

Abbeville County Career Center

100 Old Calhoun Falls
Abbeville, SC 29666

Grades	10-12	Career Center
Enrollment	121	Students
Director	Nicholas A. Hyduke	864-366-9069
Board Chair	Dr. Bill Crenshaw	864-379-8411
Superintendent	Dr. Ivan Randolph	864-366-5427

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	At-Risk
2011	Excellent	Good
2010	Excellent	Excellent
2009	Excellent	Good
2008	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF CAREER CENTERS*

Excellent	Good	Average	Below Average	At-Risk
20	9	4	4	2

* Ratings are calculated with data available by 12/13/2012.

School Profile

	Our School	Change from Last Year	Median Career Center
Students (n=121)			
With disabilities other than speech	9.1%	Up from 4.3%	8.9%
Career/technology students in co-curricular organizations	70.2%	Down from 70.7%	19.4%
Enrollment in career/technology courses	121	Up from 92	619
Students participating in work-based experiences	15.7%	Down from 27.2%	15.2%
Teachers (n=7)			
Teachers with advanced degrees	14.3%	Down from 25.0%	26.1%
Continuing contract teachers	71.4%	Up from 62.5%	73.1%
Teachers returning from previous year	91.7%	No Change	90.4%
Teacher attendance rate	95.3%	Down from 96.0%	95.5%
Average teacher salary*	\$46,699	Down 2.5%	\$47,713
Professional development days/teacher	4.9 days	Down from 13.9 days	11.0 days
School			
Director's years at Center	10.0	Up from 9.0	6.5
Dollars spent per pupil**	\$9,482	Down 41.5%	\$3,345
Percent of expenditures for teacher salaries**	57.4%	Down from 59.1%	56.2%
Percent of expenditures for instruction**	64.0%	Down from 69.2%	66.0%
Parents attending conferences	98.3%	Down from 100.0%	77.0%
SACS accreditation	Yes	No Change	Yes

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	54	28
Percent satisfied with learning environment	100.0%	87.0%	96.3%
Percent satisfied with social and physical environment	100.0%	92.5%	92.9%
Percent satisfied with school-home relations	100.0%	83.0%	89.3%

* 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									
	115	85.2%	89.2%	33	93.9%	95.4%	91	98.9%	96.5%
Students with Disabilities on Diploma Track									
	8	37.5%	80.6%	2	I/S	76.4%	31	100.0%	95.8%
Gender									
Male	72	88.9%	86.5%	19	89.5%	94.1%	48	100.0%	96.5%
Female	43	79.1%	92.2%	14	100.0%	96.8%	43	97.7%	96.5%
Racial/Ethnic Group									
White	72	94.4%	92.0%	20	95.0%	96.8%	56	98.2%	96.7%
African American	40	70.0%	84.7%	12	91.7%	93.6%	33	100.0%	96.0%
Asian/Pacific Islander	0	N/A	95.2%	0	N/A	96.8%	0	N/A	99.2%
Hispanic	3	I/S	88.5%	1	I/S	95.4%	2	I/S	96.4%
American Indian/Alaskan	0	N/A	89.0%	0	N/A	88.9%	0	N/A	90.6%
Migrant Status									
Migrant	0	N/A	100.0%	N/A	N/A	N/A	N/AV	N/AV	N/AV
English Proficiency									
Limited English Proficient	1	I/S	88.3%	0	N/A	94.2%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	115	85.2%	89.2%	33	93.9%	95.4%	45	100.0%	95.7%

* 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.

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Report of Director and School Improvement Council

For the tenth consecutive year, the Abbeville County Career Center received the Palmetto Gold Award from the South Carolina Department of Education. The Career Center also received an Absolute Rating of Excellent and an Improvement Rating of Good on the Annual School Report Card. The school continues to perform well in the areas of Vocational Skill Proficiencies, Academic Achievement, Graduation Rate and Placement Rate. We must continue to be diligent in areas of recruitment and retention, as well as non-traditional recruitment and retention. As we move forward, our task is to continue to recruit quality students and to increase the expectations of those students. By introducing a more rigorous curriculum in the areas of math and science, maintaining dual credit and articulation agreements with the local technical college, and providing more internship opportunities for students in their chosen fields, we are placing our students more firmly on the path to success.

Our Project Lead the Way Program for Engineering is well established and places the school in the forefront of the STEM initiative (Science, Technology, Engineering and Mathematics). This project-based curriculum is heavy in math and science and is dual credit. Dual credit means the students completing the course with an 85 or better will receive high school and college credit. By adding dual credit to an already rigorous curriculum, we have raised the level of achievement in our programs. Students directly benefit from the enhanced curriculum. As a result, students will be much better prepared for the post-secondary experience. Students also benefit by accumulating nearly one year's worth of college credit resulting in a savings of time and money.

PLTW serves as an outstanding example of the opportunities provided by dual credit enrollment. Demands on all of our programs have increased. The Automotive Technology program is certified by the National Automotive Technicians Education Foundation. Project Lead The Way achieved full program certification in 2011. The other programs at the school maintain the same high standard. Equipment is the latest and best available.

Technology is cutting edge. Coursework continues to be challenging. Instructors, in an effort to establish work-based competencies, will focus more on soft skills. These are workplace skills commonly learned through character education and sought by employers. All courses participate in end of course testing.

We encourage partner participation at the Career Center. Business partners and members of the community are active on Advisory Councils. Students participate in community events and charitable causes. Several students are taking advantage of internship opportunities. Parents are encouraged to participate in school activities and to serve on the School Improvement Council. This school year, one of our seniors in Health Science was named the 2012 Technology Champion of the Upper Savannah Region, making him one of the top twelve graduating seniors in the state. Another student in the first year Health was the recipient of the 2012 Carolina Careers Governor's Award for Student of the Year, making him the top student in the state. These achievements place the Abbeville County Career Center with the best schools in the state.

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	N/AV
Overall Grade Conversion	N/AV

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Abbeville County Career Center school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Abbreviations for Missing Data