds in Charleston County to spend their high school years with us at Garrett Academy.

As we strive to meet the goals laid out by the District as well as the South Carolina goal of being prepared to enter the work force ready to perform, we invite all the stakeholders, be they parents, alumni, business partners, or simply thoughtful community members to join in our efforts to help our students attain the skills necessary to succeed in the 21st century.

Charity Summers
Principal

Lucia Boimest
SIC Chair