

ESEA Progress

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

Test	Garrett Academy 2014 Pass Percentage	Garrett Academy 2015 Pass Percentage	Garrett Academy 2016 Pass Percentage	“High Schools with Students Like Ours” Pass Percentage 2012
Algebra 1/Math for the Technologies 2 EOC	76.4	76.8	71.4	67.2
English 1 EOC	62.1	62.6	49.4	54.5
Biology 1/Applied Biology 2 EOC	58.6	62.8	53.5	60.3
U.S. History and the Constitution EOC	46.0	40.4	49.4	47.1
All EOC Tests	54.5	60.6	55.3	60.3

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

	2014	2015	2016
Garrett Academy	82.9%	86.3%	83.8%

School Report Card Data

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 2015-2016

	Teachers	Students	Parents
Percent satisfied with learning environment	71.9	47.2	NR
Percent satisfied with social and physical environment	71.9	48.0	NR
Percent satisfied with school-home relations	43.8	71.2	NR

Stakeholder Evaluation Summary for 2014-2015

	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

AdvanceED Certification Results  
of April 25<sup>th</sup>, 2017

The following are the significant comments from the Advanced Ed Accreditation External Review Exit Report:

**Powerful Practice:** School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong and meaningful relationships over time.

The IEQ (Index of Education Quality) results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Student Body Demographics

When Garrett Academy opened there was serious competition for the program of studies offered at the school from all corners of the District. 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 District that has been part of our success has been reduced. Additionally, as all high schools implement the Education and Economic Development Act, programs previously only offered at Garrett Academy are available in the home schools. The tables below show the number of students in each year group, their ethnicity, and the Free/Reduced Lunch status:

Student Body by Grade

Grade	Male	Female	Total	Percentage
9th	53	63	116	22.8
10th	59	75	134	26.4
11th	45	72	117	23.2
12th	51	89	140	27.6
	507	208	299	100

Student Body Ethnicity

Ethnicity	# Students	% Student Body
Black	466	92
White	10	2
Hispanic	22	4.2
Asian	1	.1
Multi	9	1.7
	508	100

Free/Reduced Lunch

86.2 percent of our students participate in Medicaid, SNAP, or TANF; or are homeless, foster, or migrant students (poverty index)

Garrett Academy of Technology

2016-17 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.

As we reflect on the data the following positive statistics can be reported: we have an EOC Algebra I passage rate of 71.4% versus schools like ours with a passage rate of 67.2%, we have an EOC US History passage rate of 49.4% versus schools like ours with a passage rate of 47.1%, our Graduation Rate increased from 82.9% to 83.8% which is above the graduation rate for the State, our CTE Completer Rate is 97%, the number of our students participating in work-based experiences is 100%, we increased the number of our students enrolled in Dual Credit Courses by 31%, and the parents attending parent conferences is 98.8%.

There are still areas that are below the expected area of performance. We have an EOC ELA passage rate of 49.4% versus schools like ours with a passage rate of 54.5%, an EOC Biology passage rate of 53.5% versus schools like ours with a passage rate of 60.3%, only 49% of our students meet the Platinum, Gold or Silver Threshold on WorkKeys for Applied Mathematics versus 72.4% for the state, only 61.2% of our students meet the Platinum, Gold or Silver Threshold on WorkKeys for locating information versus 76.8% for the state, the average score for our students was 11.2 for ACT Writing versus an average score of 15.5 for the state, the average score for our students was 11.4 for ACT English versus an average score of 16.8 for the state, and the average score for our students was 13.6 for ACT Reading versus an average score of 18.6 for the state.

In addition, the areas where we had the overall lowest performance were on the following tests: EOC ELA passage rate of 49.4% where the state passage rate was 78.9%, EOC Biology passage rate of 53.5% where the state passage rate was 75.9%, and our EOC History passage rate was 49.4% where the state passage rate is 71.2%. Also only 49% of our students met Platinum, Gold or Silver Threshold on WorkKeys for Applied Mathematics versus 72.4% for the state. To continue, the average score for our students was 11.2 for ACT Writing versus 16.8 for the state. The average score for our students was 13.6 for ACT Reading versus 18.6 for the state. the average score for our students was 11.2 for ACT writing versus 15.5 for the state.

Perhaps the most significant factor affecting our children at Garrett Academy of Technology is the projected closing of the current Garrett and the opening of a Center for Advanced Studies which would be a new facility, but would only house the Career and Technology classes. The academic classes would return to the home schools. With this dramatic change, our mission and identity as a comprehensive school has drastically changed. Not only must we continue with our “Best Practices”, but prepare for a possible move, all the while recruiting students to keep our programs relevant and full. 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 workforce 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 21<sup>st</sup> century.

Charity Summers, Principal

Lucia Boinest, SIC Chair