

## Dorchester County Career and Technology Center

### Overview of Process

The staff began the self-study process in the spring of 2007. A staff development program and work session was held February 16, 2007. The following topics were included in the staff development program:

- Overview of SACSCASI Process
- Quality Review Measures
- SACSCASI Accreditation Standards
- Committee Assignments and Role of Committees

The work session included review of the current five year action plan. Each instructor began the process of collecting artifacts for supporting evidence and placing them in a box for each instructional area. This was one of the professional goals for each instructor. Committees met as needed during the spring of 2007.

A follow-up staff development program was conducted in the fall of 2007 to orientate new staff members regarding the process. New staff members were added to committees and committees continued to meet. Four staff members attended the SACSCASI Fall Conference in Columbia. These staff members conveyed information from the conference to the entire staff during the October staff development day. Each committee was also provided with a list of artifacts needed for the review and a file box for artifact storage. Administrators also presented a program concerning the review and accreditation process to the improvement council.

At the February 2008 staff development day, committees reported on their progress. Committee work sessions were held and all committees collaborated regarding vision and mission, beliefs, and standards ratings. Committees also used the AdvancEd standards assessment, rubric to determine preliminary standards ratings. Mr. Al Pittman, our facilitator for the process met with the staff in March of 2008 to update them on what to expect during the quality review process. He also met with each committee to assist them with areas of concern. Committees continued to meet and share information throughout the remainder of the school year. Surveys of advisory council members and other stakeholders began in the spring also.

Orientation was provided for new staff members in August 2008. New staff members joined existing committees. Each committee updated the entire staff on progress and challenges. Committees continued to meet during the fall of 2008.

Each committee also had a member in attendance at the SACSCASI fall conference in Columbia. Staff members met with parents, students, community members, and advisory council members during the September Open House for additional input. Opportunities for input were also provided at monthly improvement council meetings and the October barbeque dinner for advisory council members and business partners. The following timeline was used for the self-study process

## SACSCASI Timeline

**August 2008- February 2009**

**8-18-08**

Orientation and overview for new staff members  
Committee Meetings

**9-3-08**

SACSCASI Committee Work Sessions  
Peer to Peer Best Practices Recommendation from each committee

**9-4 to 9-17-08**

Surveys administered by staff

**9-5-08**

Peer to Peer Best Practice selected

**9-09-08**

Progress report to Board of Trustees for input

**9-17-08**

Committee Work Sessions  
Open House-Surveys administered  
Improvement Council-Review vision, beliefs, mission

**9-26-08**

Committee representatives attend SACS Fall Conference in Columbia

**10-1-08**

Review of information from SACSCASI Fall Conference  
Committee Work Sessions reviewing documentation and preparing Standards Assessment Report

**10-06-08**

Student Industrial Council-Review vision, mission, beliefs and receive input

**10-14-08**

Progress Report to Board of Trustees for input

**10-15-08**

Committees have draft of Standards Assessment Report for consultant to review  
Improvement Council- Update and receive input  
Copies of committee minutes due to Mr. Broderick

**10-24-08**

Committee work sessions  
Input and suggestions from stakeholders reviewed and implemented into the report as appropriate

**11-5-08**

Committees compile information for facilitator review

**11-11-08**

Progress Report to Board of Trustees for input

**11-18-08**

Improvement Council-Present self-study findings and receive input

**11-19-08**

Middle School Counselors-Review vision, mission, beliefs, and receive input

**12-03-08**

Facilitator meets with each committee to review progress

**12-12-08**

High School Counselors and principals-Review vision, mission, beliefs, and receive input

**12-17-08**

Student Industrial Council-Input on vision, mission and beliefs

**1-5-09**

Input and revisions by staff, students and improvement council

Acceptance and endorsement of self-study report by improvement council

**1-8-09**

Final Standards Assessment Report transmitted to Review Team

**1-13-09**

Board of Trustees review self-study report

**1-28-09**

Pre-visit by Quality Review Team Chair

**02-10-09**

Board of Trustees accept and approve self-study report

**2-22-09 to 2-24-09**

Review Team visit to DCCTC

## Dorchester County Career and Technology Center

### SACS CASI Committees

#### **Standard 1: Vision and Purpose**

James Villeponteaux- Director  
Harvey Owens- Assistant Director  
Laura Disher- Guidance Counselor  
Becky Johnson- Nail Technology Instructor  
Sherrie Melling- Automotive Collision Repair Instructor  
Colethia Herriott- Science Instructor  
Brian O'Neil- Electricity Instructor

#### **Standard 2: Governance and Leadership**

James Villeponteaux- Director  
James Broderick- Assistant Director  
Tom Aiken- Automotive Technology Instructor  
Vivian Hall- Cosmetology Instructor  
Chuck Keefer- Placement/Guidance  
John Disher- Board of Trustees

#### **Standard 3: Teaching and Learning**

John Pardee- Computer Service & Maintenance Instructor  
Chuck Tolle- Electricity Instructor  
Amy Hardee- Health Science Instructor  
Pauline Mixon- Cosmetology Instructor  
Gerald Scott- History/Economics/Government Instructor  
Joe Peters- Drafting CAD Instructor  
Charles Smoak- Electricity Instructor  
Cory Cockroft- Special Education Assistant  
Patricia Prioleau- Media Aide  
Laney Taylor- Math Instructor  
Randy Golden- Math Instructor

#### **Standard 4: Documenting and Using Results**

Barbara Stephens- Health Science Instructor  
Waylon Ulmer- Welding Instructor  
Cathy Flood- Culinary Arts Instructor  
Ashleigh Watson- Administrative Assistant  
Reese Cumbee- Carpentry Instructor

Jimmy Bunch- Automotive Technology Instructor  
Melissa Brown- Cosmetology Instructor  
Maggie Gary- Guidance Counselor  
Mary Sweatman- Cafeteria Worker  
Kim Coolican- Drafting CAD Instructor

**Standard 5: Resources and Support System**

Tommi Lin Garrick- Finance Manger  
Bill Allison- Automotive Collision Repair Instructor  
Morris Wilson- Masonry Instructor  
Cynthia Cummings- Sports and Entertainment Marketing Instructor  
Cynthia Farmer- Administrative Assistant  
Paul Walsh- Maintenance Personnel  
Tammy Fralix- Payroll/Benefits Manger  
Beverly Boyd- Student Concern Specialist  
Jimmy Griffith- Maintenance Personnel  
Ralph Reeves- Custodian  
Carol Scott- Cafeteria Worker  
Osebee Belton- Custodian

**Standard 6: Stakeholder Communications and Relationships**

Kara Ayer- Public Relations  
George Hinerman- Building Construction Instructor  
Kristen Kizer- Receptionist  
Annette Crank- Nail Technology Instructor  
Jack Smith- English Instructor  
Charles McAlhaney- Firefighting Instructor

**Standard 7: Commitment to Continuous Improvement**

Carla Carle- Administrative Assistant  
Shawna Kelly- Career Development Facilitator  
James Villeponteaux- Director  
Harvey Owens- Assistant Director  
James Broderick- Assistant Director  
Terry Tracy- Improvement Council Chair  
Christina Hughes- Attendance Clerk  
Doris Warren- English Instructor

## Stakeholder Involvement

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

NAME	POSITION
<b>1. ADMINSTRATORS</b>	
James H. Villeponteaux, III	Director
James D. Broderick	Assistant Director
R. Harvey Owens	Assistant Director
<b>2. TEACHERS</b>	
Doris Warren	English
Barbara Stephens	Health Science
Gerald Scott	History
Lauren Cockcoft	Teacher Assistant
<b>3. PARENT/GUARDIAN</b>	
Rosa Lee Baldwin	
Karri King	
Cathy Critser	
<b>4. BUSINESS COMMUNITY MEMBER</b>	
Aundreta James	AJ Tax Services
Jennifer DeWitt	LowCountry Manufacturers Council
<b>5. SCHOOL IMPROVEMENT COUNCIL</b>	
Terry Tracy	Chairperson
<b>6. COMMUNITY MEMBERS</b>	
Susie Reeves	First Federal Bank
Waymam Starr	Trident Tech/Former Teacher
Mike Knaub	Retired Teacher
Tom Smith	Retired from Giant Cement
<b>7. STUDENTS</b>	
Katherine McLemore	President of Student Industrial Council/ Senior All –Day student
Erin King	Senior All-Day student
<b>8. OTHERS</b>	
Laura Disher	Guidance Counselor
Chuck Keefer	Guidance Counselor

*Dorchester County*  
*Career & Technology Center*

**Vision Statement**

Dorchester County Career & Technology Center will be a leader in blending academic courses with career and technology education to provide an educated and skilled workforce. We will continue to advance student learning and achievement through well-rounded educational programs leading to career pathways and/or college admission.

**Mission Statement**

The mission of the Dorchester County Career & Technology Center is to prepare our students to successfully enter into a global society by promoting achievement, individual responsibility, confidence, and lifelong learning.

## **Dorchester County Career and Technology Center Beliefs**

1. Students learn best when they are actively engaged in the learning process.
2. Motivation to learn is influenced by a student's emotional state, beliefs, interests, goals, and habits of thinking.
3. Students learn best when our staff maintains high expectations for learning.
4. The school staff focuses on shared vision, goals, and actions to improve student performance.
5. Curriculum needs to incorporate a variety of learning styles to accommodate differences in student learning.
6. Students learn better when provided with a variety of instructional approaches.
7. A safe and physically comfortable environment promotes student learning.
8. All students in our school need to have an equal opportunity to learn.
9. Teachers, administrators, parents, and the community share the responsibility for helping students learn.
10. A student's performance is enhanced by a mutual respect between students and staff.

## **Section I: Profile**

### **1. School Profile and Demographic Data**

Dorchester County Career and Technology Center (DCCTC) is the only career and technology center in Dorchester County. DCCTC has three locations. The main campus is located on School House Road in the community of Dorchester, the second site is located on Trolley Road in Summerville, and the third location is at Fort Dorchester High School in North Charleston. Dorchester County is located in the eastern part of South Carolina adjacent to Colleton, Charleston, Berkeley, and Orangeburg Counties. Students who attend DCCTC live in Dorchester County, a blend of suburban and rural communities. According to the 2000 Census, the population for Dorchester County was 96,413 (a 16.1% increase over the last ten years). The racial composition of Dorchester County (based on MapStats 2006) is 71.5% Caucasian, 25.1% African-American, 0.6% Native American, and 1.4% Asian Pacific. The average family size in 2000 was 2.7 members; 28.9% of the households had children below the age of 18. The total family households in 2000 were 26,293; of those, only 19,855 included married couple families and 5,073 female households. The median age in Dorchester County is 34.7. According to the Dorchester County Fact Sheet, the average household income was \$40,732 in 2000. From the 2000 Census 82.2% of persons age 25+ were High School graduates and 21.4% of persons age 25+ had a Bachelor's degree or higher.

### **2. School District/Career School**

DCCTC is a multi-district Career and Technology Center and serves students from Dorchester District II and District IV, Dorchester Academy, GED students, and home school students.

#### District II: Summerville High School

Summerville High School, one of the three high schools in District II, is one of the largest high schools in South Carolina with 3,366 students. It is located nineteen miles from the Dorchester campus of DCCTC and five miles from the Summerville campus. Students from Summerville High School have been scheduled for classes at DCCTC since its inception.

#### District II: Fort Dorchester High School

Fort Dorchester High School, one of the other high schools in the district, has 2,466 students. It is located thirty miles from DCCTC's Dorchester campus and 8 miles from the

Summerville campus. Students from Fort Dorchester High School began attending the DCCTC in the 2000-2001 school year. Beginning with the 2007-2008 school year Electricity, Auto CAD, and Building Construction classes were funded by DCCTC and offered on Fort Dorchester High School Campus.

#### District II: Ashley Ridge High School

Ashley Ridge High School is the newest High School in Dorchester District II and began sending students to DCCTC, beginning with its opening for the 2008-2009 school year. It is located twenty-two miles from DCCTC's Dorchester campus and 7 miles from the Summerville campus.

#### District IV: Woodland

Woodland High School is the only High School in Dorchester District 4. Woodland has 705 students and is located 7 miles from DCCTC's Dorchester campus, and twenty-four miles from the Summerville campus. Students from Woodland began coming to DDCTC since it opened in the fall of 1999.

#### Dorchester Academy

Dorchester Academy is a private school with 386 students. It is located within fifteen miles from DCCTC's Dorchester campus and thirty miles from the Summerville campus.

### **3. Dorchester County Career and Technology Center and Student Characteristics**

DCCTC is a public school with a Board of Trustees. The school opened at the Dorchester site in 1973 by an act approved by the state legislature. The second facility, located in Summerville, was added in 1988, classes were offered at Fort Dorchester beginning with the 2007-2008 school year, and Trident Technical College began offering evening classes at our Summerville campus in the spring of 2009. Students may attend classes at any of the locations; however, they are subject to travel time and scheduling at their feeder high school. Academic classes were added at the Dorchester campus beginning with the 2007-2008 school year. This program allows students to attend DCCTC all day for their CATE and academic classes.

A school-wide Advisory Council was formed in the 2001-2002 school year and became the School Improvement Council. The Council's purpose is to support and advise DCCTC staff and faculty on topics such as recruitment, technology updates, etc. Members of the Council

include parents of students, students, feeder school guidance and administration, superintendents and members of individual program’s Advisory Councils. Council members are asked to serve for a minimum of 2 years. DCCTC has an active school improvement council that elects officers each year and assists DCCTC administration in improving school programs.

The school received an absolute rating of “Excellent” in 2007 on the Annual School Report Card. The percentage of students mastering core competencies at this center was 78.7%, versus the state center average of 82.7%. At this center, 95.05% of students were placed in the field, slightly below the state center average of 96.21%.

In 2008 DCCTC’s absolute rating was “Average,” but is currently under review for errors by the State Department of Education. The improvement rating was “At Risk.” The State center average of 79.39% for students mastering core competencies was slightly higher than DCCTC’s 77.76%. Conversely, DCCTC had 98.53% of the students placed in the field. The state center average was 97.80%

School Budget for 2007-2009

<b>LOCAL SOURCE:</b>	<u>2007-2008</u>	<u>2008-2009</u>
Instructional Supplies	\$436,765*	\$218,675
Purchased Services	\$69,418	\$81,684
Equipment	\$182,723*	\$17,079
<b>TOTAL LOCAL SOURCE</b>	<b>\$688,906</b>	<b>\$317,438</b>

\*These funds were increased to add academic and additional CATE classes.

<b>STATE AND FEDERAL SOURCE:</b>	<u>2007-2008</u>	<u>2008-2009</u>
EIA Supplies	\$7,975	\$7,700
EIA Equipment*	\$42,448	\$42,673
Perkins	0	\$18,158
<b>STATE AND FEDERAL SOURCE TOTAL</b>	<b>\$50,423</b>	<b>\$68,531</b>

\*Pending: Possible 20% cut in funds

### Student Population

School	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>
Dorchester Academy	9	10	9	11	11
Fort Dorchester	43	49	43	57	106
Summerville	423	483	421	562	518
Ashley Ridge					34
Woodland	<u>389</u>	<u>443</u>	<u>386</u>	<u>515</u>	<u>445</u>
	864	985	859	1145	1114

### Class Schedules

DCCTC operates on a four-by-four block schedule in order to compensate for the distances some students must travel to the school as well as the diverse schedules among the high schools served. Class schedules vary at the three DCCTC locations to accommodate scheduling at the participating high schools.

Bus transportation is provided for students from all schools except those from Dorchester Academy. All Dorchester Academy students must provide their own transportation. Students from all schools have the option of driving their personal vehicle to DCCTC.

### Enrollment/Attendance

Students enroll for classes at DCCTC through the guidance department at their home school. Career courses are included in all school courses catalogues. In the eighth grade, the students in both districts receive an introductory letter explaining the programs at DCCTC, tour the two campuses, and attend career fairs scheduled in the public schools. An open house is scheduled at DCCTC twice a year so that community members, parents and perspective students can visit the school and learn about the school's mission and programs.

## **Program Offerings**

DCCTC offers the following career and technology programs:

### **Architecture and Construction Cluster**

Carpentry

Building Construction- (Course with an articulation agreement with Orangeburg-Calhoun Technical College/Trident Technical College)

Drafting and Design (Auto CAD)

Electricity- (Course with an articulation agreement with Orangeburg-Calhoun Technical College/Trident Technical College)

Masonry

### **Business, Management, and Services Cluster**

Computer video and graphics- (One term only course)

### **Marketing, Sales, and Services**

Sports and Entertainment Marketing

### **Health Science Cluster**

Health Science

### **Human Services Cluster**

Cosmetology- (Students are eligible to take the state licensure exam)

Nail Technology- (Students are eligible to take the state licensure exam)

### **Hospitality and Tourism Cluster**

Culinary Arts

### **Information Technology**

Computer Servicing and Maintenance

## **Manufacturing**

Welding Technology- (Course with an articulation agreement with Orangeburg-Calhoun Technical College/Trident Technical College)

## **Transportation, Distribution, and Logistics**

Automotive Collision Repair Technology

Automotive Technology

## **Law, Public Safety, and Security**

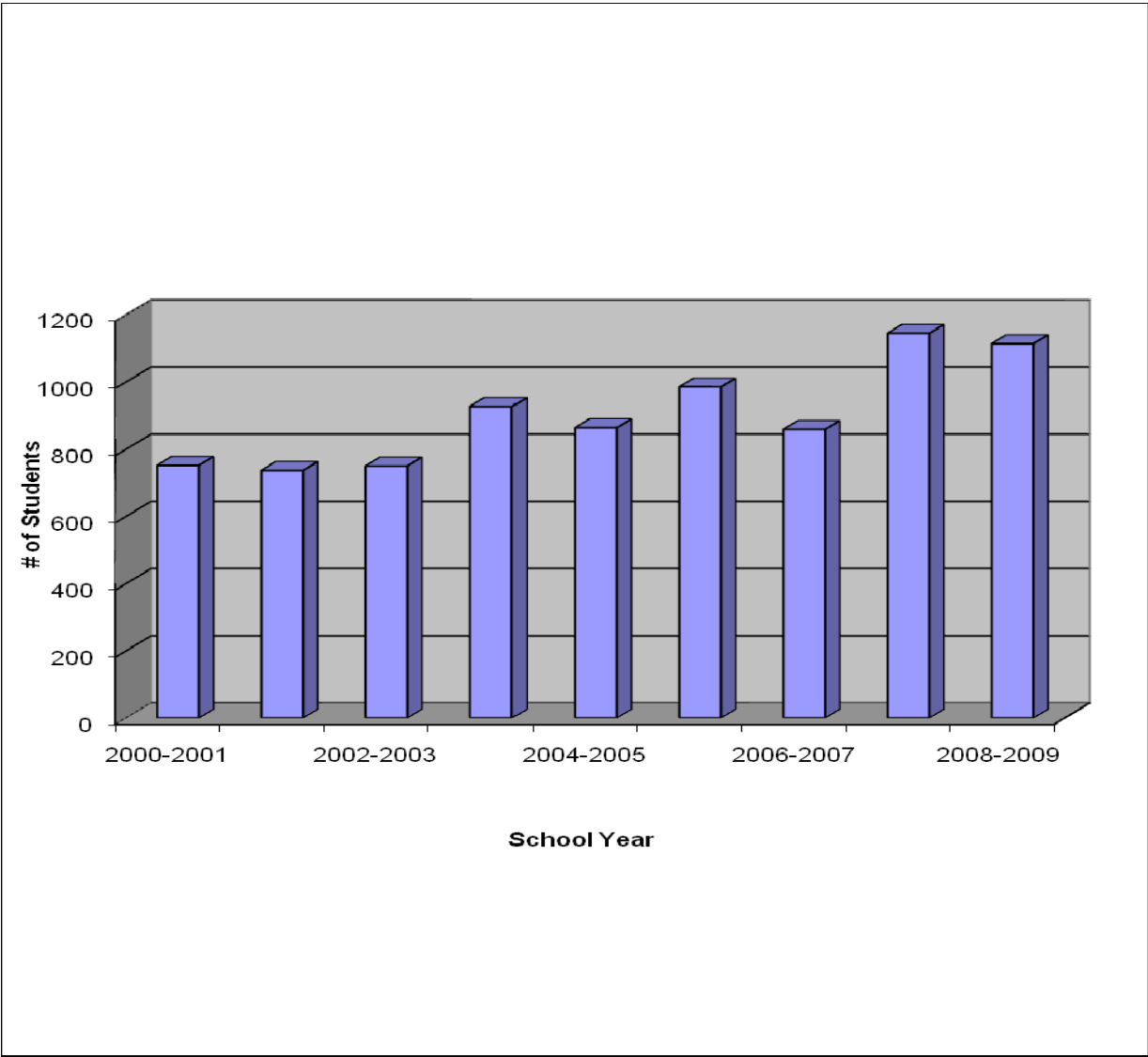
Fire Safety

## **Faculty and Staff**

DCCTC has the following employees:

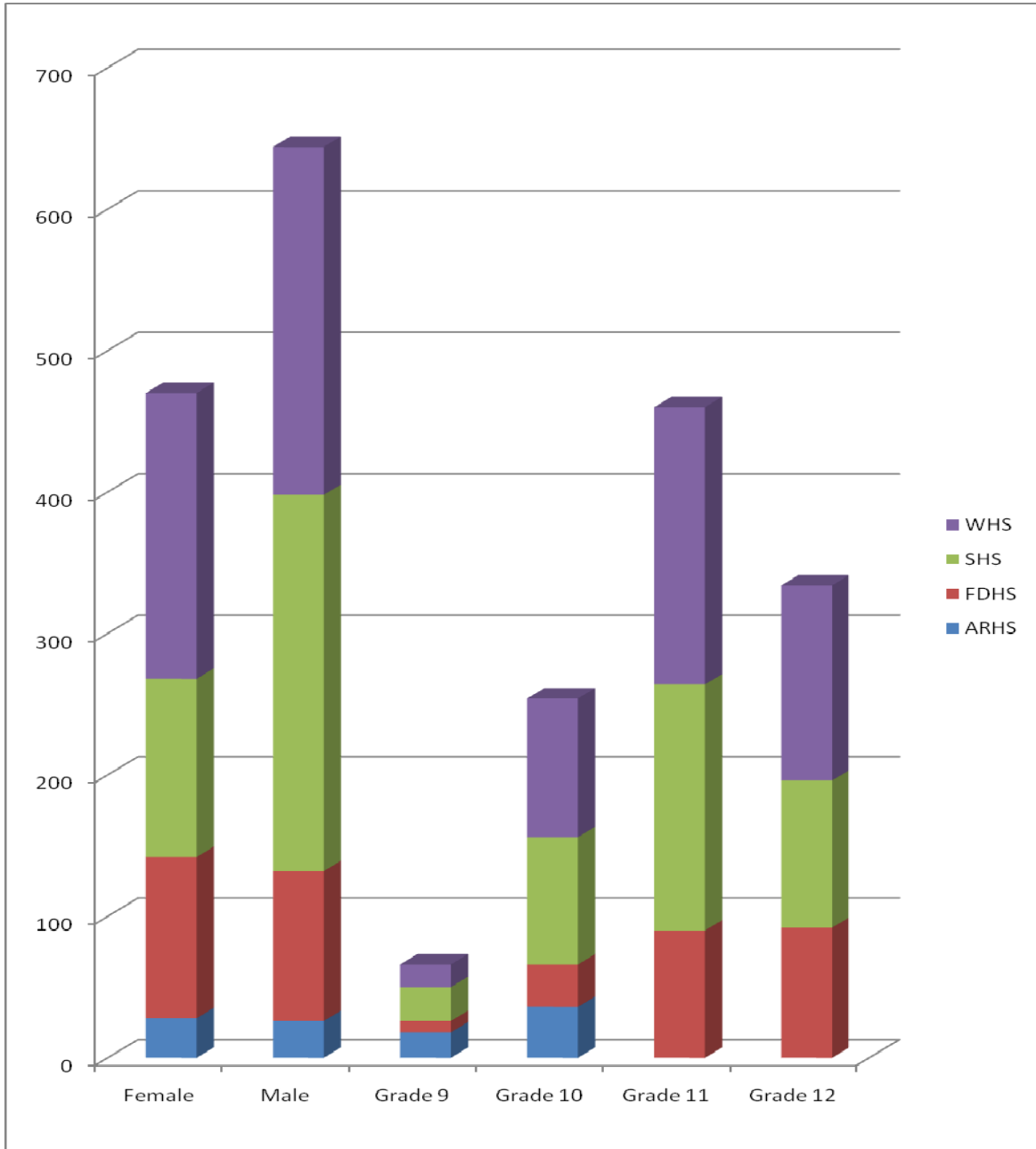
- 29 teachers
- one director
- two assistant directors
- one job placement coordinator
- one career counselor
- two guidance counselors
- one special needs teacher with one assistant
- one media specialist
- two secretaries and one receptionist at Dorchester
- one receptionist/secretary at Summerville
- one attendance clerk
- one public relations person
- one finance manager
- one personnel/benefits manager
- one information technology coordinator
- three cafeteria Aides at Dorchester campus
- one student concern specialist at Dorchester campus
- one maintenance personnel at both Dorchester campus and Summerville campus
- two custodians at Dorchester campus and one at Summerville campus.

### DCCTC Enrollment by Year



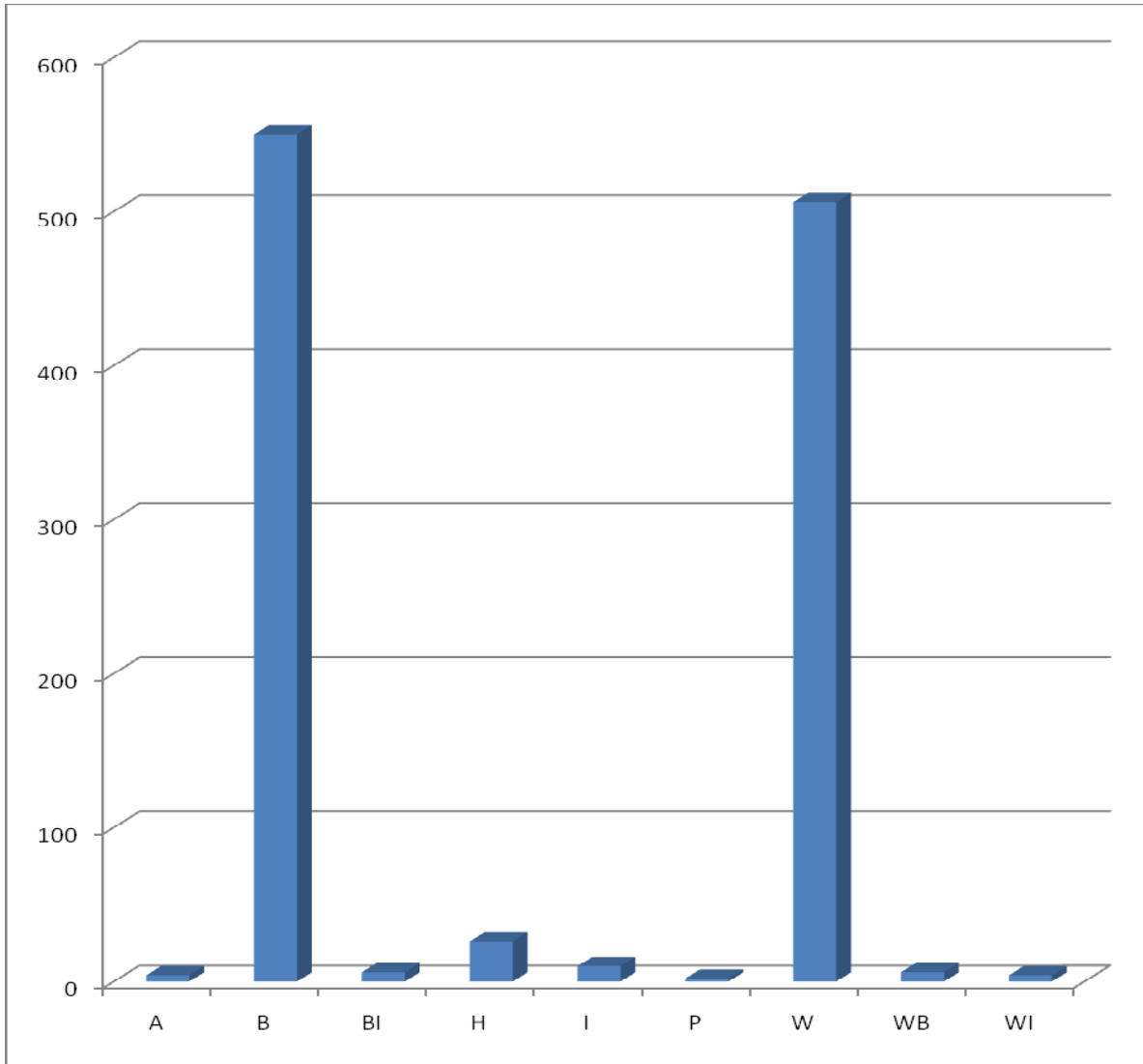
<b>2000-2001</b>	<b>752</b>
<b>2001-2002</b>	<b>737</b>
<b>2002-2003</b>	<b>750</b>
<b>2003-2004</b>	<b>927</b>
<b>2004-2005</b>	<b>864</b>
<b>2005-2006</b>	<b>985</b>
<b>2006-2007</b>	<b>859</b>
<b>2007-2008</b>	<b>1,145</b>
<b>2008-2009</b>	<b>1,114</b>

### DCCTC Enrollment by Gender and Grade



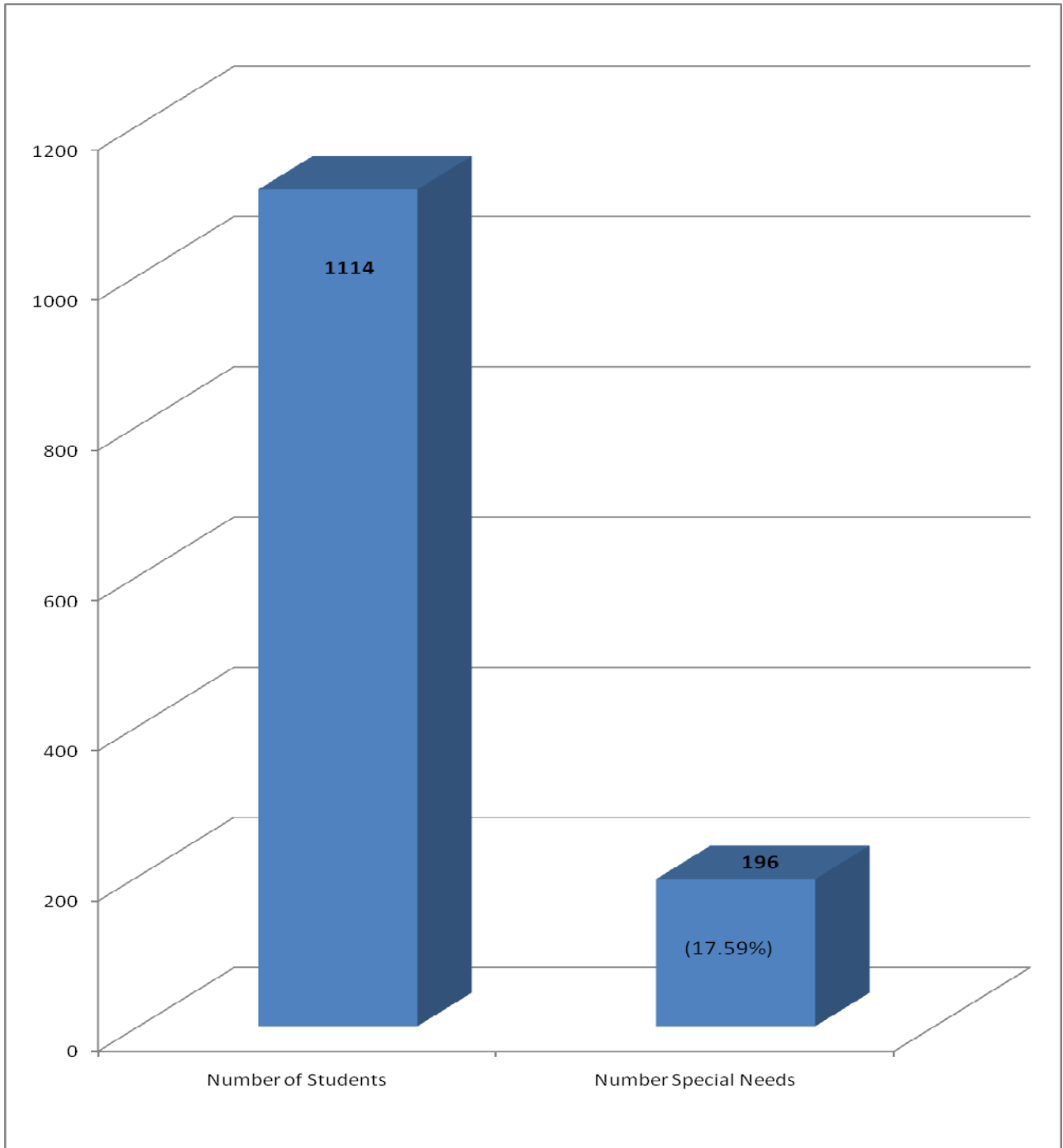
School	Female	Male	Grade 9	Grade 10	Grade 11	Grade 12
ARHS	28	26	18	36		
FDHS	114	106	8	30	90	92
SHS	126	266	24	90	174	104
WHS	202	246	16	98	196	138

## DCCTC All Students by Ethnicity



Race	Number of Students	%
A (Asian)	4	0.36%
B (African-American)	550	49.37%
BI (African-Amer/Amer Indian)	6	0.54%
H (Hispanic)	26	2.33%
I (American Indian)	10	0.90%
P (Hawaiian-Pacific Islander)	2	0.18%
W (White)	506	45.42%
WB (White/African American)	6	0.54%
WI (White/American Indian)	4	0.36%
<b>Total</b>	<b>1114</b>	

## DCCTC Special Needs Population

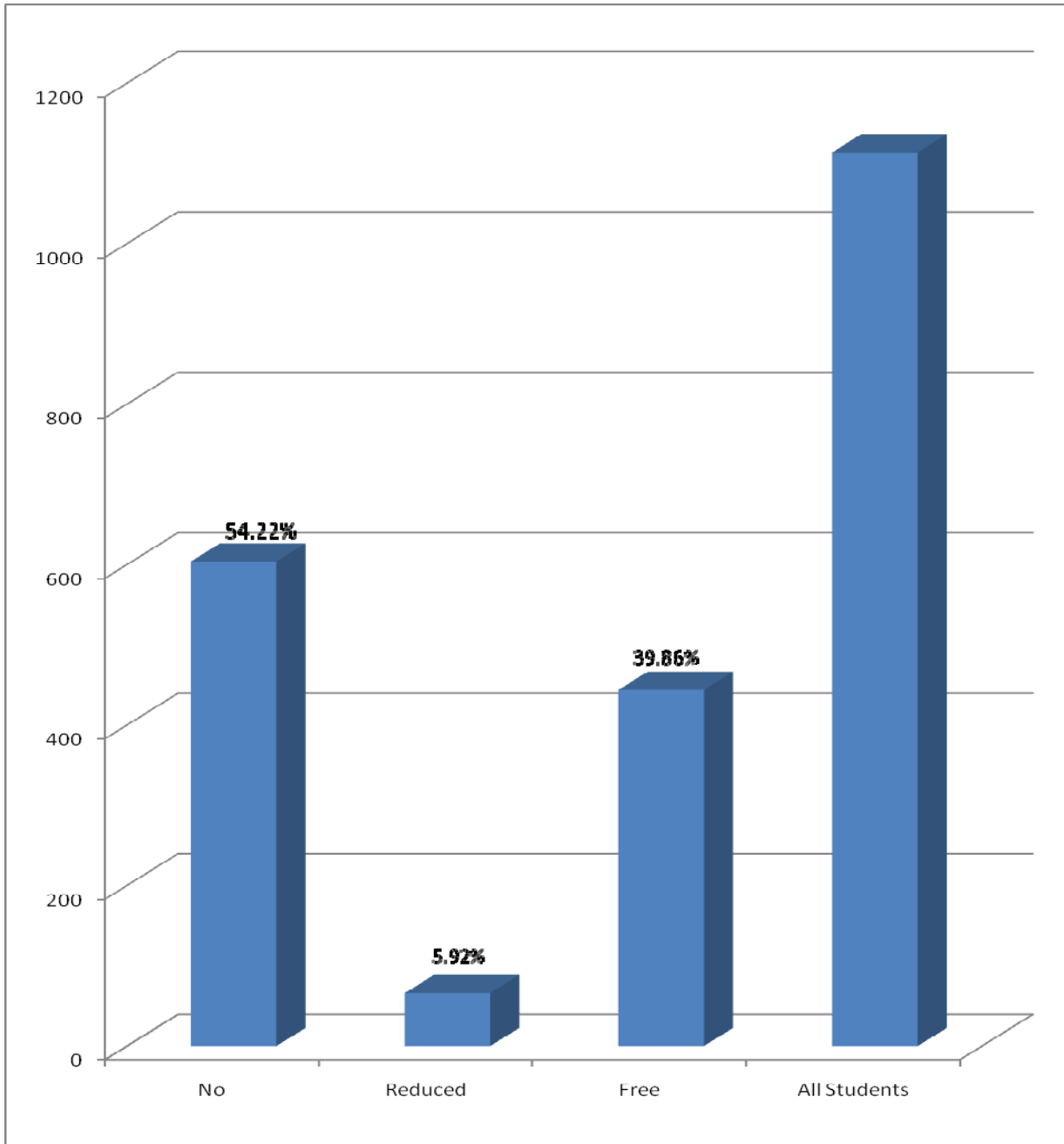


Number of Students  
1114

Number Special Needs  
196

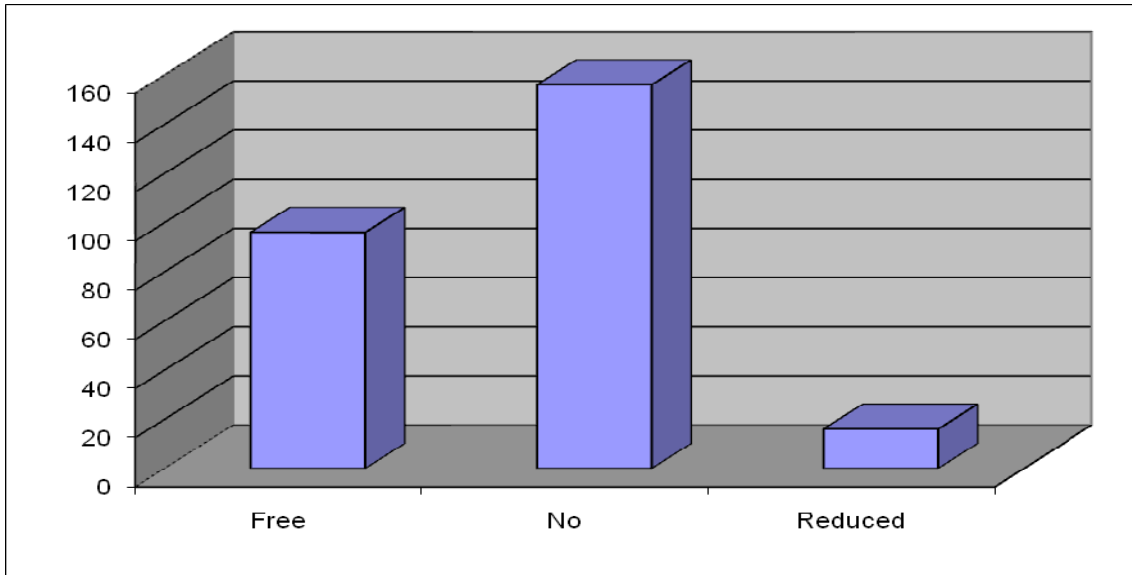
Percentage  
17.59%

## DCCTC Free/Reduced Lunch Information



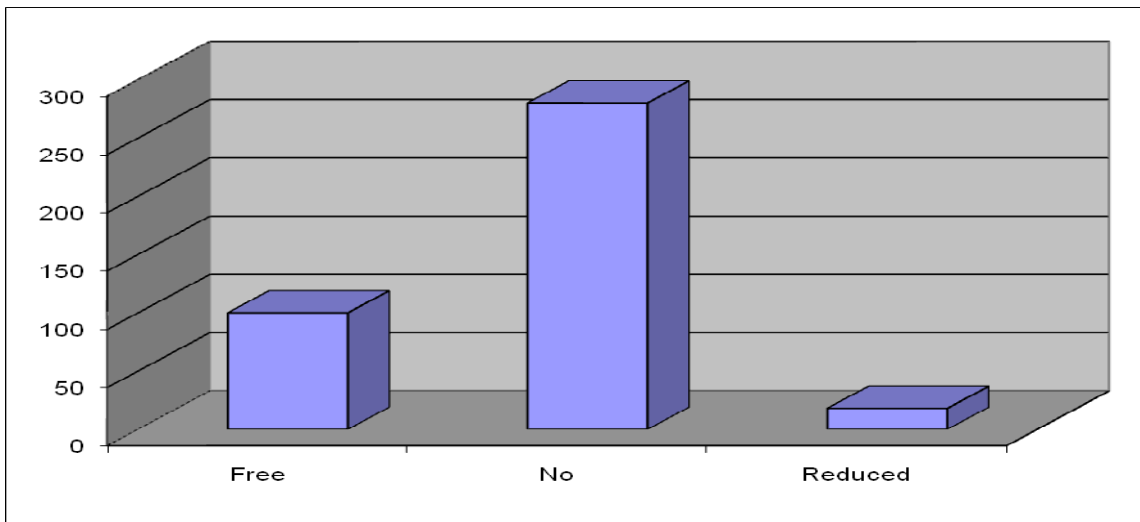
	# Students	Percentage
No	604	54.22%
Reduced	66	5.92%
Free	444	39.86%
All Students	1114	

### DCCTC/D2 FEMALE FREE-REDUCED LUNCH INFORMATION



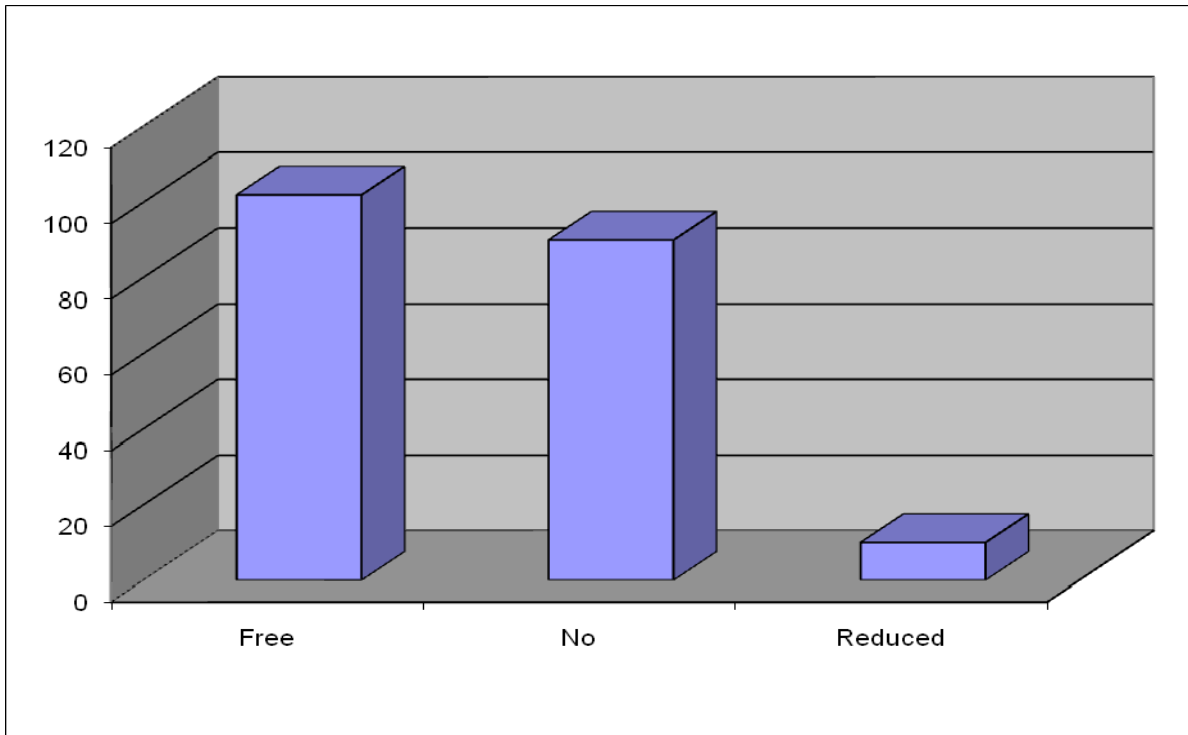
Free	96	35.82%
No	156	58.21%
Reduced	16	5.97%
<b>Total</b>	<b>268</b>	

### DCCTC/D2 MALE FREE-REDUCED LUNCH INFORMATION



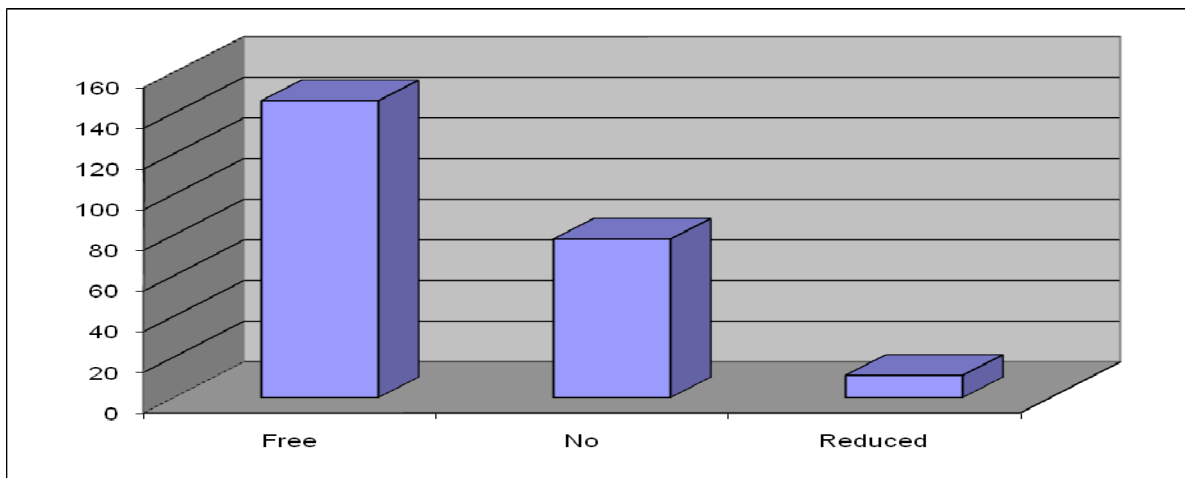
Free	100	25.13%
No	280	70.35%
Reduced	18	4.52%
<b>Total</b>	<b>398</b>	

### DCCTC/D4 FEMALE FREE-REDUCED LUNCH INFORMATION



Free	102	50.50%
No	90	44.55%
Reduced	10	4.95%
<b>Total</b>	<b>202</b>	

### DCCTC/D4 MALE FREE-REDUCED LUNCH INFORMATION



Free	146	59.35%
No	78	31.71%
Reduced	11	4.47%
<b>Total</b>	<b>246</b>	

## 2005 Labor Statistics

Job Type	# of New Hires 2005	Program at DCCTC	Career Cluster
Primary Metal Manufacturing	134	Welding Automotive Collision Repair	Manufacturing
Residential Electrical Contractors	58	Electricity	Architecture & Construction
Personal Care Services	198	Health Science Cosmetology Nail Tech	Human Services
Automotive Repair	296	Automotive Technology Automotive Collision Repair	Transportation, Distribution & Logistics
Accommodation & Food Services	2,812	Culinary Arts	Hospitality & Tourism
Architectural & Engineering Services	133	Drafting and Design AC & Refrigeration Tech (proposed)	Architecture & Construction
Trade, Transportation, & Utilities	6,444	Building Construction Building Trades Masonry Automotive Technology Automotive Collision Repair Electricity Welding AC & Refrigeration Tech (proposed)	Architecture & Construction Manufacturing Transportation, Distribution & Logistics
Construction	2,322	Building Construction Building Trades Electricity Masonry Drafting Welding AC & Refrigeration Tech (proposed)	Architecture & Construction Manufacturing Transportation, Distribution & Logistics

\*\*Source: U.S. DOL, Bureau of Labor Statistics ([www.data.bls.gov](http://www.data.bls.gov))

\*\*Total number of new hires for Dorchester County 2005: [12,427](#)

\*\*DCCTC placed 110 students in related occupations in 2005

# Needs Assessment:

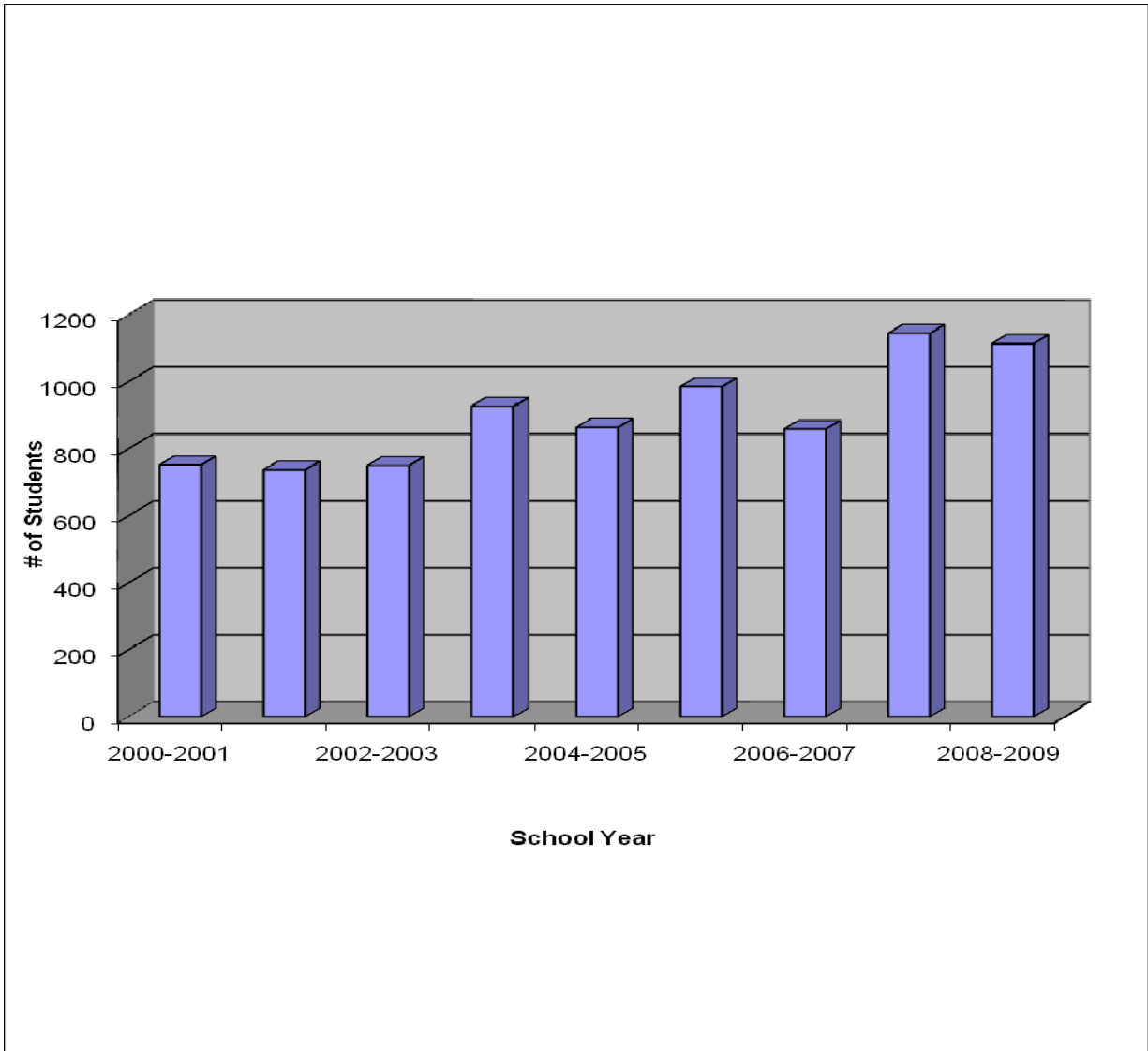
**DCCTC reviews the following sources of needs assessment periodically:**

- Perkins Standards Reports
- Student Management and information system, SASI
- School report card performance information
- School developed surveys of students, parents, teachers, business, and community members
- AdvancEd Opinion Surveys
- Characteristics and performance of career and technology centers similar to DCCTC

**Needs Assessment Contents:**

1. Enrollment Trends
2. Perkins Standard 1, Skill Proficiency
3. Perkins Standards 2 and 3 N/A
4. Perkins Standard 4, Placement
5. Perkins Standard 5, Nontraditional Participation
6. Perkins Standard 6, Nontraditional Retention
7. School Report Card: Graduation Standard
8. School Report Card: Adequate Yearly Progress
9. Center Completers
10. School to Work Statistics
11. Licensing Program Certifications
12. State Report Card Survey, Student Satisfaction
13. State Report Card Survey, Parent Satisfaction
14. State Report Card Survey, Teacher Satisfaction
15. AdvancEd- NSSE Student Opinion Inventory
16. AdvancEd-NSSE Community Opinion Inventory
17. Advisory Council Survey Results
18. Comparisons with R.D. Anderson Applied Technology Center (R.D.A.)

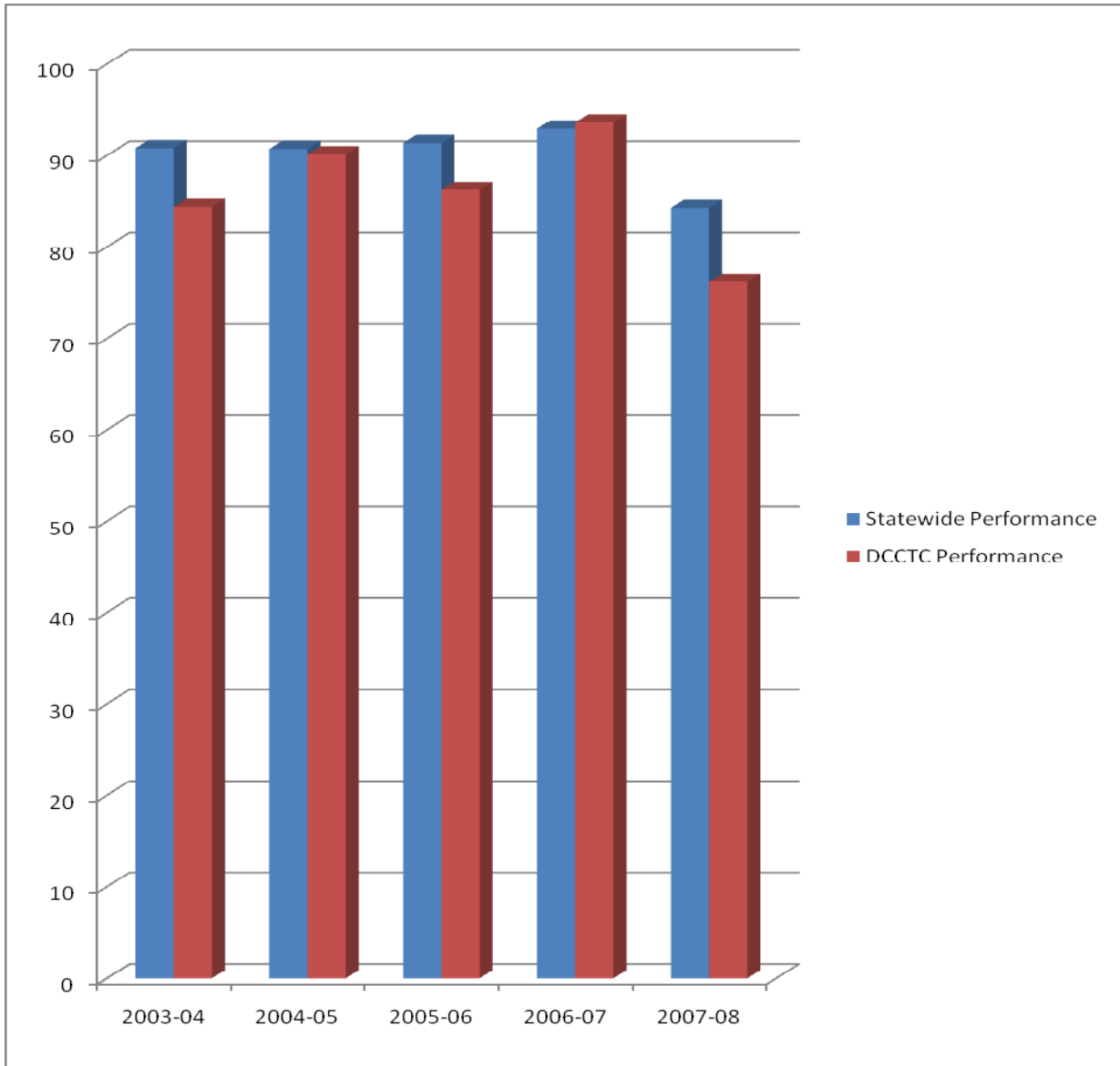
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**Standard 1:** Career and Technology Education Skill Proficiency.

Percentage of Career and Technology Education students who achieved an average of at least 2.0 on final grades for the year for all career and technology education courses taken.



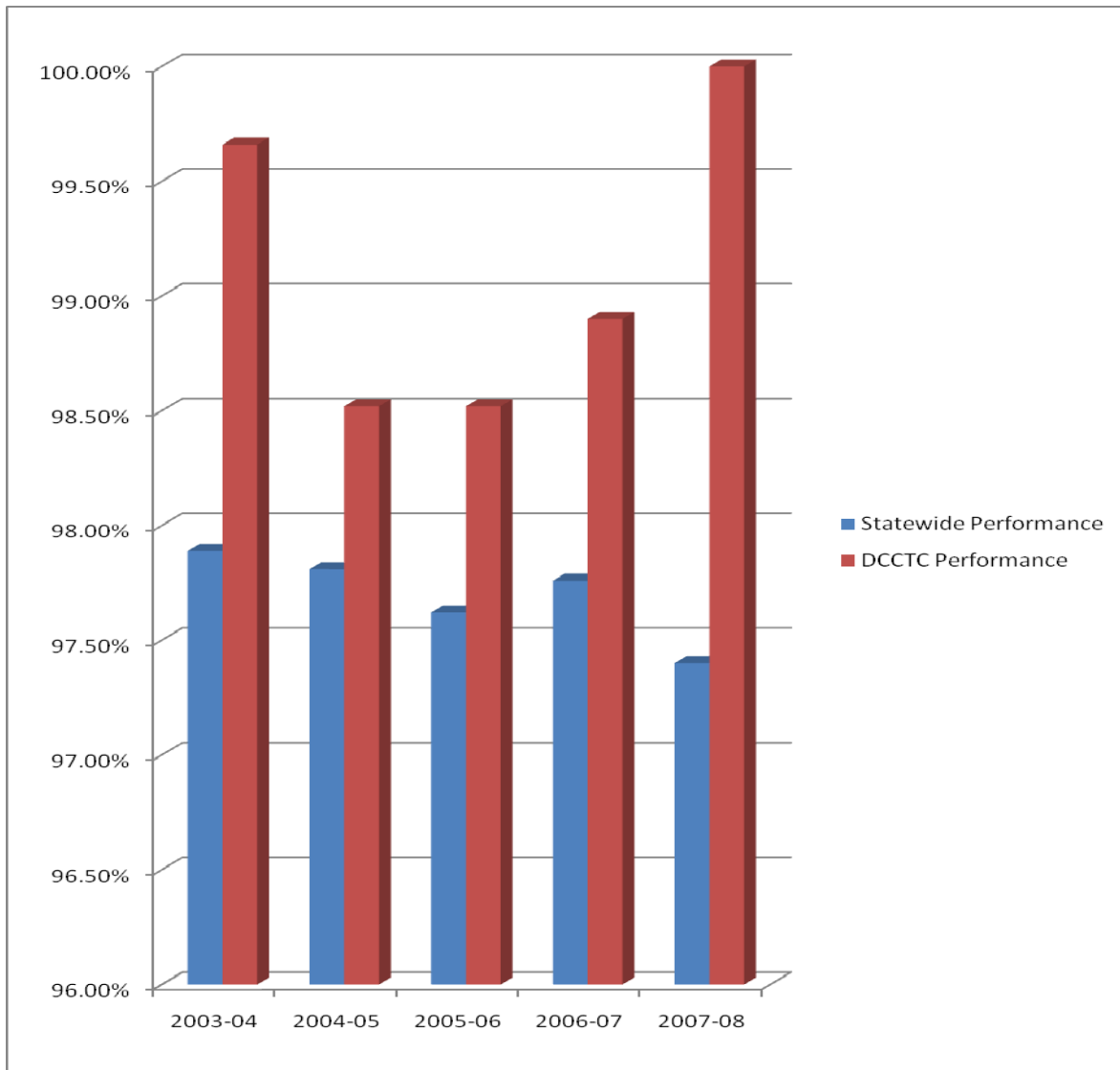
Year	Statewide Performance	DCCTC Performance
2003-04	90.82	84.4
2004-05	90.73	90.13
2005-06	91.38	86.26
2006-07	92.94	93.64
2007-08	84.3	76.2

## **DCCTC Performance on Perkins Standards for Career and Technology Education**

Standard 2: Academic Achievement. N/A

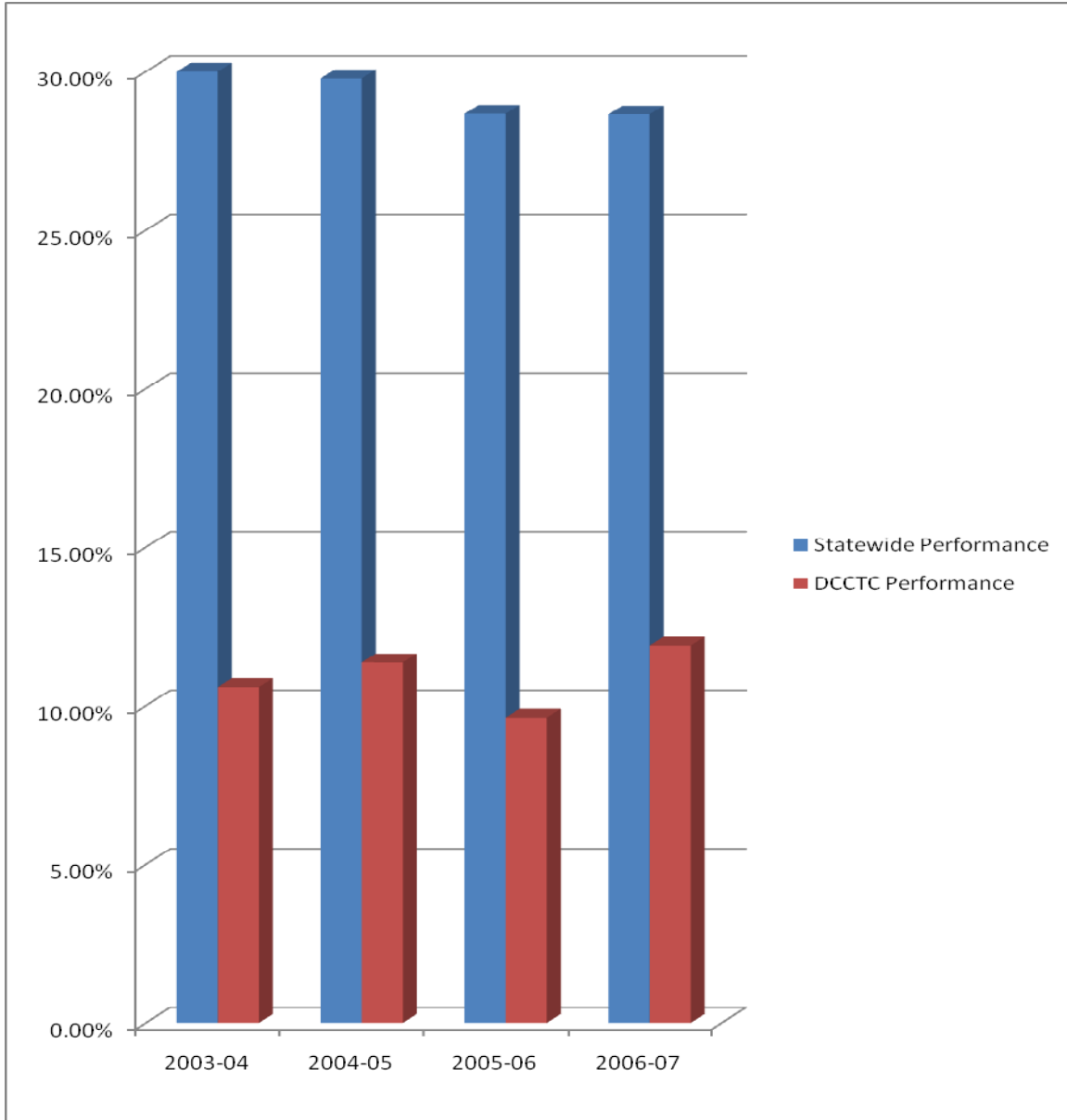
Standard 3: Graduation. N/A. See insert for graduation percentages of seniors taking CATE classes at DCCTC as reported on School Report Card.

**Standard 4:** Placement: Percentage of Career and Technology Education completers who were available for placement and placed in post secondary instruction, military service, or employment utilizing the career and technology competencies attained.



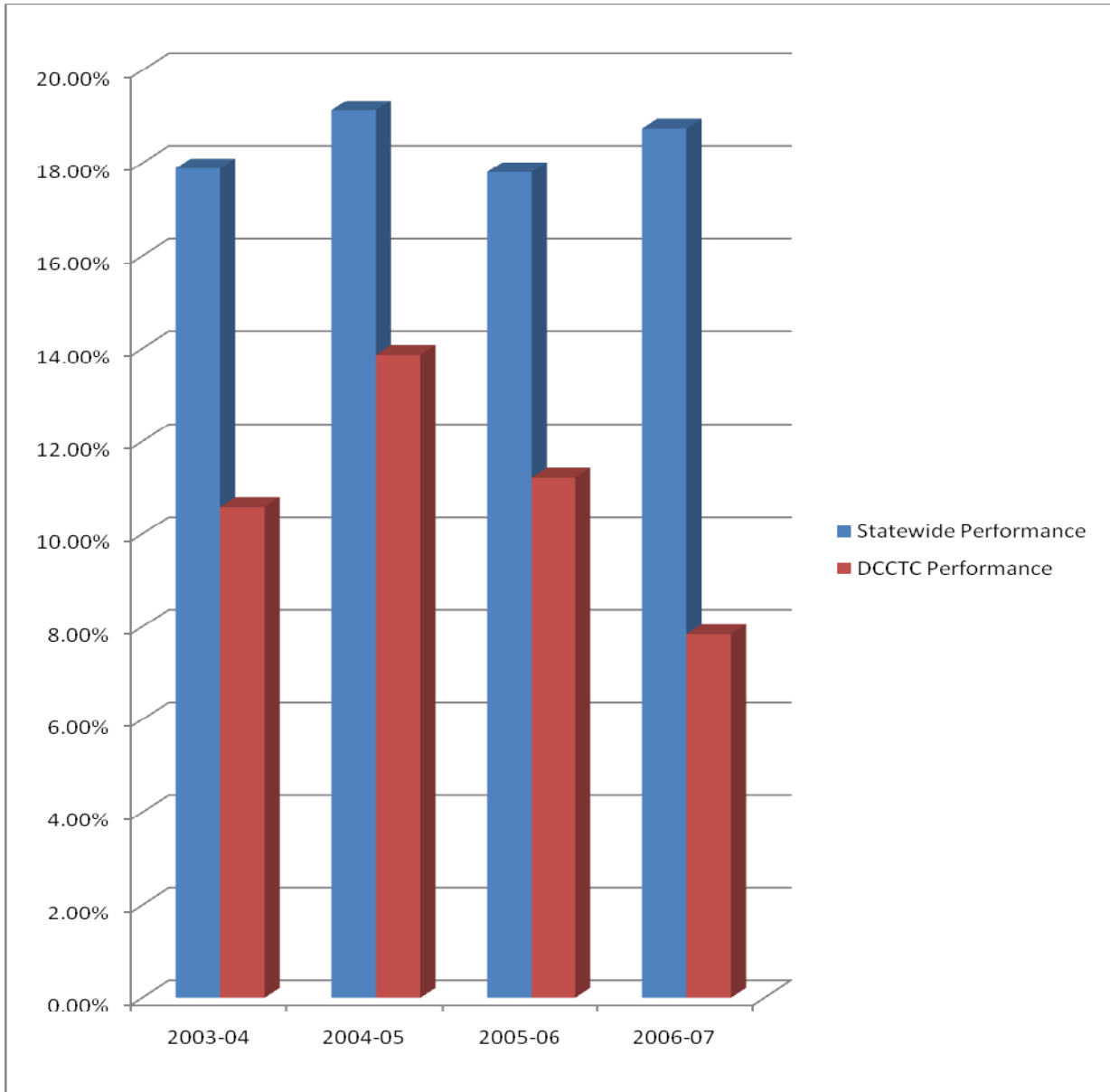
Year	Statewide Performance	DCCTC Performance
2003-04	97.89%	99.66%
2004-05	97.81%	98.52%
2005-06	97.62%	98.52%
2006-07	97.76%	98.90%
2007-08	97.40%	100.00%

**Standard 5:** Nontraditional Participation. Percentage of students enrolled in Career and Technology Education courses identified as leading to nontraditional training and employment.



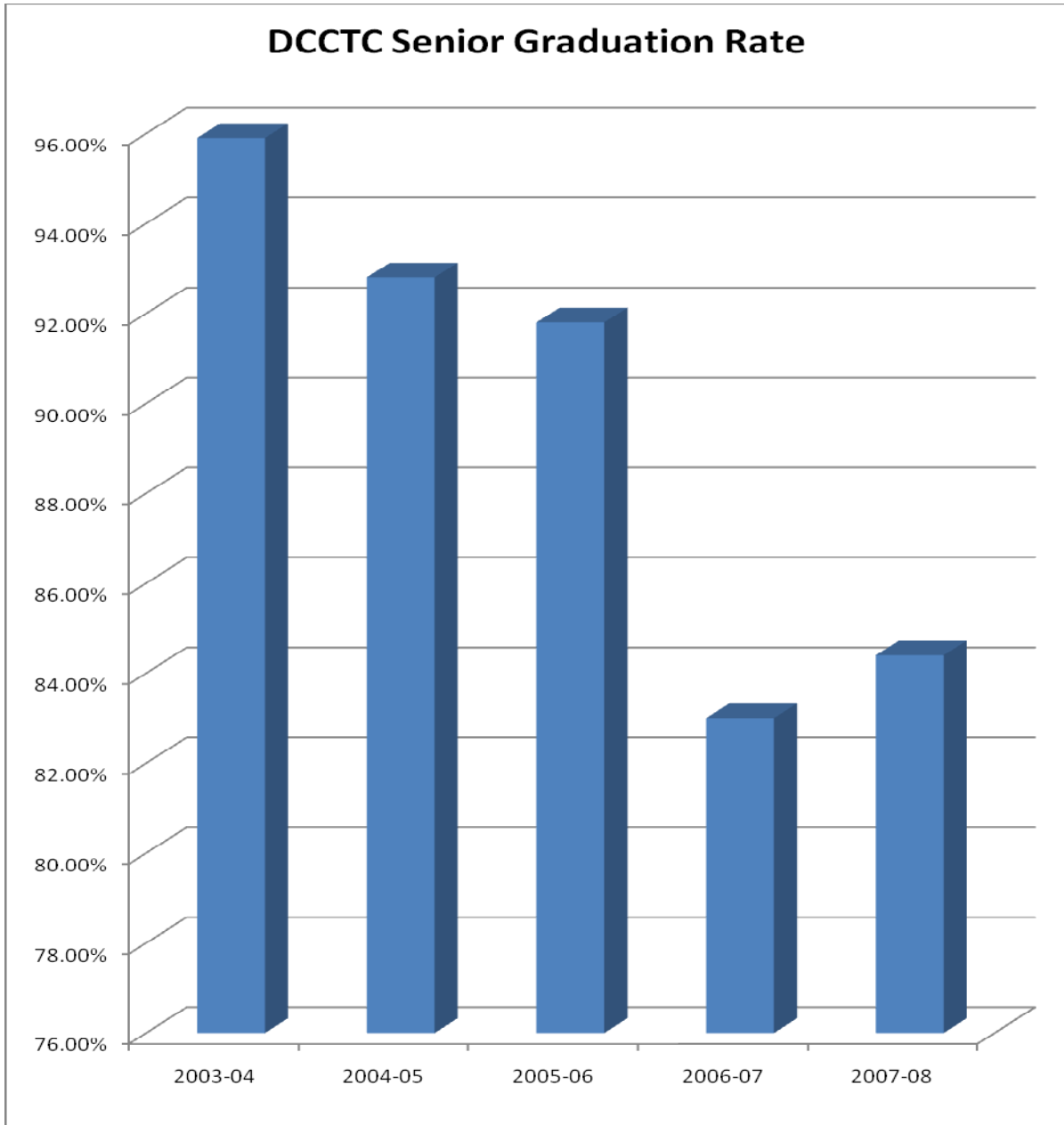
Year	Statewide Performance	DCCTC Performance
2003-04	30.00%	10.60%
2004-05	29.78%	11.37%
2005-06	28.67%	9.63%
2006-07	28.65%	11.91%
2007-08	Not Available	Not Available

**Standard 6:** Nontraditional Retention: Percentage of students completing Career and Technology Education programs identified as leading to nontraditional training and employment.



Year	Statewide Performance	DCCTC Performance
2003-04	17.89%	10.58%
2004-05	19.14%	13.87%
2005-06	17.81%	11.22%
2006-07	18.75%	7.84%
2007-08	Not Available	Not Available

Graduation percentages for seniors taking CATE classes at DCCTC as reported on School Report Card

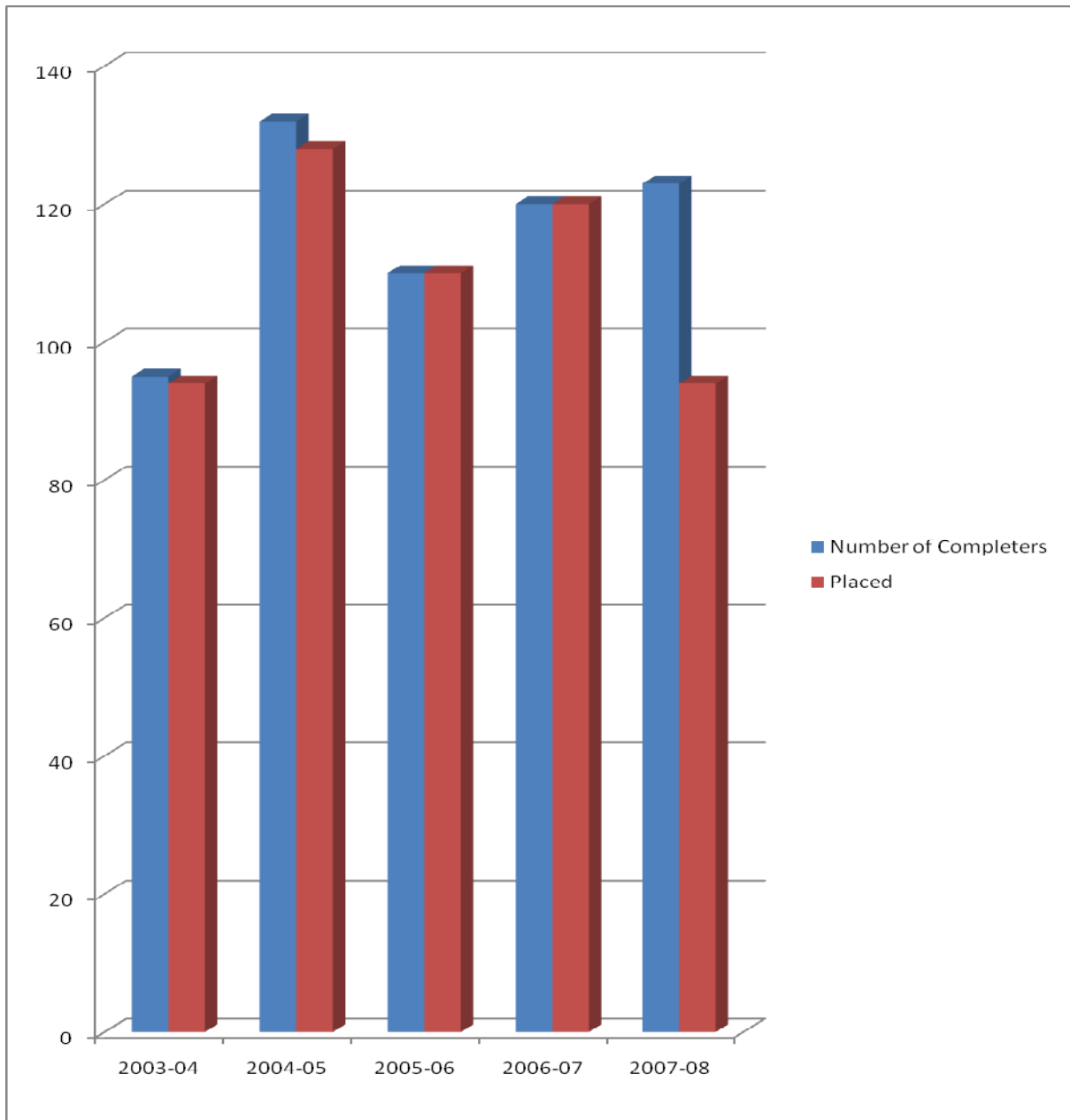


Year	DCCTC Senior Graduation Rate
2003-04	95.90%
2004-05	92.80%
2005-06	91.80%
2006-07	83.00%
2007-08	84.40%

## Performance on the State Report Card and Adequate Yearly Progress

<b>Year</b>	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Good	Yes
2007	Excellent	Good	Yes
2008	Average	At-Risk (under review)	Yes

### DCCTC Completers

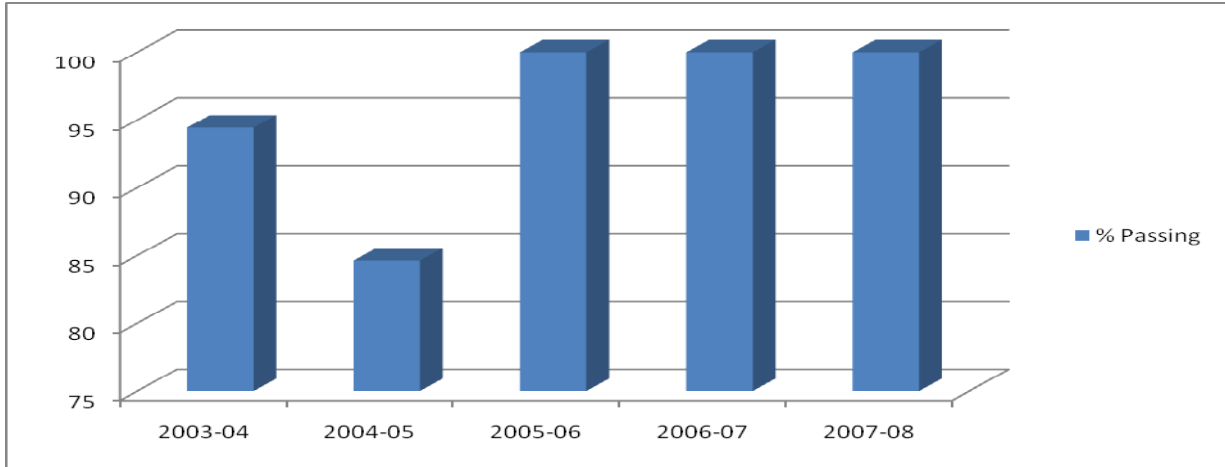


Year	Number of Completers	Placed
2003-04	95	94
2004-05	132	128
2005-06	110	110
2006-07	120	120
2007-08	123	94

## Students Passing Cosmetology and Nail Technology

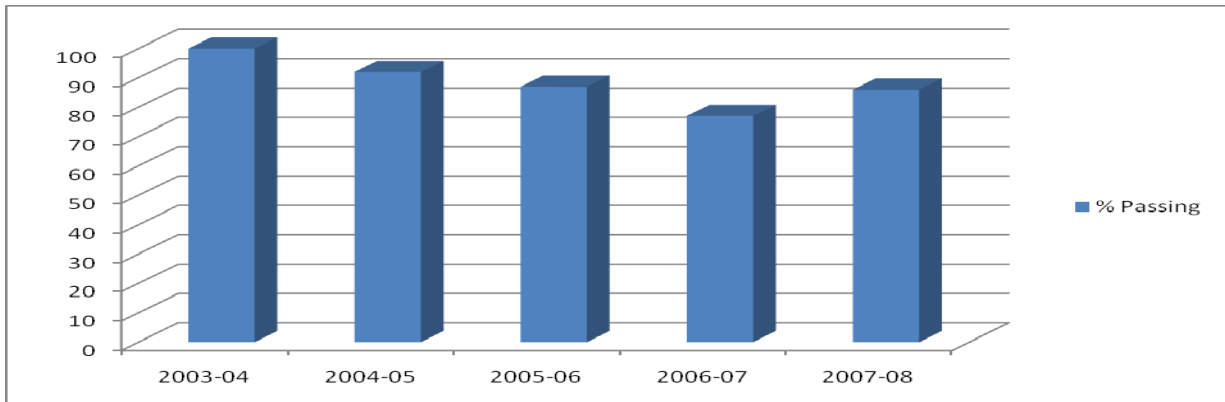
### State Board Exam

#### Cosmetology



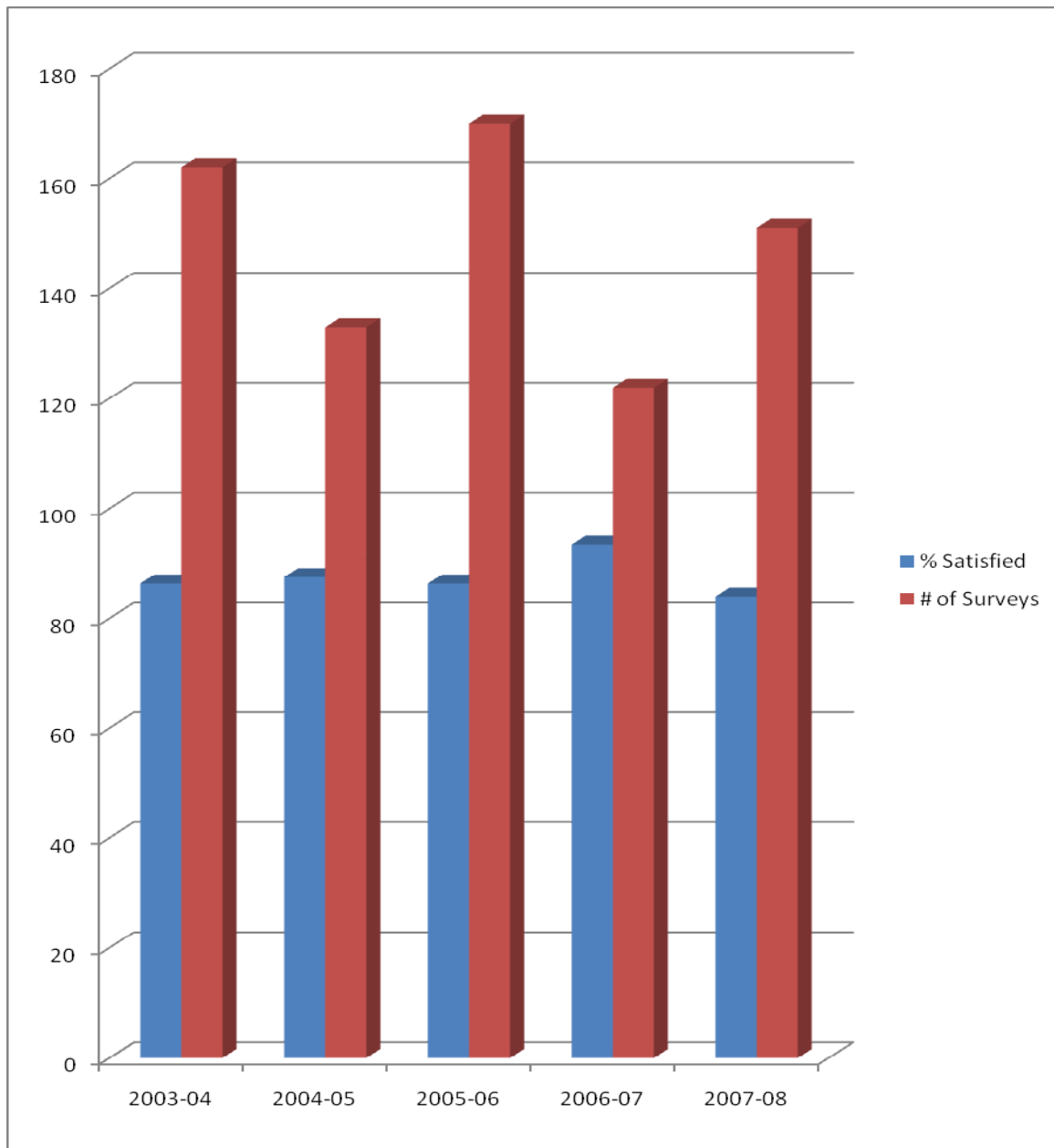
School Year	% Passing	
2003-04	94.44	17 of 18
2004-05	84.62	11 of 13
2005-06	100	15 of 15
2006-07	100	18 of 18
2007-08	100	26 of 26

#### Nail Technology



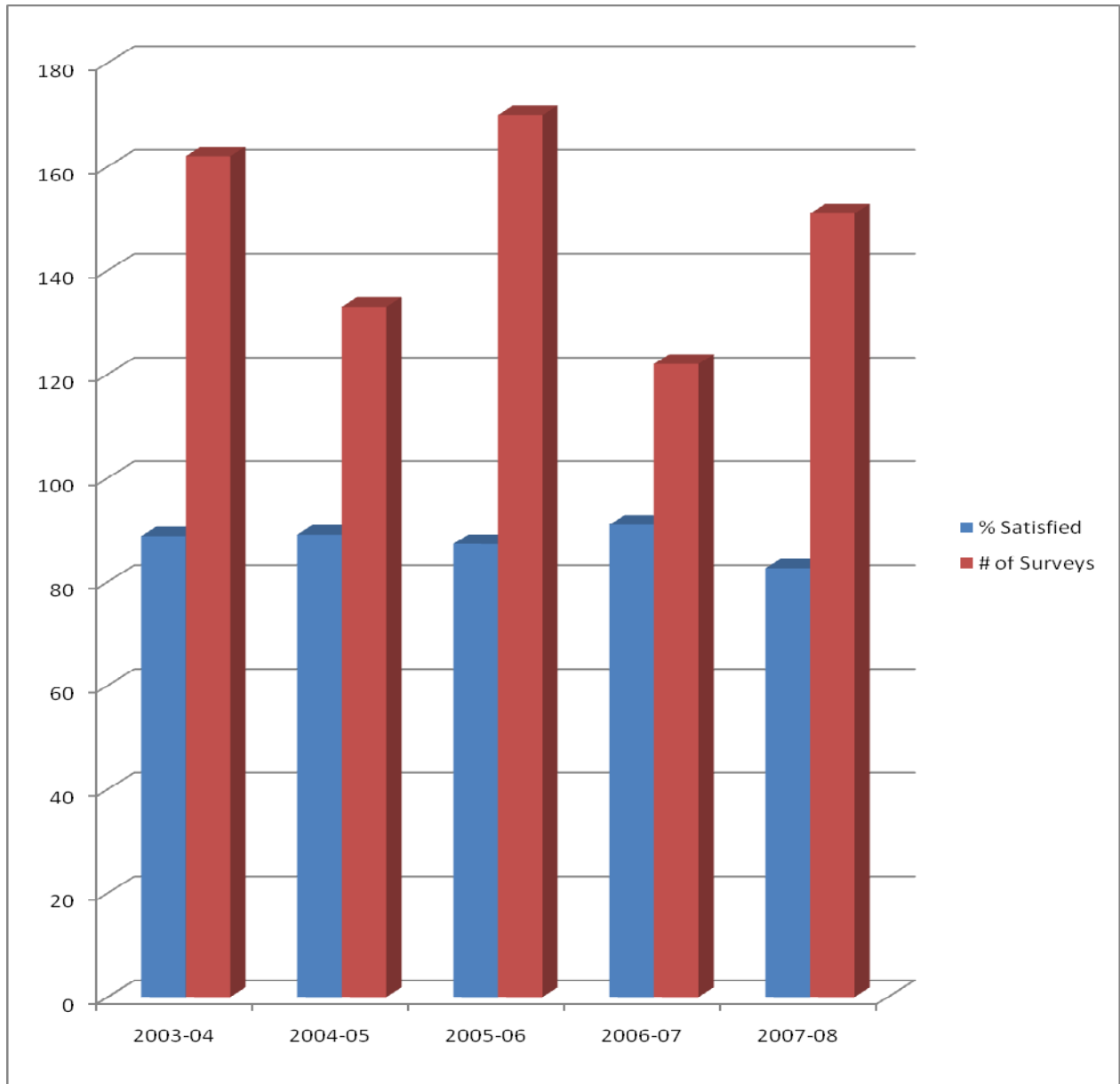
School Year	% Passing	
2003-04	100	5 of 5
2004-05	92	11 of 12
2005-06	87	13 of 15
2006-07	77	10 of 13
2007-08	86	19 of 22

## Students Satisfied With Learning Environment School Report Card Survey



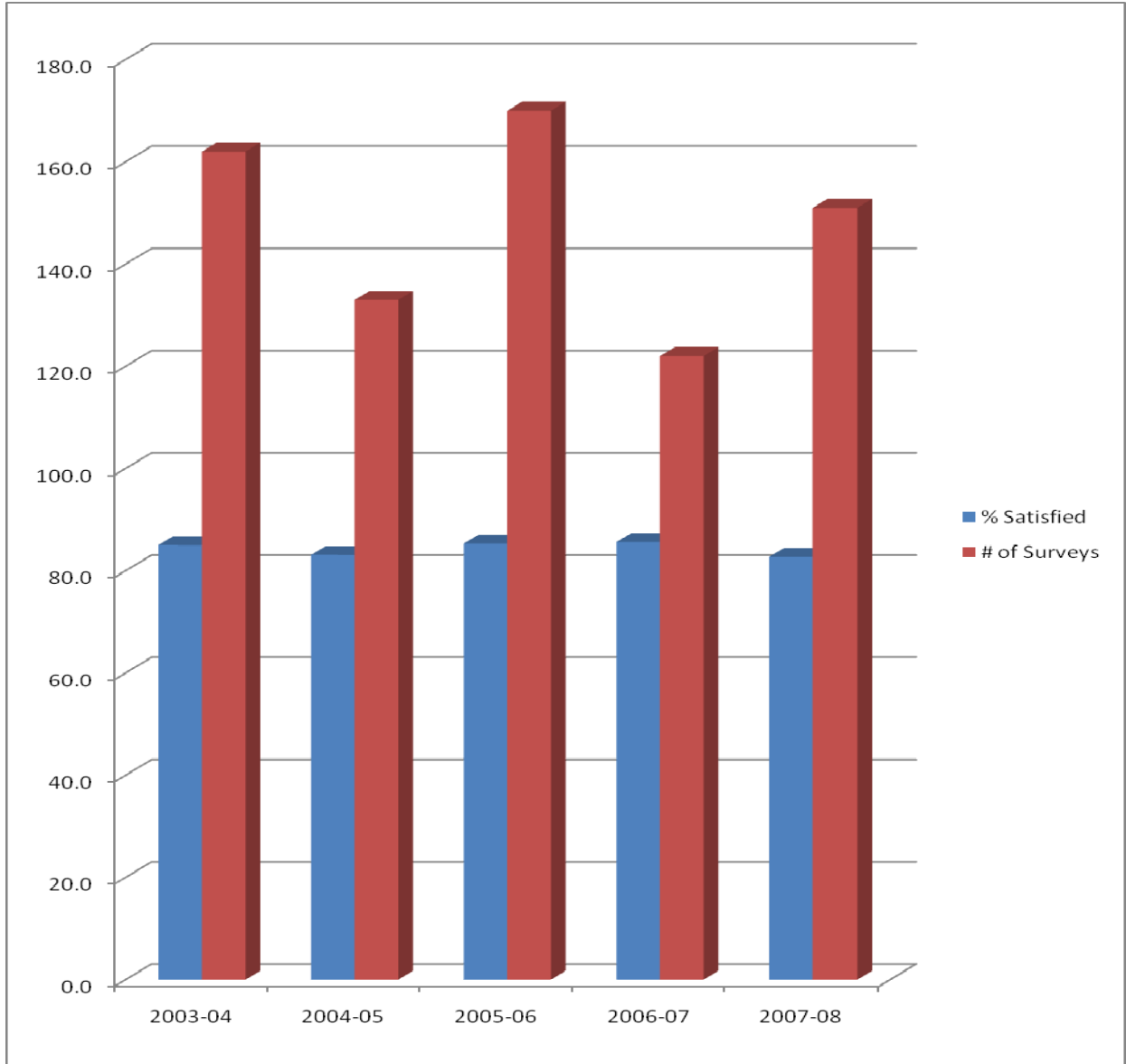
<b>Year</b>	<b>% Satisfied</b>	<b># of Surveys</b>
2003-04	86.3	162
2004-05	87.5	133
2005-06	86.3	170
2006-07	93.4	122
2007-08	83.9	151

**Students Satisfied With Social and Physical Environment  
School Report Card Survey**



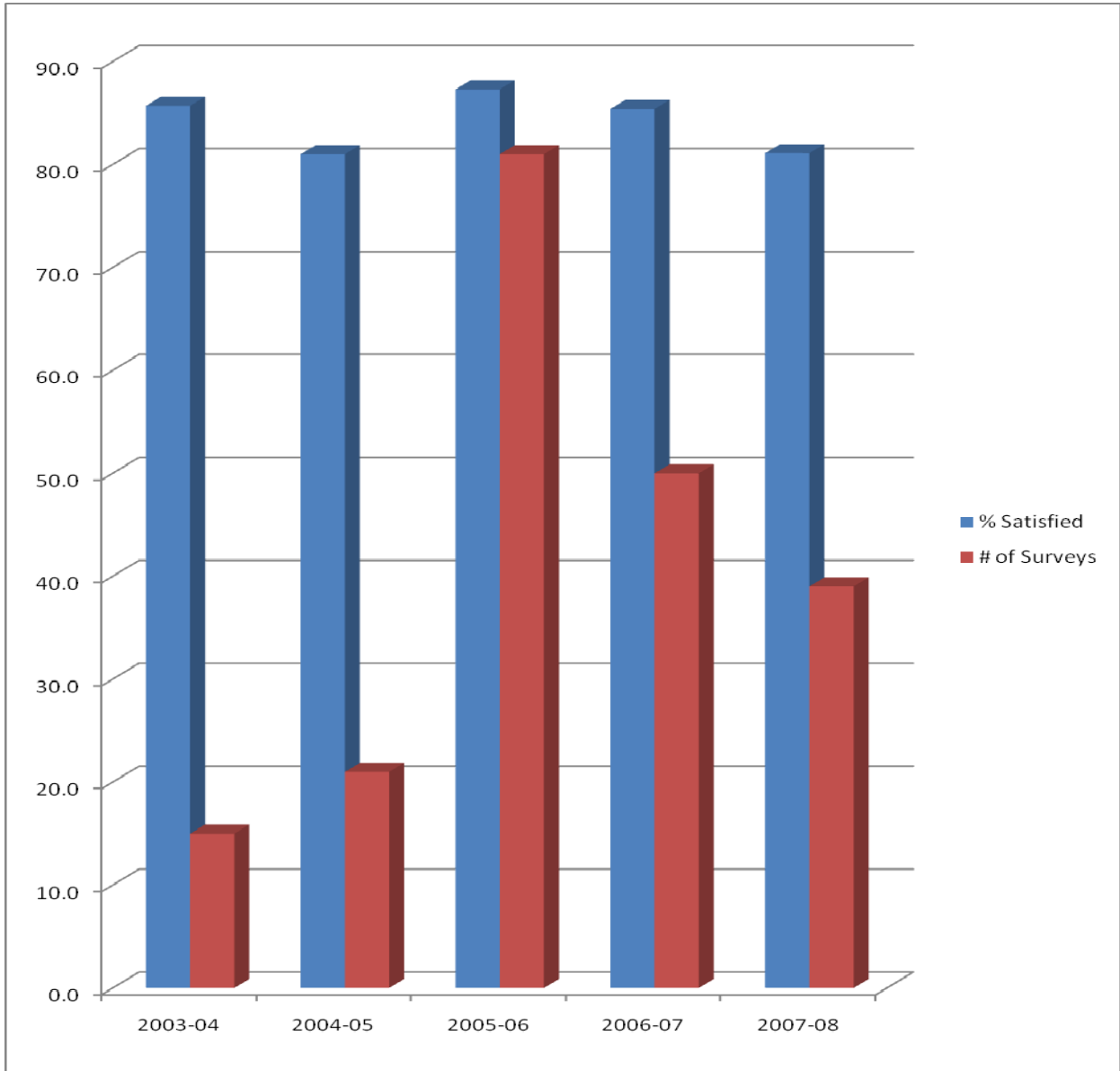
<b>Year</b>	<b>% Satisfied</b>	<b># of Surveys</b>
2003-04	88.8	162
2004-05	89.1	133
2005-06	87.3	170
2006-07	91.0	122
2007-08	82.6	151

## Students Satisfied With School-Home Relations School Report Card Survey



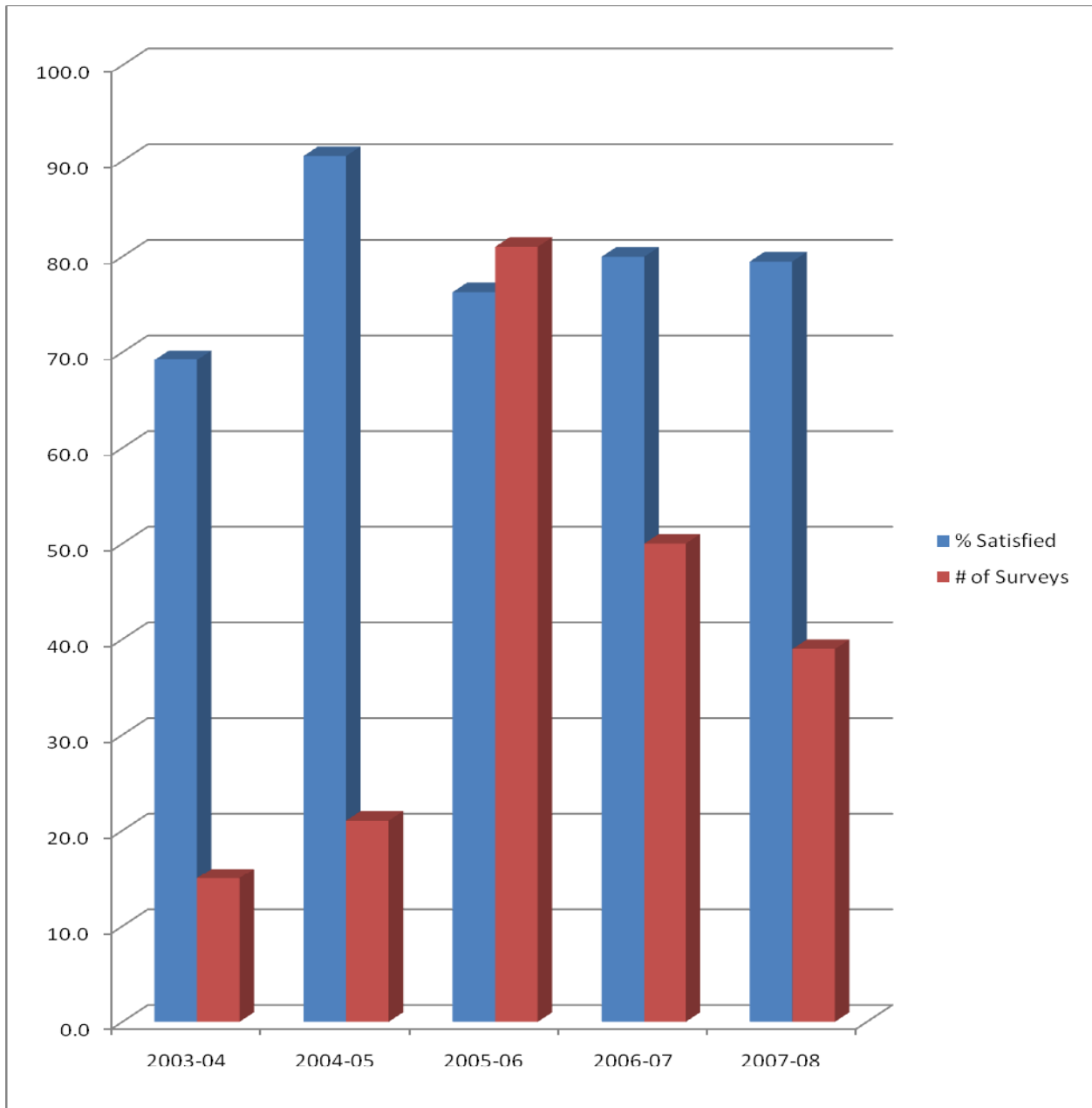
Year	% Satisfied	# of Surveys
2003-04	85.0	162
2004-05	83.1	133
2005-06	85.3	170
2006-07	85.6	122
2007-08	82.7	151

**Parents Satisfied With Learning Environment  
School Report Card Survey**



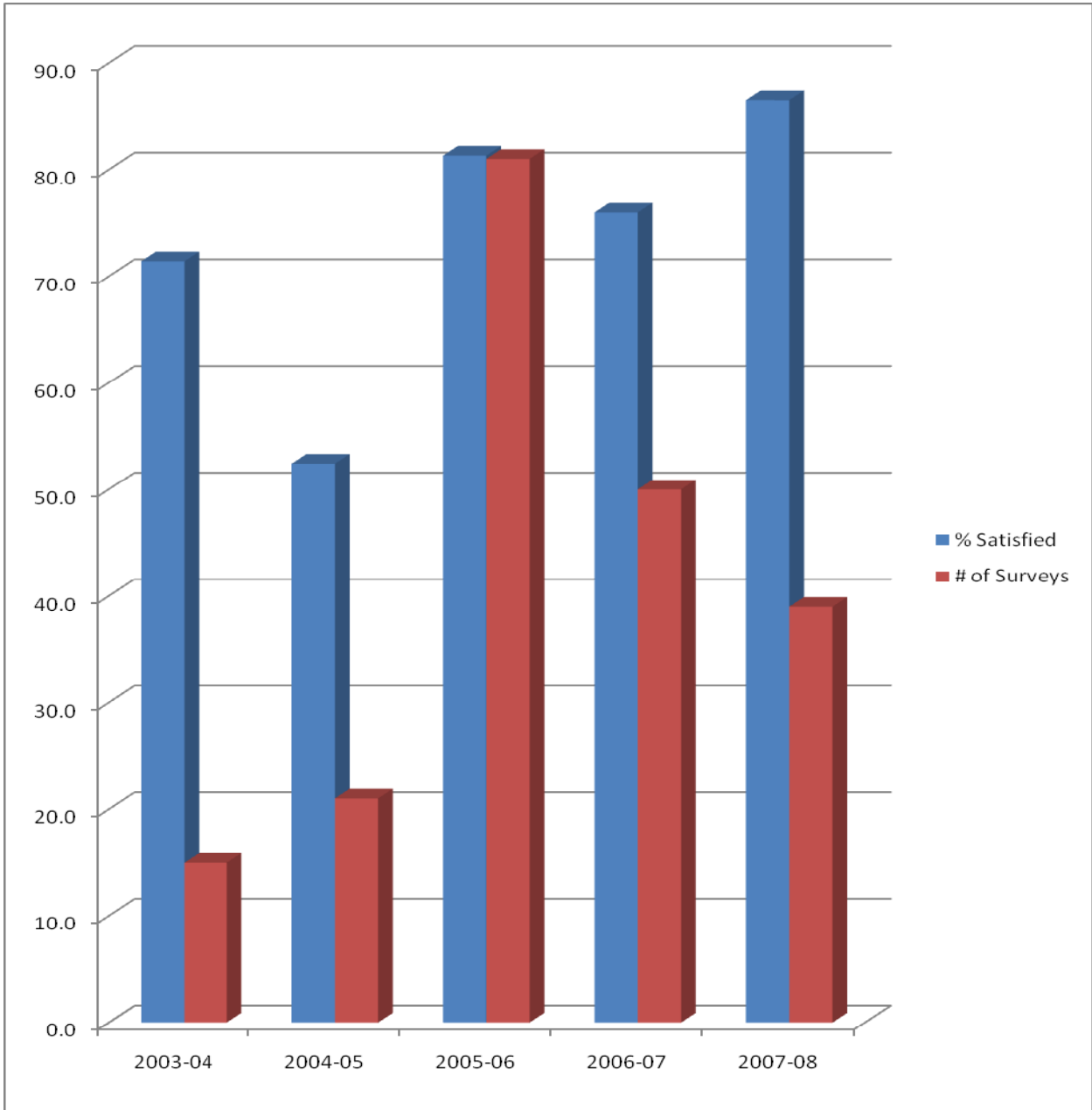
<b>Year</b>	<b>% Satisfied</b>	<b># of Surveys</b>
2003-04	85.7	15
2004-05	81.0	21
2005-06	87.3	81
2006-07	85.4	50
2007-08	81.1	39

## Parents Satisfied With Social and Physical Environment School Report Card Survey



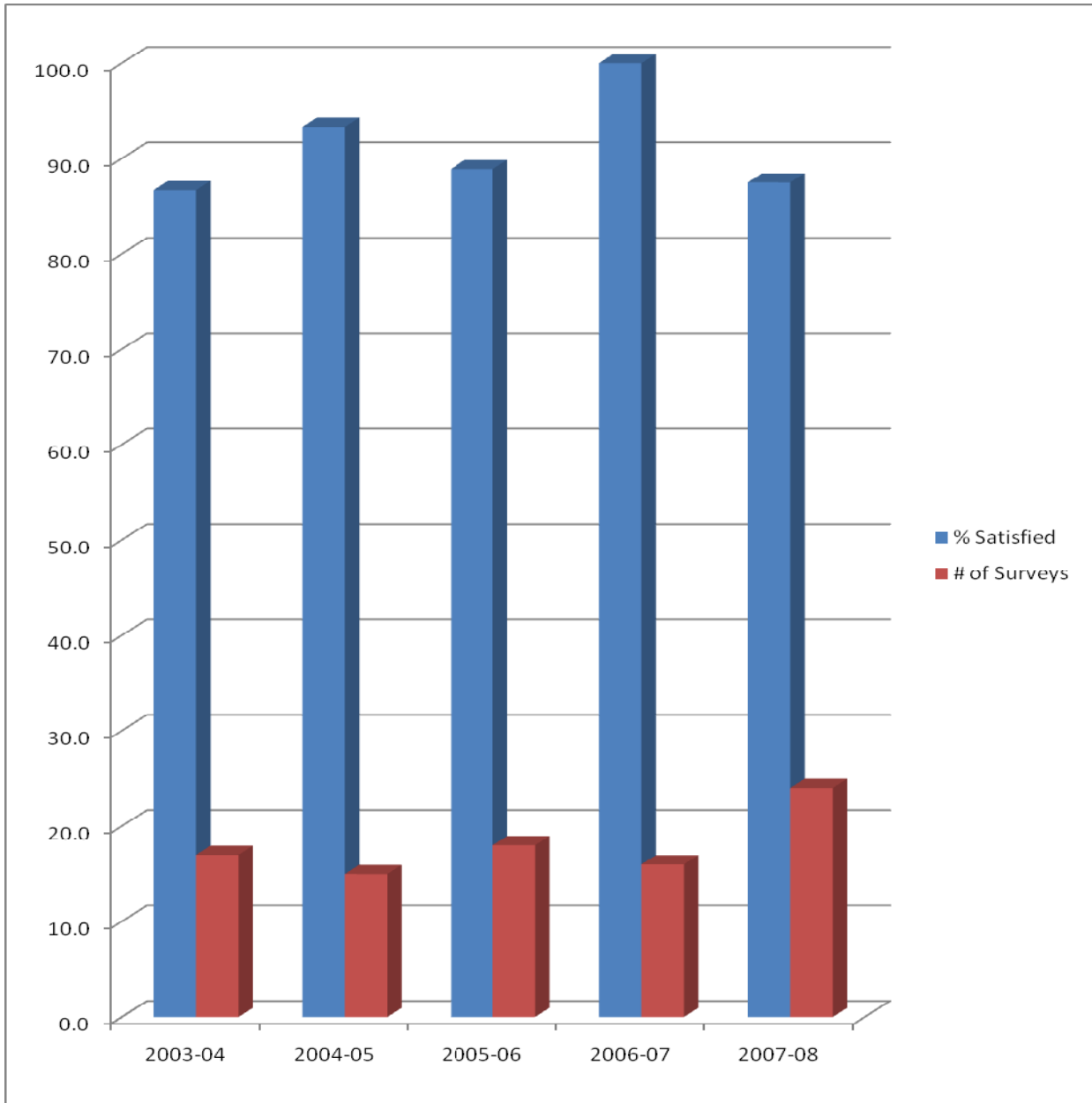
Year	% Satisfied	# of Surveys
2003-04	69.2	15
2004-05	90.5	21
2005-06	76.3	81
2006-07	80.0	50
2007-08	79.5	39

**Parents Satisfied With School-Home Relations  
School Report Card Survey**



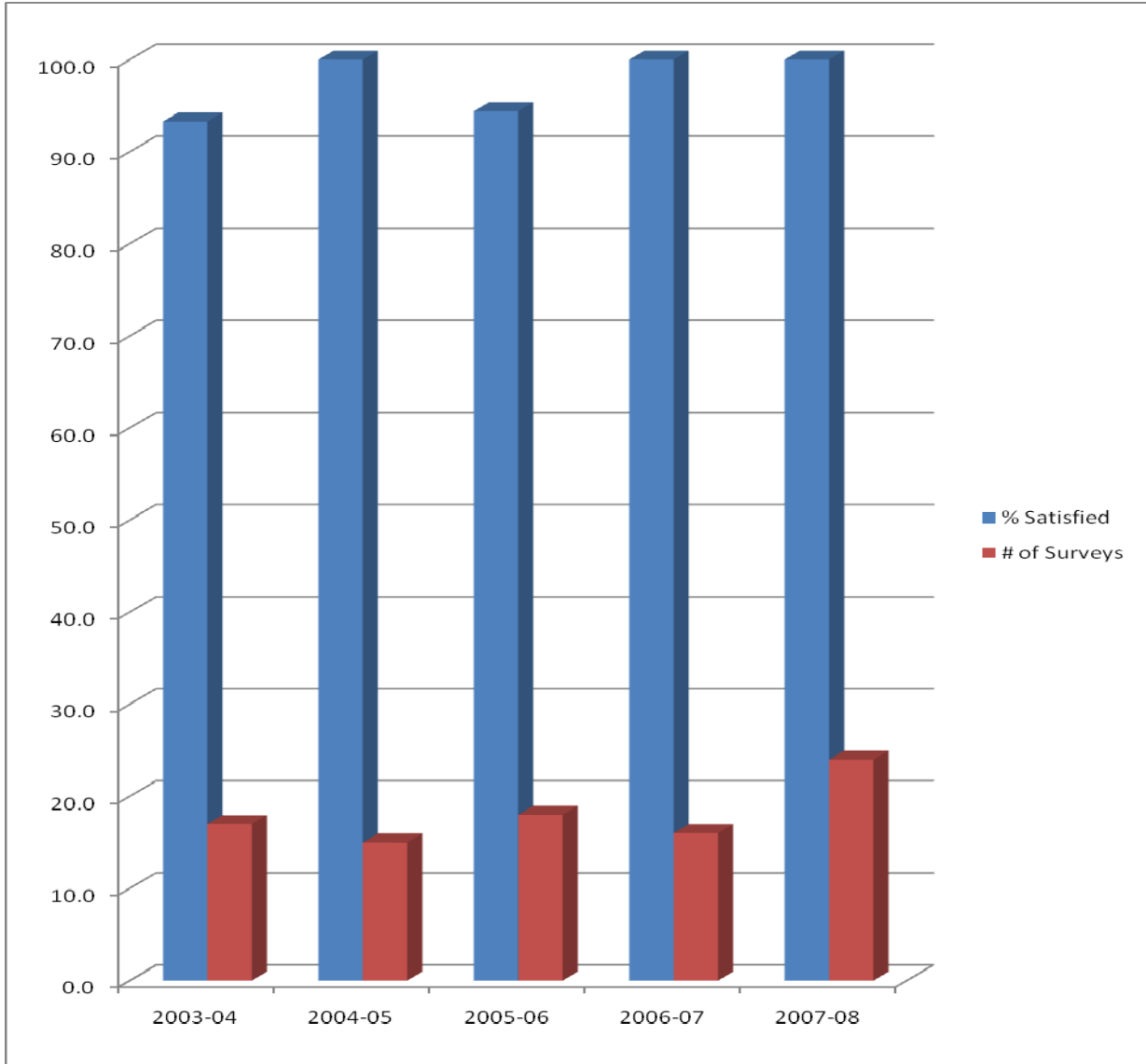
<b>Year</b>	<b>% Satisfied</b>	<b># of Surveys</b>
2003-04	71.4	15
2004-05	52.4	21
2005-06	81.3	81
2006-07	76.0	50
2007-08	86.5	39

## Teachers Satisfied With Learning Environment School Report Card Survey



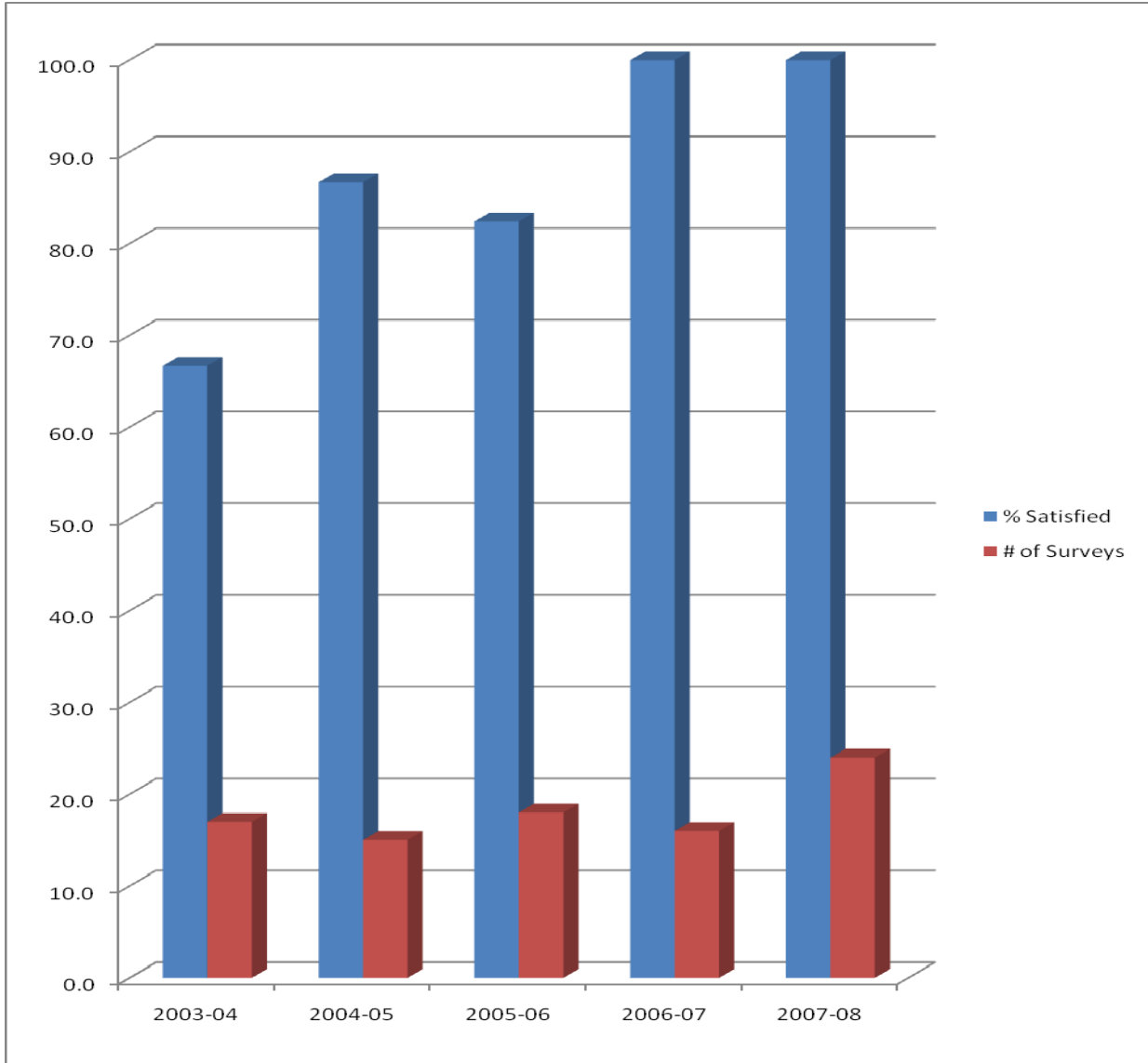
Year	% Satisfied	# of Surveys
2003-04	86.7	17
2004-05	93.3	15
2005-06	88.9	18
2006-07	100.0	16
2007-08	87.5	24

## Teachers Satisfied With Social and Physical Environment School Report Card Survey



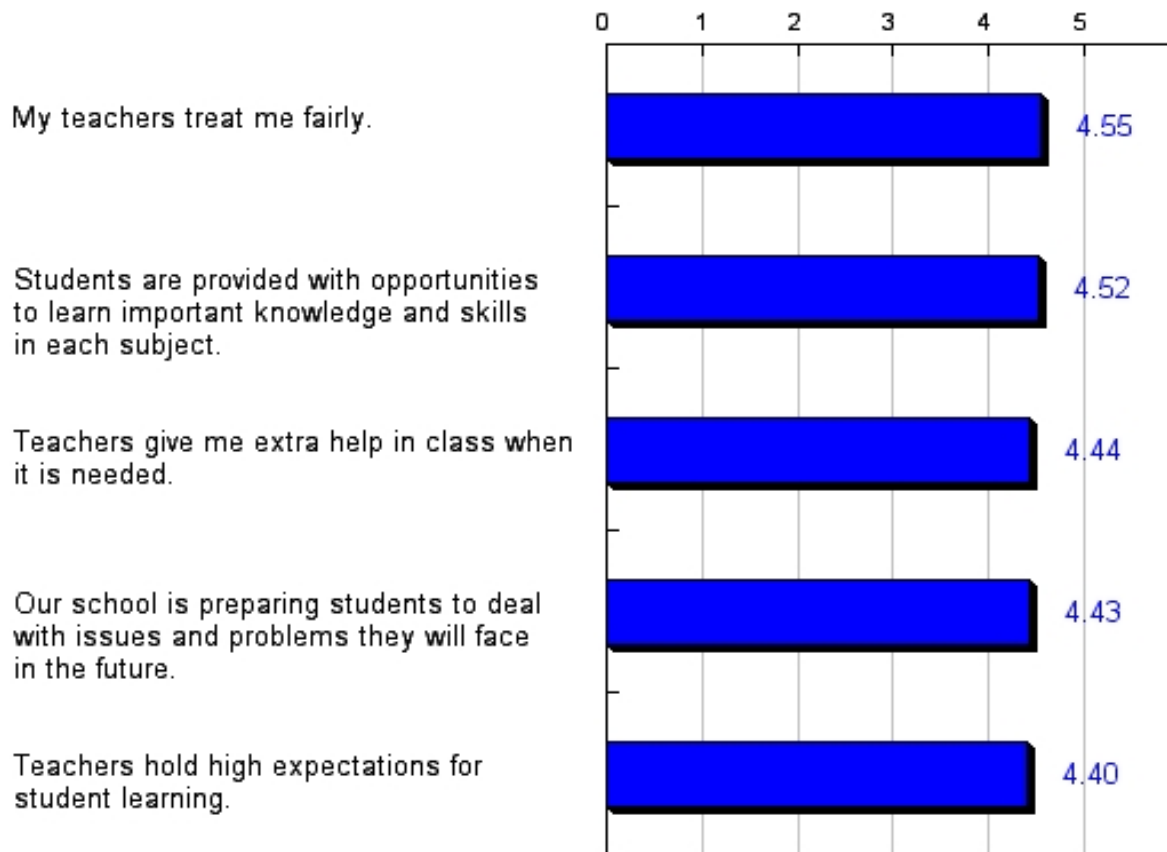
Year	% Satisfied	# of Surveys
2003-04	93.3	17
2004-05	100.0	15
2005-06	94.4	18
2006-07	100.0	16
2007-08	100.0	24

## Teachers Satisfied With School-Home Relations School Report Card Survey



Year	% Satisfied	# of Surveys
2003-04	66.7	17
2004-05	86.7	15
2005-06	82.4	18
2006-07	100.0	16
2007-08	100.0	24

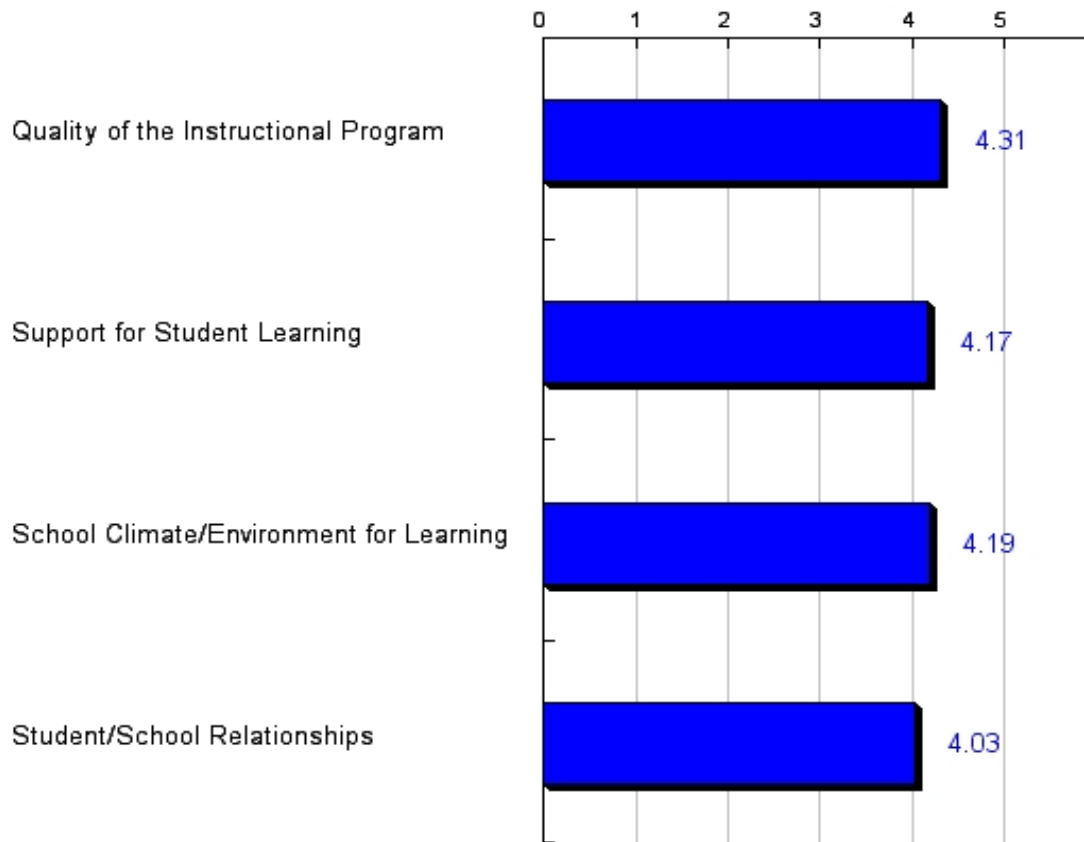
### Top 5 Items



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Do Not Know/Not Applicable - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)

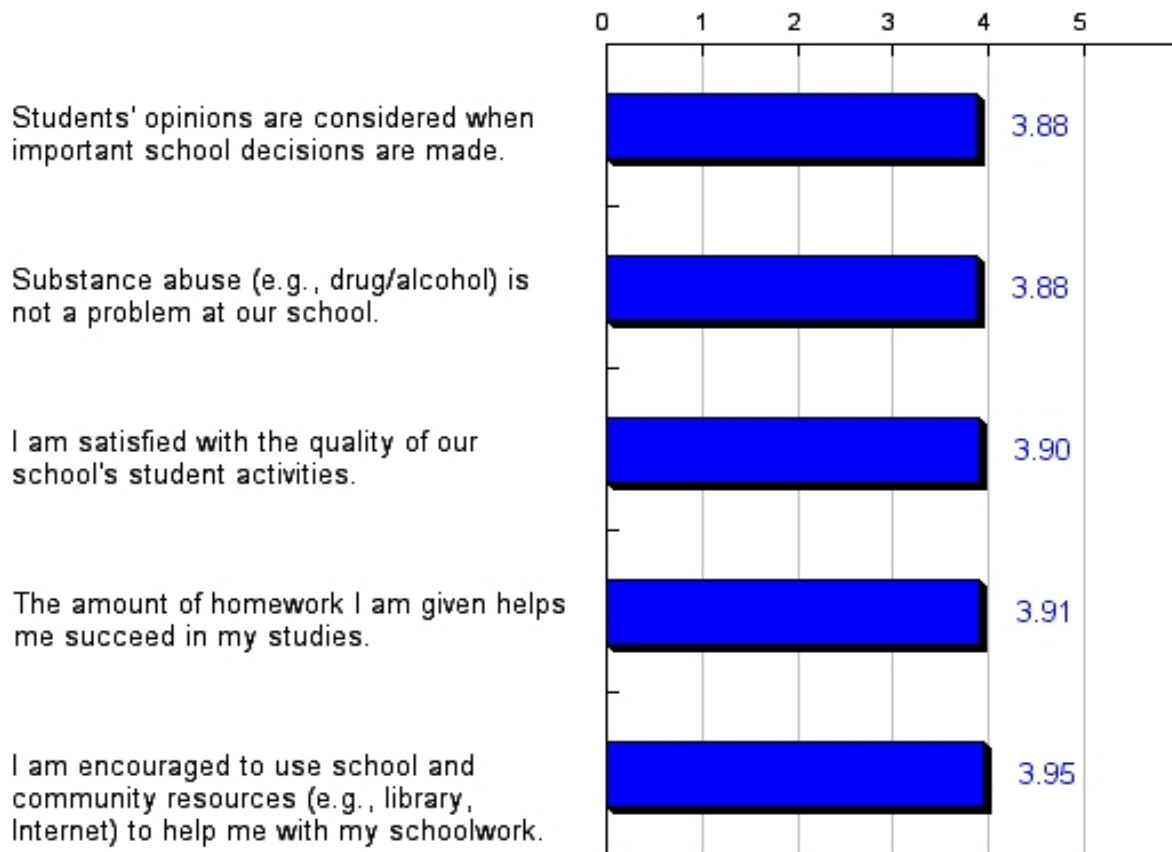
### Topic Averages



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Do Not Know/Not Applicable - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)

### Bottom 5 Items



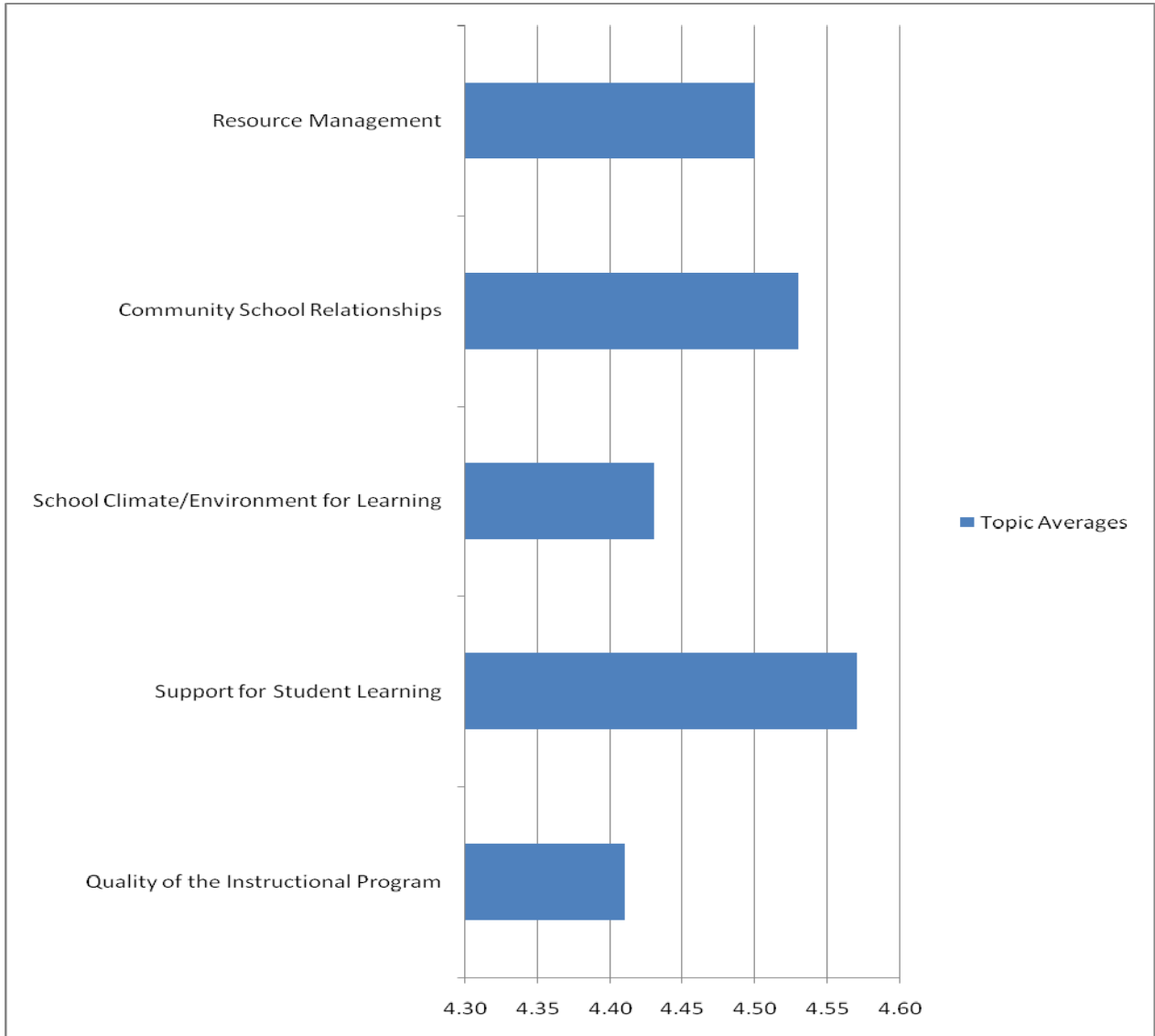
SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Do Not Know/Not Applicable - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)

## Community-Parent Opinion Inventory

Numer of Responses: 19

Topic Averages



Category	Topic Averages
Quality of the Instructional Program	4.41
Support for Student Learning	4.57
School Climate/Environment for Learning	4.43
Community School Relationships	4.53
Resource Management	4.50

# DCCTC Advisory Council

## 2007-2008 Survey

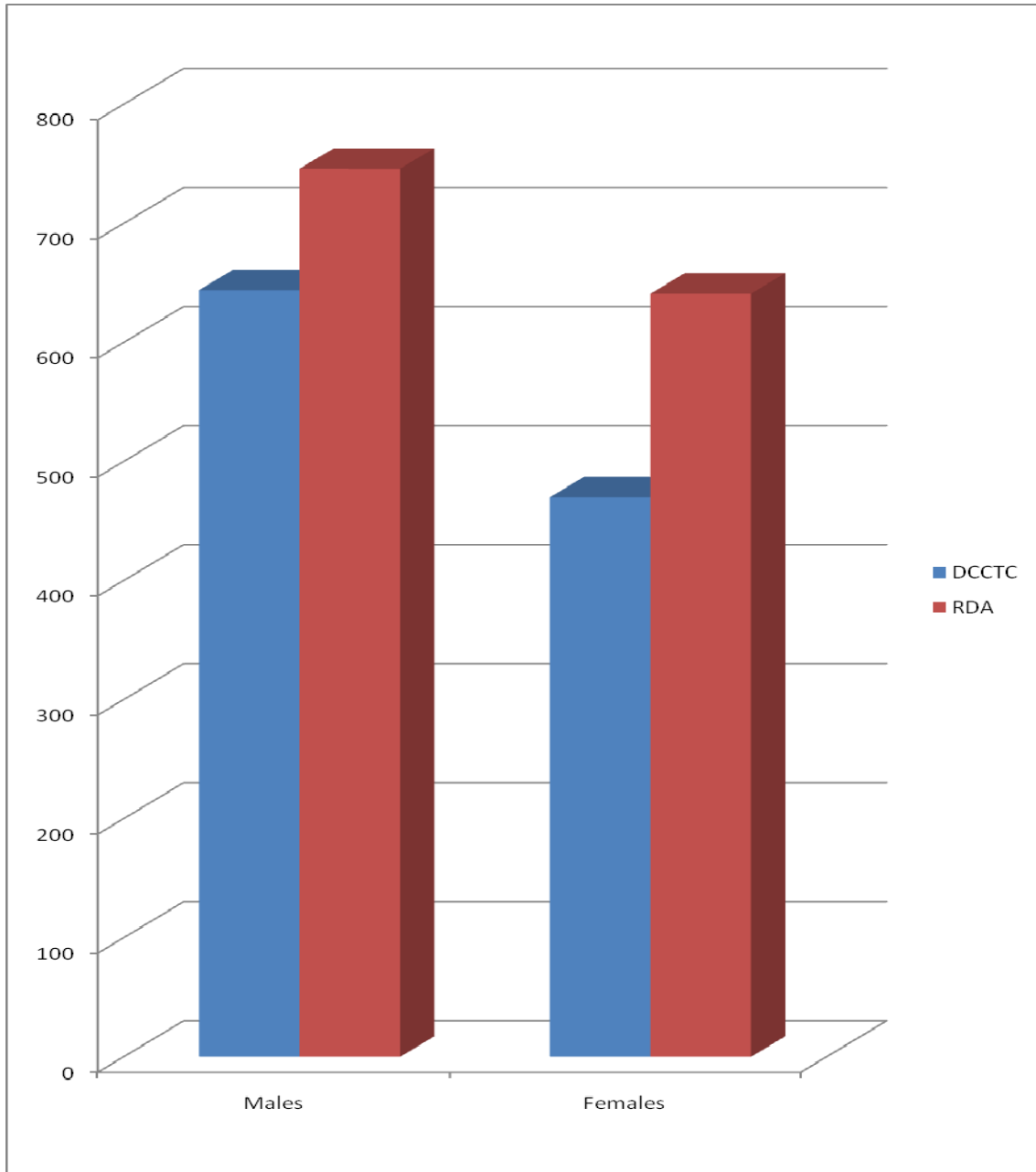
1. As an instructor at DCCTC, how can I make improvements to my program for 2008-09?
  - Teach more professionalism and work ethics
  - Checklist to hold students accountable for competencies
  - Adapt program to changes in codes
  - Get more committed advisory members
  
2. What ways do you suggest that a DCCTC Advisory Council member can become more involved with DCCTC in 2008-09?
  - Keep members informed
  - Involve council members in classroom activities and projects
  - Council members make presentations to students regarding proper workplace performance
  - Provide recognitions certificates, etc.
  - Donate equipment and supplies
  - Meet with students in classroom and at job sites
  - Be a business partner
  
3. How do you perceive **your role** as an Advisory Council member?
  - Being informed about what is happening at the center
  - Responsible for informing members of current business trends
  
4. Please list few suggestions for DCCTC instructors to assist them in effectively communicating with their Advisory Council members during the school year.
  - More meetings
  - Use phone and e-mail to communicate
  - Have more advisory council volunteers
  - More information about what is going on in class
  - Communicate monthly
  - Instructor should respond to all communications
  - Invite advisory council representatives to annual guidance luncheons
  - Send anything news worthy to council members

5. To improve future attendance at the DCCTC Advisory Council meetings in 2008-2209, what better location is convenient that will enhance your attendance?
  - Classroom
  - Rotate meeting location to serve each community
  
6. How many times a year should an Advisory Council meet and what is the best time of day?
  - Twice a year
  - Up to 6 times a year, right after school
  - Once a quarter, early evening
  - Twice a year, after 6:00 pm
  - Early evening or late afternoon
  - Hold breakfast meeting on staff development day
  - At least 4 times a year, in early evening
  - 2 or 3 times a year, at 5 o'clock

## **Comparison with another Career and Technology Center**

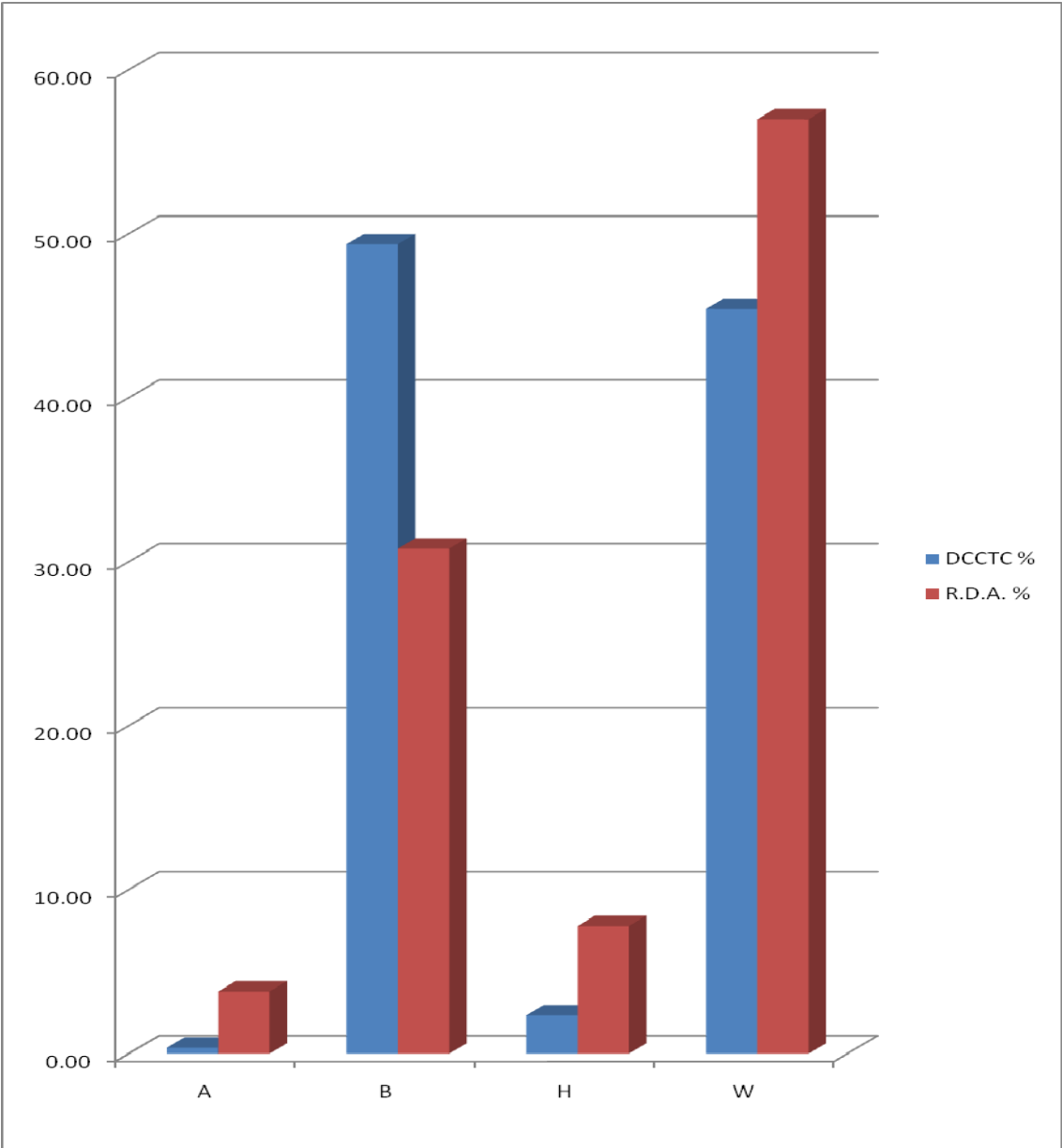
DCCTC compares and analyzes performance with other career and technology centers to assist in the process of continuous improvement. R.D. Anderson Applied Technology Center was chosen for this comparison because they are also a multi-district career center serving three high schools in Spartanburg Districts Four, Five, and Six. R.D. Anderson is similar to DCCTC in the number of programs and student population. They have also faced many of the same challenges as DCCTC such as a rapid increase enrollment. The following graphs illustrate comparison with R.D. Anderson Applied Technology Center. (R.D.A.)

### DCCTC All Students by Gender Comparison



	Males	Females	Total
DCCTC	644	470	1114
RDA	746	641	1387

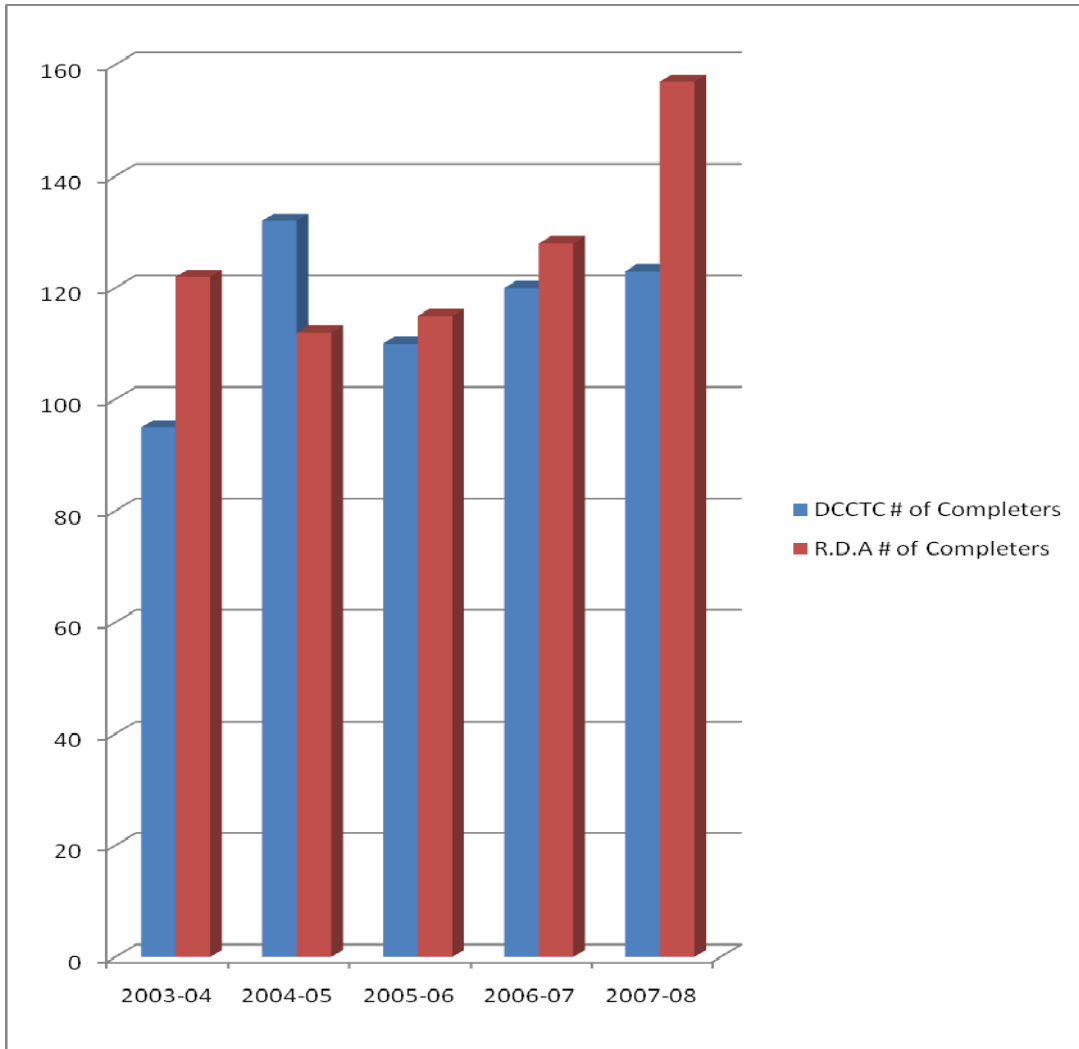
### DCCTC All Students by Ethnicity Comparison



Race	DCCTC %	R.D.A. %
A	0.36	3.80
B	49.37	30.80
H	2.33	7.80
W	45.42	57.00

## DCCTC COMPARISON TO R.D. ANDERSON

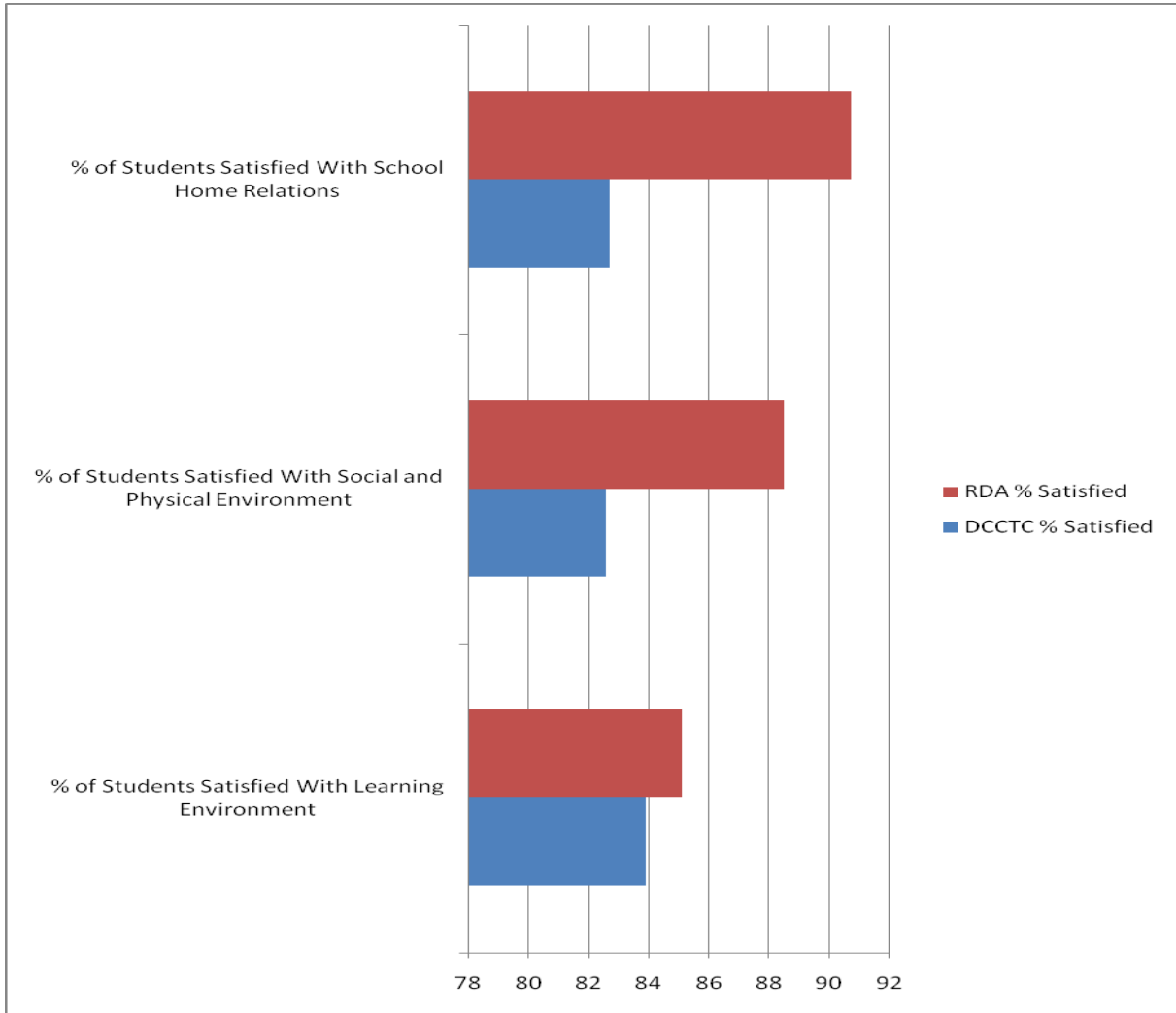
**Completers:** Students earning at least four units, completing a CATE program or earning four units in a cross cluster area.



Year	DCCTC # of Completers	R.D.A # of Completers
2003-04	95	122
2004-05	132	112
2005-06	110	115
2006-07	120	128
2007-08	123	157

## DCCTC 2007-2008

### Perceptual Trends - Student Satisfaction Survey



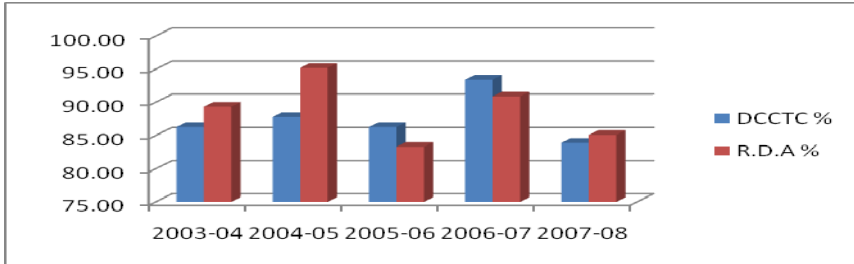
Standard	DCCTC % Satisfied	RDA % Satisfied
% of Students Satisfied With Learning Environment	83.9	85.1
% of Students Satisfied With Social and Physical Environment	82.60	88.50
% of Students Satisfied With School Home Relations	82.70	90.70

## DCCTC

### Perceptual Trends - Student Satisfaction Survey

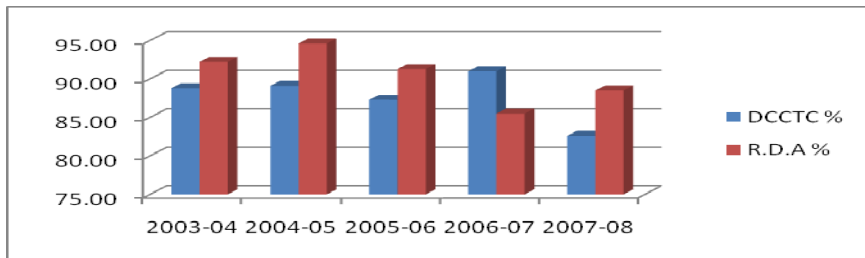
#### Percentage of Students Satisfied with Learning Environment

Year	DCCTC %	R.D.A %
2003-04	86.30	89.30
2004-05	87.80	95.20
2005-06	86.30	83.30
2006-07	93.40	90.90
2007-08	83.90	85.10



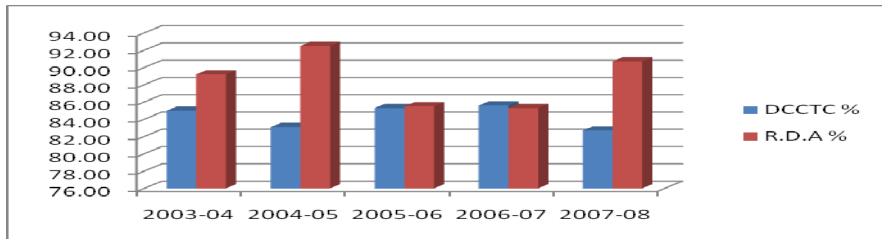
#### Percentage of Students Satisfied with Social and Physical Environment

Year	DCCTC %	R.D.A %
2003-04	88.80	92.20
2004-05	89.10	94.60
2005-06	87.30	91.30
2006-07	91.00	85.50
2007-08	82.60	88.50



#### Percentage of Students Satisfied with School Home Relations

Year	DCCTC %	R.D.A %
2003-04	85.00	89.20
2004-05	83.10	92.50
2005-06	85.30	85.50
2006-07	85.60	85.30
2007-08	82.70	90.70



## DCCTC Perceptual Trends - Parent Satisfaction Survey

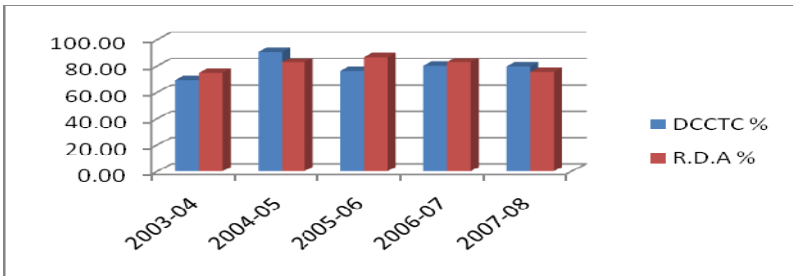
### Percentage of Parents Satisfied with Learning Environment

Year	DCCTC %	R.D.A %
2003-04	85.70	85.70
2004-05	81.00	87.50
2005-06	87.30	87.50
2006-07	85.40	89.10
2007-08	81.10	93.10



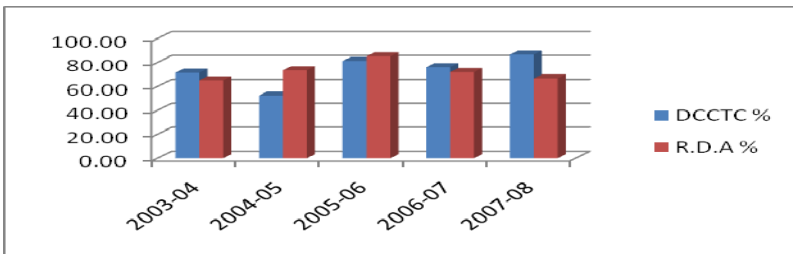
### Percentage of Parents Satisfied with Social and Physical Environment

Year	DCCTC %	R.D.A %
2003-04	69.20	75.00
2004-05	90.50	82.70
2005-06	76.30	86.80
2006-07	80.00	82.80
2007-08	79.50	75.60



### Percentage of Parents Satisfied with School Home Relations

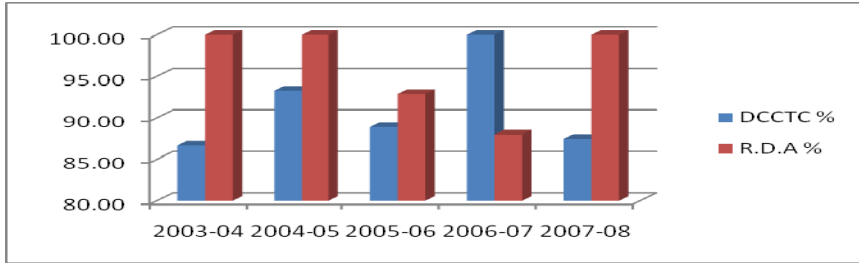
Year	DCCTC %	R.D.A %
2003-04	71.40	65.20
2004-05	52.40	73.40
2005-06	81.30	85.10
2006-07	76.00	71.90
2007-08	86.50	66.70



## DCCTC Perceptual Trends - Teacher Satisfaction Survey

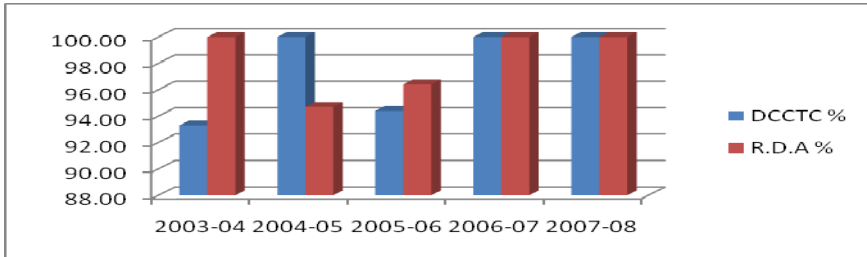
### Percentage of Teachers Satisfied with Learning Environment

Year	DCCTC %	R.D.A %
2003-04	86.70	100.00
2004-05	93.30	100.00
2005-06	88.90	92.90
2006-07	100.00	88.00
2007-08	87.50	100.00



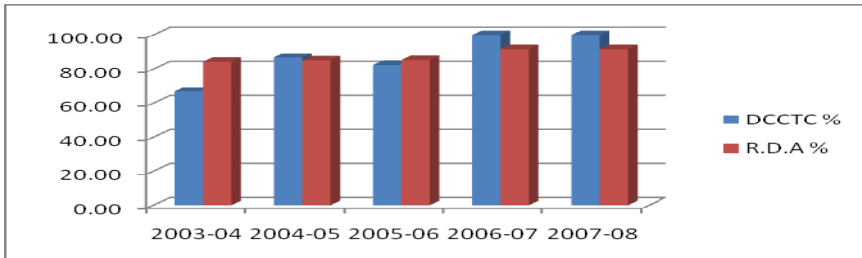
### Percentage of Teachers Satisfied with Social and Physical Environment

Year	DCCTC %	R.D.A %
2003-04	93.30	100.00
2004-05	100.00	94.70
2005-06	94.40	96.40
2006-07	100.00	100.00
2007-08	100.00	100.00



### Percentage of Teachers Satisfied with School Home Relations

Year	DCCTC %	R.D.A %
2003-04	66.70	84.20
2004-05	86.70	85.00
2005-06	82.40	85.20
2006-07	100.00	91.70
2007-08	100.00	91.70



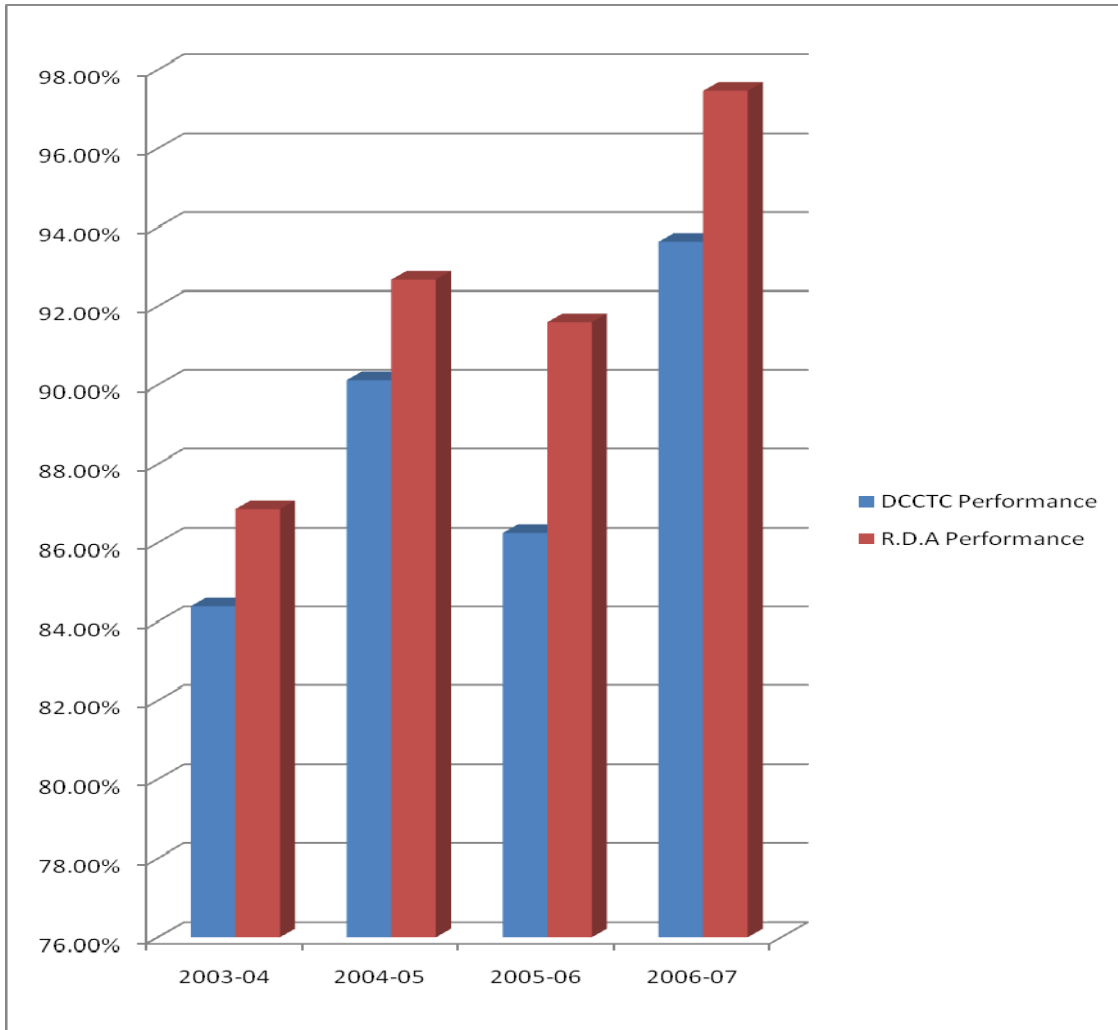
## DCCTC COMPARISON TO R.D. ANDERSON

### School Performance Trends on State Report Card and Adequate Yearly Progress

Year	DCCTC AYP	R.D.A AYP
2003	Yes	Yes
2004	Yes	Yes
2005	Yes	Yes
2006	Yes	Yes
2007	Yes	Yes

## DCCTC STANDARD COMPARISON TO R.D. ANDERSON

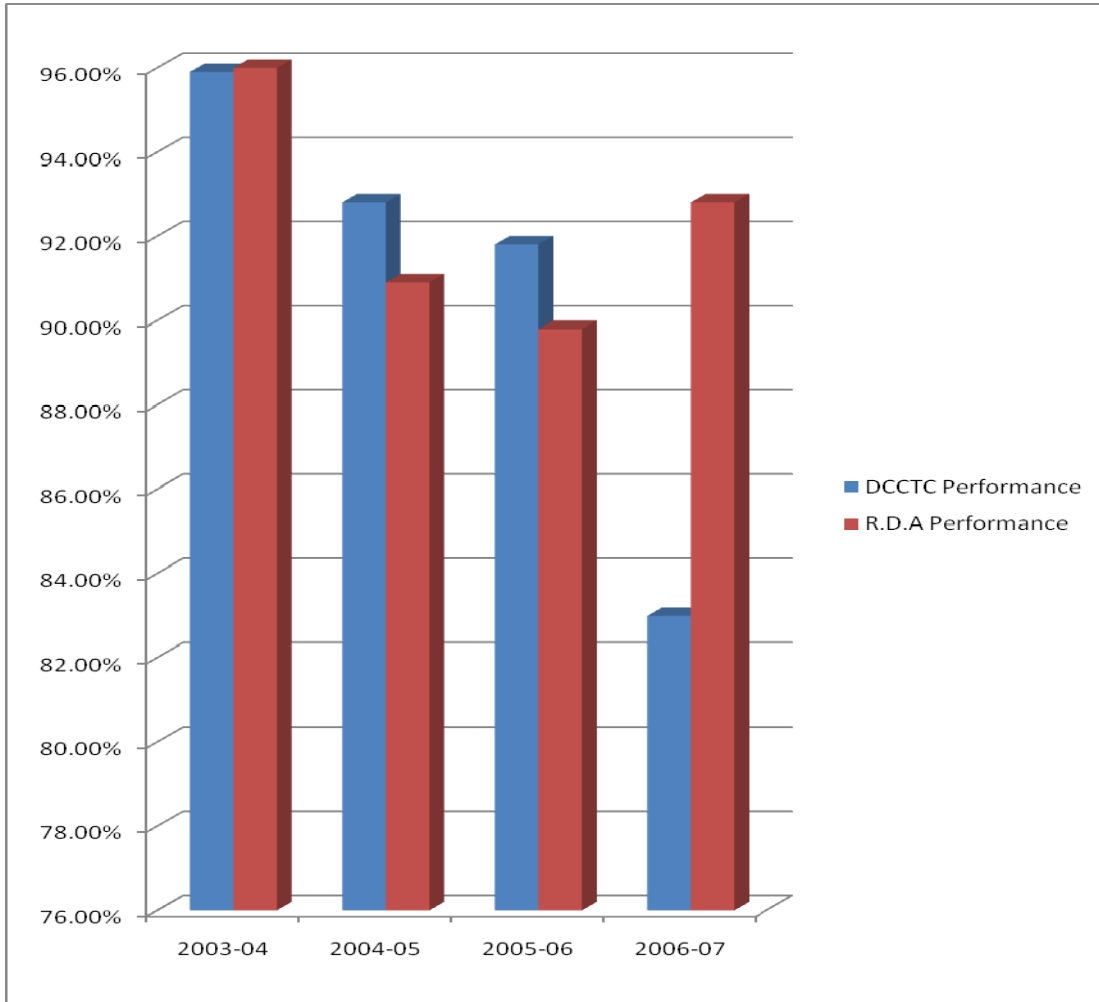
**Standard 1: Skill Proficiency.** Percentage of Career and Technology Education students will achieve an average of at least 2.0 on final grades for the year for all career and technology education courses taken.



Year	DCCTC Performance	R.D.A Performance
2003-04	84.40%	86.86%
2004-05	90.13%	92.68%
2005-06	86.26%	91.59%
2006-07	93.64%	97.46%

## DCCTC STANDARD COMPARISON TO R.D. ANDERSON

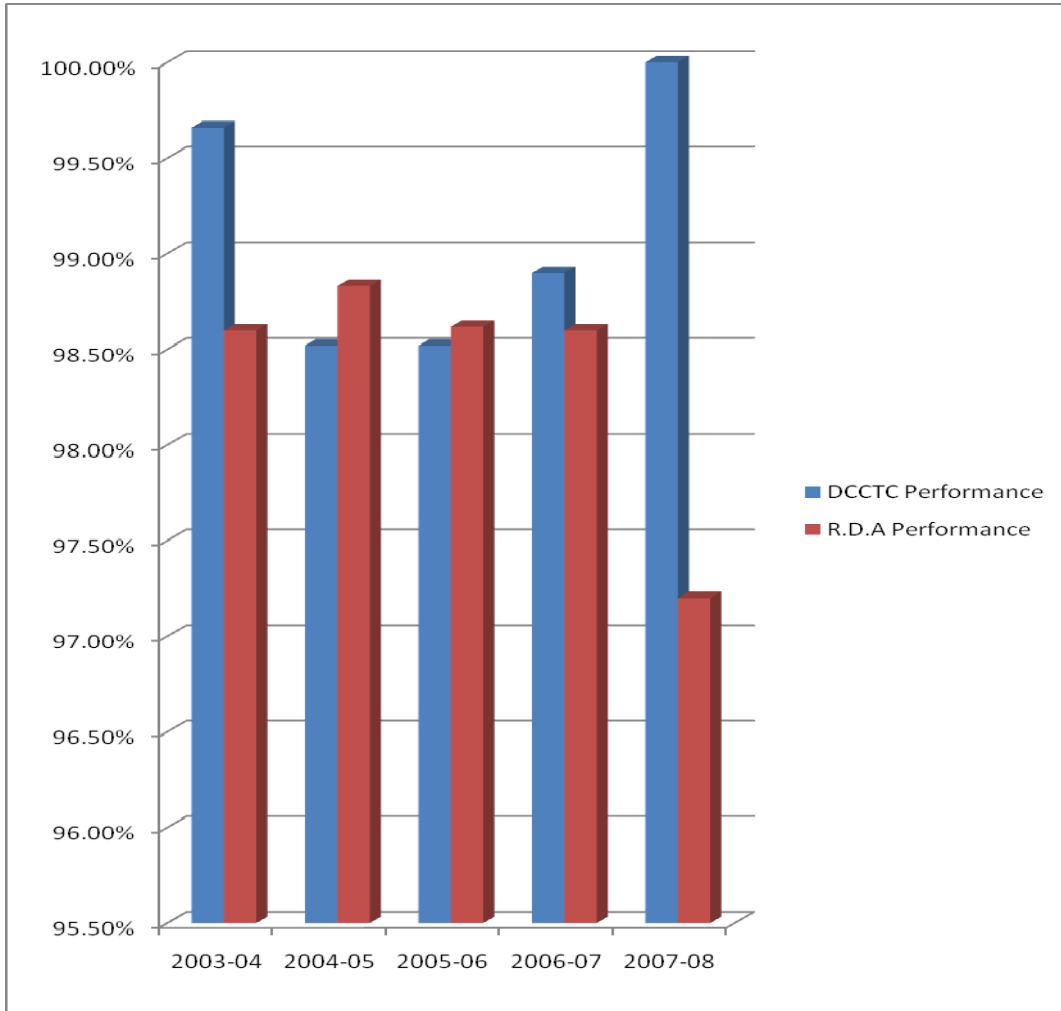
**Standard 3: Graduation.** Graduation percentages for seniors taking CATE classes as reported on School Report Card.



Year	DCCTC Performance	R.D.A Performance
2003-04	95.90%	96.00%
2004-05	92.80%	90.90%
2005-06	91.80%	89.80%
2006-07	83.00%	92.80%

## DCCTC STANDARD COMPARISON TO R.D. ANDERSON

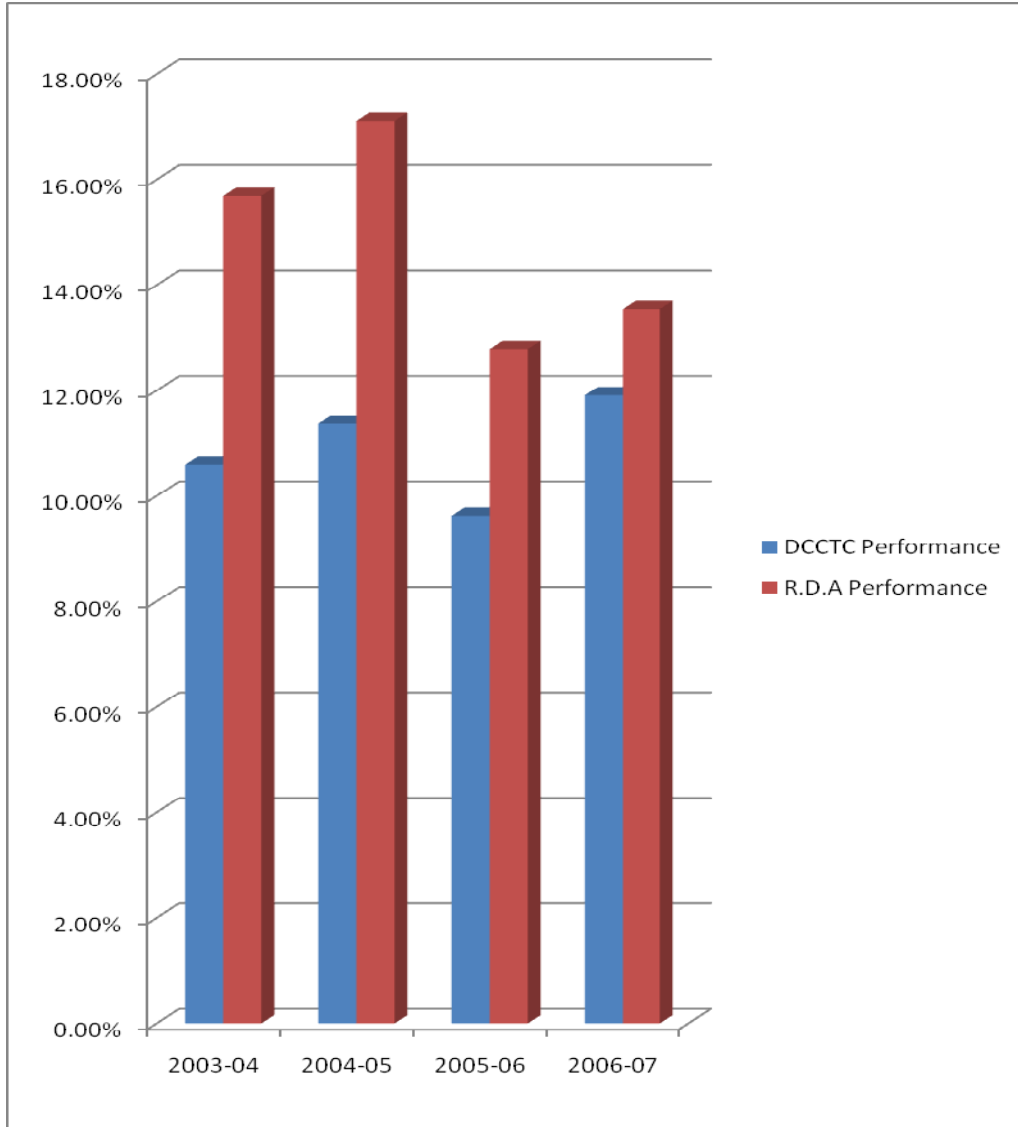
**Standard 4: Placement.** Percentage of Career and Technology Education Completers who are available for placement will be placed in post-secondary instruction, military service, or employment utilizing the career and technology competencies attained.



Year	DCCTC Performance	R.D.A Performance
2003-04	99.66%	98.60%
2004-05	98.52%	98.83%
2005-06	98.52%	98.62%
2006-07	98.90%	98.60%
2007-08	100.00%	97.20%

## DCCTC STANDARD COMPARISON TO R.D. ANDERSON

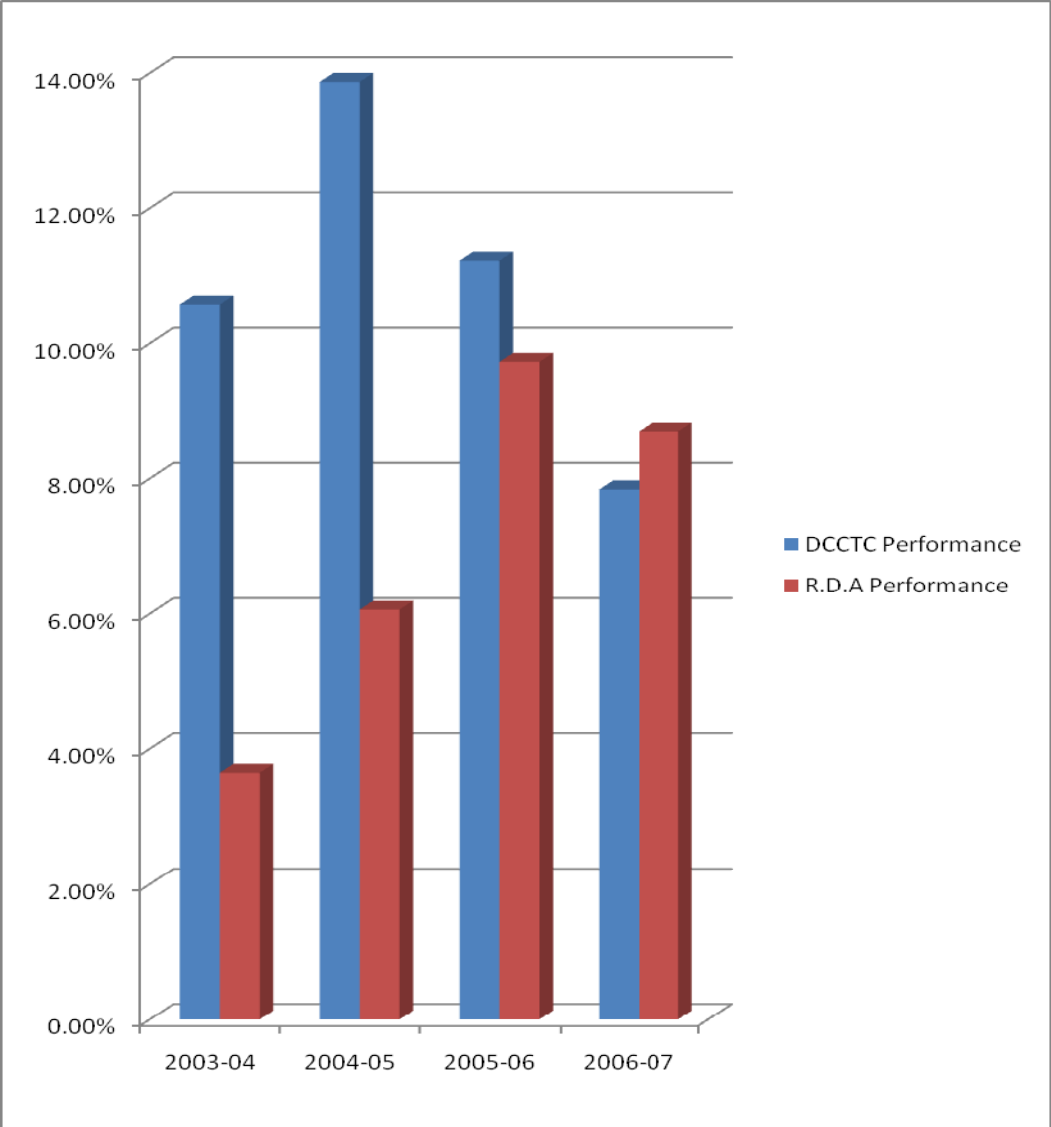
**Standard 5: Nontraditional Participation.** Percentage of the students enrolled in Career and Technology Education programs identified as leading to nontraditional training and employment will be from the underrepresented gender.



Year	DCCTC Performance	R.D.A Performance
2003-04	10.60%	15.69%
2004-05	11.37%	17.11%
2005-06	9.63%	12.78%
2006-07	11.91%	13.55%

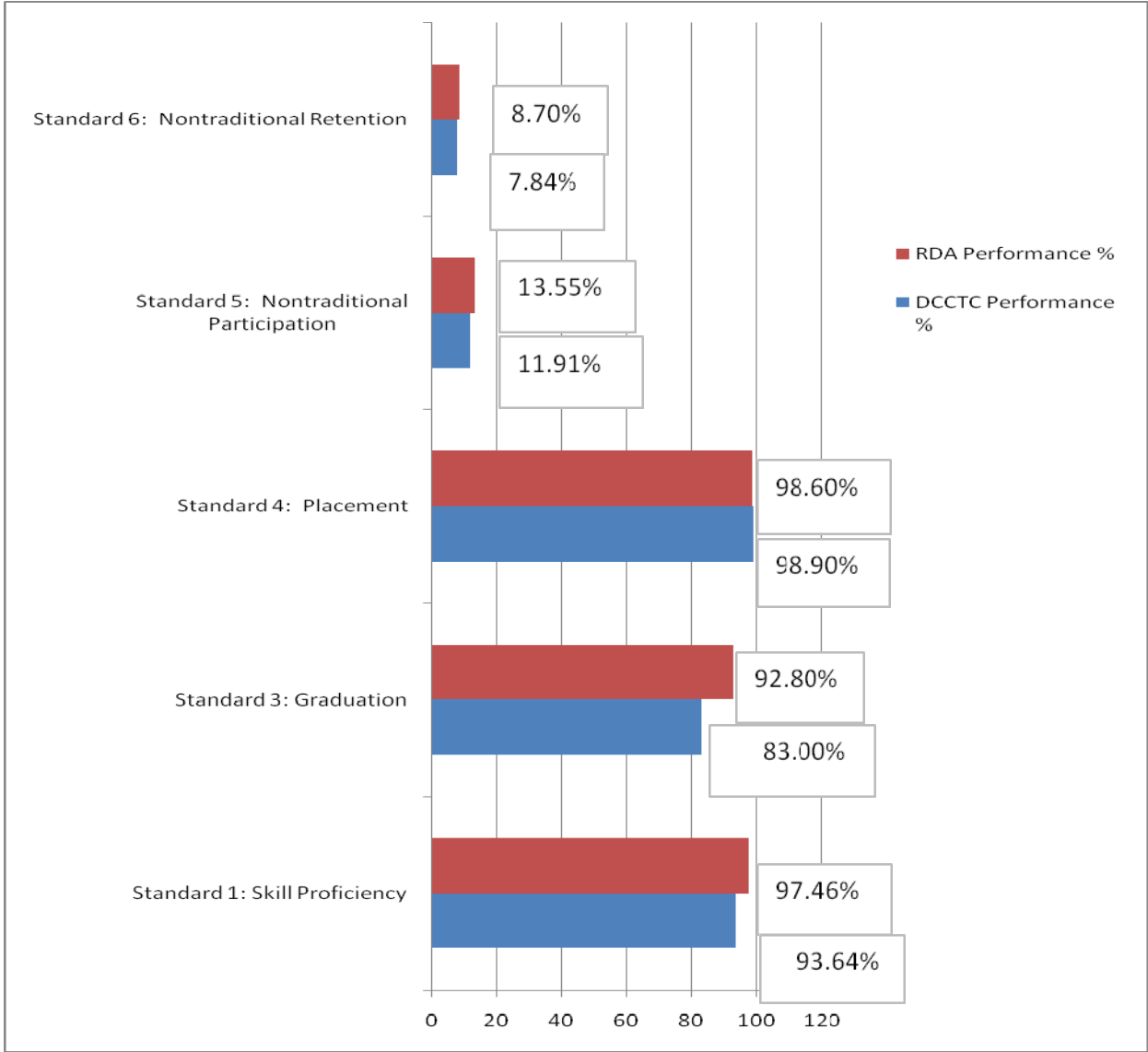
**DCCTC STANDARD COMPARISON TO R.D. ANDERSON**

**Standard 6: Nontraditional Retention.** Percentage of the students completing Career and Technology programs identified as leading to nontraditional training and employment will be from the underrepresented gender.



Year	DCCTC Performance	R.D.A Performance
2003-04	10.58%	3.65%
2004-05	13.87%	6.06%
2005-06	11.22%	9.73%
2006-07	7.84%	8.70%

**DCCTC Standards Comparison to R.D. Anderson  
2006-07 Data**



<b>Standard</b>	<b>DCCTC Performance %</b>	<b>RDA Performance %</b>
Standard 1: Skill Proficiency	93.64	97.46
Standard 3: Graduation	83.00	92.80
Standard 4: Placement	98.90	98.60
Standard 5: Nontraditional Participation	11.91	13.55
Standard 6: Nontraditional Retention	7.84	8.70

## **Executive Summary**

Dorchester County Career and Technology Center (DCCTC) underwent a peer review through the Southern Association of Colleges and Schools (SACS) in the spring of 2003. With our focus on continuous improvement, the faculty and staff have worked diligently to carry out the many components of the action plans developed during the self study in 2003. We have completed the process for our new action plan to be reviewed and validated by a peer review team in the spring of 2009. We have included the input of our stakeholders throughout the process. The following Stakeholders were involved: students, teachers, feeder districts, support staff, parents, board members, and industry partners. The National Study of School Evaluation Opinion Survey was used to solicit information from these stakeholders concerning the schools strengths and weaknesses. Staff members were also assigned to committees that used the AdvanceED Standards Assessment Rubric to examine the effectiveness of the school in meeting the individual components of the seven standards for accreditation. This process allowed our school community to identify areas in which we had best practices and those needing improvement.

### **Overview of school strengths and areas needing improvement:**

Based on our needs assessment we have identified the following strengths or areas needing improvement:

- *All day academic program*

Beginning in the fall of 2007, DCCTC began offering students the opportunity to enroll in an all day program at the center. Mobile classrooms were purchased and refurbished to house academic classrooms. Students were recruited during the summer and fall enrollment was 117 students from Dorchester District Two and District Four. The districts also partnered with DCCTC by funding 4 of the academic teaching positions. Academic teachers and Career and Technology Education (CATE) teachers collaborate to give students real world relevance to their academic subjects.

- *Partnership with Trident Technical College*

After months of work we have partnered with Trident Technical College to offer college level classes at our Trolley Rd. Campus. This program will begin in the spring 2009 and will include

courses in Cosmetology, Introduction to Early Childhood, and Civil Litigation. It will also give Trident Tech its first location in Dorchester County. Additional courses will be offered in the near future. The goal is to eventually allow students to receive dual credit in these courses.

- *Expansion of current programs*

During the 2007 school year, DCCTC added 7 additional CATE classes. After reviewing local labor department data and with the input of our stakeholders, we added classes in electricity, building construction, AutoCad/drafting, automobile collision repair, nail technology, fire safety and cosmetology. Seven new CATE teachers were added to the staff. Additional classrooms were made available at Fort Dorchester High School to house an electricity class, AutoCad/drafting class and a building construction class. A nail technology class was added at our Summerville campus. Lastly, a cosmetology class, fire safety, and automobile collision repair class were added at our Dorchester campus.

- *Expanded use of technology*

Because of the increase in students and staff we expanded our use of technology. We hired a full time technology person to manage this expansion. Student information is now managed using SASI and teachers use IGPRO for their grade books. We have a fully functional, user friendly DCCTC website. School server and network equipment has been updated. Additional security cameras and computer storage were installed to make the campus more secure. Multi media projectors have been purchased for all teachers that utilize them. Our electricity classroom is equipped with two flat panel televisions and a tablet PC to enhance instruction. Our technology skills laboratory is used for instruction requiring the use of computers and to accommodate speakers from local industry. A Tech Skills lab has been constructed and equipped at our Summerville Campus to allow students access to research and current industry information.

- *Additional support for students and staff*

Because of the increase in students and the addition of the all day academic program we have hired a student concern specialist, a career development facilitator, an attendance clerk, a teacher's aide, a special education assistant, a public affairs person, a full time technology person and a discipline clerk. These personnel are used to help recruit, motivate and encourage students. They will also be utilized to create effective systems to manage DCCTC's increasing student population and program expansions in the future. We also have contracted with a trainer from Dorchester District Four to provide our new teaching staff with an induction

program at our Dorchester campus. This allows our new CATE teachers to be involved and supported by an induction program that is tailored to their specific needs.

- *Onsite GED program*

DCCTC has partnered with the Dorchester County Adult Education program to offer a GED class at our Dorchester campus. This program helps students that are at risk of dropping out of school and allows them to attend GED classes and receive training within their career area.

### **Areas identified as needing improvement:**

In our continuing effort to improve DCCTC, we have identified the following areas as needing improvement:

- DCCTC will continue to have an increase in student population and will require additional classroom space to properly serve students. This will require a facilities plan that will accommodate the increase as well as the funding to implement the plan.
- There is a need for us to increase the participation of nontraditional students in DCCTC programs.
- Current survey results from parents indicate a need for better communication between the school and parents.
- There continues to be a need for community awareness of DCCTC programs.
- From Perkins Report data, there is a need to increase the number of students maintaining a 2.0 GPA in their CATE courses.
- Because of the difficulty in recruiting new teachers, there is a need to develop a teacher recruitment plan that will ensure future vacancies are filled.