HORRY COUNTY SCHOOLS
MONITORING REPORT – Other Academic Majors

I certify that the information in this report is true.

Signed: _____ Date: March 6, 2017
Rick Maxey, Superintendent

Disposition of the Board:
_____ In compliance
_____ Not in compliance
_____ Compliance with exception

Signed: _____ Date: March 20, 2017
Joe DeFeo, Board Chair

Comments: _____

Other Academic Majors-- Career and Occupational Majors	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in Career and Occupational Majors.	✔			

Interpretation: I interpret this policy to mean that Horry County Schools will implement courses of study that are aligned with the South Carolina Department of Education Career and Technology Standards. These majors fall within the sixteen career clusters as outlined by the State Department of Education (SDE). The district will conduct interest inventories to determine program/major needs for the changing job market and will submit innovative course plans for courses which are not currently part of the SDE-approved programs.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering Career and Technology courses as part of the ongoing efforts to improve student learning and preparation for college and career readiness. Staff will also provide ongoing support by providing professional development opportunities, supplemental financing for needed equipment, facilitation of curriculum and assessment development, and implementation of new programs. The district will monitor Career and Technology programs' performance on state proficiency standards. The district will monitor and support nationally recognized student organizations in order

to afford students the opportunity to demonstrate skills learned through competitive and leadership activities on the local, state, and national levels.

Indicators of Evidence and Compliance: We are in full compliance with this policy. Evidence is listed below:

1. Horry County Schools curriculum and course offerings are aligned with the SDE-approved Career and Technology Education standards.

2. Horry County Schools Career and Technology programs met 90% state performance standards within six of the eight state performance indicators for the 2014-15 school year:
   - Indicator 1S1 - Academic Attainment-Reading/Language Arts– Met Standard (HCS Performance 66.01%)
   - Indicator 1S2 - Academic Attainment-Mathematics– Met Standard (HCS Performance 66.52%)
   - Indicator 2S1 - Technical Skill Attainment -Met Standard (HCS Performance 85.53%)
   - Indicator 3S1 - Secondary School Completion– Met Standard (HCS Performance 98.69%)
   - Indicator 4S1 - Student Graduation Rates– Met Standard (HCS Performance 97.33%)
   - Indicator 5S1 - Secondary Placement– Met Standard (HCS Performance 99.57%)

3. The indicators not met were:
   - 6S1 – Non-traditional Participation (females and males enrolling in non-traditional careers). The State Performance Goal was 13.14% and HCS was 9.44%.
   - 6S2 – Non-traditional Completion – (Non-traditional concentrators that continued to complete the non-traditional program). The State Performance Goal was 76.50% and HCS was 65.0%.

   As part of the improvement plan, we are conducting a summer CATE experience program ("Wheel of Future") to introduce rising ninth grade students, both male and female, to non-traditional career opportunities. The program will be held at ATA with approximately 60 students from throughout the district being exposed to the non-traditional career programs. A plan is also being established to publicize the non-traditional careers to students in the middle schools in order to familiarize students with employment and skill potential for student populations who are traditionally under-represented within these areas.

4. We provide career and technology courses that are rigorous and challenging in order to equip students with necessary skills to be successful within the 21st Century job market.

5. The equipment needs for career and technology programs are reviewed annually by local and district advisory boards in order to insure our students are gaining

exposure to equipment that is relevant to current industry utilization and needs. CATE funding allocations for schools are determined through a formula incorporating the total number of CATE students enrolled in courses at the school, as well as the total number of program completers. This insures that each school receives an equitable share of funding for updating equipment as outlined by the state department. All purchase requests are approved through the local advisory committee as well as the SCDE CATE associates.

6. Horry County Schools CATE Majors.

Academy for the Arts, Science & Technology (AAST)

Arts, AV and Communications
- Media Technology

Health Science
- Introduction to Pre-Medicine

Information Technology
- Web and Digital Communications
- Programming and Software Development-Computer Science

Science, Technology, Engineering and Mathematics
- Pre-Engineering

ACADEMY FOR TECHNOLOGY AND ACADEMICS

Architecture and Construction
- Building Construction Technology

Arts, AV and Communications
- Digital Arts and Design

Business, Management and Administration
- Administrative Services
- Business Law and Legal Systems Administration

Health Science
- Premed
- Nursing (CNA)

Human Services
- Cosmetology
- Nail Technology
- Culinary Arts

Law, Public Safety, Corrections, and Security
- Emergency and Fire Management Services

Science, Technology, Engineering and Mathematics
- Project Lead The Way with emphasis in Aeronautics Engineering and Environmental Sustainability

Transportation, Distribution and Logistics
- Automotive Technology

HORRY COUNTY SCHOOL High School CATE Offerings

Agriculture, Food and Natural Resources

- Horticulture (CFH, CH, GSFH, LH, SH)
- Environmental & Natural Resources Management (AH)

Architecture and Construction

- Introductory Building Construction (SH)
- Carpentry (SJH)

Arts, AV and Communications

- Architectural and Mechanical Design (MBH, SJH)

Business, Management and Administration

- Administrative Services (SJH)
- Business Information Management (AH, CFH, CH, GSFH, SJH)
- General Management (CFH, MBH)
- Operations Management (CFH, LH, SJH)

Finance

- Accounting (MBH)
- Business Finance (SJH)

Health Science

- Sports Medicine (CH, LH, MBH, NMBH, SH, SJH)
- Health Science (CH, MBH, SJH)
- Project Lead The Way-Biomedical Science (CH, CFH)

Hospitality and Tourism

- Hospitality Management and Operations (SH)
- FCS-Culinary (NMBH)

Human Services

- FCS-Behavioral and Social Science Option 1 (AH, SJH)

Information Technology

- Information Support and Services (LH, SH)
- Programming and Software Development (SJH)
- Option 1 Computer Programming (CFH)
- Web and Digital Communications (CFH, SJH)

Marketing, Sales and Service

- Marketing Communications (AH, CFH, LH)
- Marketing Management (NMBH, SH, SJH)
- Merchandising (SH)

Science, Technology, Engineering and Mathematics

- Project Lead The Way with emphasis in civil engineering. (CH)
- Project Lead The Way (CFH)

7. We have also incorporated many courses that do not fit into a major but are taught at various schools in order to expose our students to a host of career potential areas such as:
    - Google Applications
    - Leadership Development
    - Gaming and Animations
    - Merchandising
    - Parenthood Education
    - Entrepreneurship

- Business Law
- Personal Finance
- Exploring Computer Science
- Digital Media Marketing

8. The district has implemented courses in Digital Literacy and Google Basics into our middle school curriculums. These courses have replaced the traditional courses of keyboarding and computer applications. We conducted planning sessions during the summer working with the middle school teachers on enhancing curriculum and establishing a Google classroom with shared materials for these courses.

9. The CATE Vision for Horry County Schools is reviewed annually through school and district CATE program advisory committees, students, school staff, and administration from both school and district levels.

10. The state department is currently working with two issues related to career and technology students for possible implementation by 2019, one being a reduction from 4 courses to 3 courses with a WBL experience or industrial certification for CATE completers in some majors. The second is a change within the computer science requirement for graduation. The details on these two items have not yet been fully worked out at this point.

11. We continued implementation of innovative course programs and course content which were developed at the local level based upon current needs and are required to be reviewed by SCDE annually:
    - Business Law 2
    - Legal Systems Administration 1
    - Legal Systems Administration 2
    - Pre-engineering at AAST

12. CATE Initiatives:

    - AAST has fully implemented a new major in Computer Programming and Software Design. The major contains courses in Computer Programming 1 & 2, GIS Technology, Exploring Computer Science, and AP Principles of Computer Science.

    - HCS is in the third year of implementing a Technical Scholars program with HGTC whereby senior students are allowed to attend HGTC to receive technical skill training in welding. The program allows students interested in welding to begin advanced training in areas not currently offered by HCS. This program allows for the partnership to offer the program without duplication of services.

We are currently in discussions with HGTC concerning the expansion of the Technical Scholars program to offer an Emergency Medical Services 3 program at SJH beginning in the spring of 2018 to complement their current EMS program. This will allow our students to earn their EMS basics certification.

We are also discussing with HGTC the addition of a Cyber Security certification program to begin in the fall of 2018. This program will operate similarly to the current welding program; however, students will not be required to travel to HGTC each day for classes since students will have the option of attending most of the instructional classes online. Due to the sensitive nature of the work within the classes and the use of our computers, we are also working with Charles Hucks to insure HCS computer security.

- Several of our schools have expanded their CATE staff due to overall increases in enrollment of students in the areas of agriculture, business, computer science, PLTW (Engineering and Biomedical Science), and health science.

- CH has expanded its PLTW engineering program with the addition of an articulation agreement with HGTC with our students' completing the high school levels and advancing to dual-enrollment course work with HGTC. CH is also adding PLTW Biomed as a new major with an instructor being trained and certified this summer to begin the program.

- CFH added the PLTW curriculum, and plans are underway to add PLTW Engineering covering the basic course levels and Biomed Science majors.

- We started an extended job shadowing program with Carolina Orthopaedics this past summer including 48 Health Science students from throughout the district. Students participated in a sixteen-hour experience in which they were afforded the opportunity to observe firsthand nurses, therapists, and doctors at work. We are currently in process with the applications for students to participate in this program again this summer.

- We are also currently working with CH with the addition of a new program in Pre-Pharmacy (2017-18) and Pre-Veterinarian Medicine. These students will be afforded the opportunity to test for certification as Pharmacy Technicians and Veterinarian Technicians.

13. For the school year 2015-16, HCS had 303 senior CATE students earn National Certifications within the areas of National Health Science Assessment, CNA, Cosmetology, First Aid/CPR/AED, Nail Technology, NCCER (Building Construction), Prostart, ServSafe Manager, Firefighter I & II Certification, First Responder, and ASE (Automotive Technology). One of the major obstacles with certification programs in the past has been funding since many of the tests are expensive. The state department released information in mid-February that additional funding will be provided to the district for assistance with payment for certifications, and our teachers are looking into additional certification programs.

14. For school year 2015-16, HCS CATE student Organizations had over 80 students to advance to national-level competition within their competitive events where they were able to utilize their classroom training in real-world simulations. Several of our groups were recognized as outstanding chapters on both the state and national levels.

15. **Work-Based Learning (Middle and High School)**

Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical knowledge and develop employability skills. This is the second year that work-based learning experiences have been monitored for middle and high schools based upon the number of students and the type of work-based learning experience/credit. The following data were submitted to PowerSchool by individual schools.

Middle School WBL as of February 23, 2017

Shadowing Day – 8th Grade
Aynor Middle School – January 13, 2017 – 170 Students
Black Water Middle School – February 17, 2017 – 68 students
Forestbrook Middle School – February 27, 2017 – 35 students
Ocean Bay Middle School - Date TBD

Virtual Shadowing
Ocean Bay Middle – 120 students
Black Water Middle – 20 students

Boeing – Structured Field Study – WBL funds – transportation
Aynor Middle School – November 15, 2016 – 66 students
Conway Middle School – February 28, 2017 – 62 students
St. James Middle School – April 27, 2017 – 62 students

Other Structured Field Study
Ocean Bay Middle – Ripleys Aquarium; Rockin Jump; Myrtle Beach Airport

High School WBL as of February 23, 2017

Shadowing — reported
AAST – Digital Communication - 17 students
AAST – Pre-Engineering – 20 students
SHS – English – Computer Programming – 1 student

Internships
AAST – Pre-Engineering – fall – 1 student and spring – 5 students
AAST – Digital Communications Fall – 1 student and spring – 7 students
AAST – Entertainment Technology – fall – 5 students
AAST – Pre-Med – Fall – 27 students and spring – 27 students
AAST – Computer Science – spring – 16 students
ATA – Auto Technology – ALL YEAR/Summer – 10 students
ATA – Building Construction – spring – 7 students
ATA – Digital Arts – spring – 6 students
ATA – Business – fall – 11 students
ATA – Culinary Arts – all year – 14 students
ATA – C.N.A. – Two Classes – spring – 41 total students
ATA – Health Science – spring – 24 students
ATA – Engineering – spring – 6 students
MBH – Health Science – fall – 4 students and spring – 1 student
LHS – Occupational Internships – fall – 7 students
SHS – Health Science – fall – 5 students
STJHS – Business – 1 student

*Total Number of Students Interning – 226 students that have been reported
*LAST YEAR Number of Students Interning – 95 that were reported

Mentoring and Service Learning WBL Experiences
Scholars – Mentoring – fall – 1 student
STJHS – Computer Science – Service Learning (Elementary Hour of Code)
AAST – Pre-Med – Service Learning (Teddy Bear Clinic) – 41 students

Virtual Shadowing
MBHS – Health Science - 90 students
LHS – Health Science – 32 students

Boeing, Charleston, SC – Structured Field Study – WBL funds - transportation
Carolina Forest High School – November 30, 2016 – 51 Students

Other – Structured Field Studies – WBL funds - transportation
AAST, SHS, STJHS, and MBH – Health Science - Career Day Histotechnology – 180 students
AAST – Majors Touring USC about Careers – 80 students

AAST – Sheriar Press – Digital Arts – 17 students
AAST – Duplicates Ink – Digital Arts – 17 students
AAST – McLeod Seacoast – Pre- Med – 70 students
AAST – HGTC Speir Medical – Pre-Med – 57 students
AAST – SIMT – Pre-Engineering – 58 students
ATA – HGTC Culinary Arts – Culinary Arts – 36 students
ATA – HGTC Graphic Design and Tyson Signs – Digital Arts – 25 students
ATA – Homebuilders Home Show and Meetings – Building Construction – 23 students
ATA – C.N.A. – 57 students
ATA – HGTC Speir Medical – C.N.A. and Health Science – 139 students
MBH – HGTC Speir Medical Building – Health Science – 23 students
CHS – HGTC Computer Science/Digital Arts – Web Design - 27 students
SHS – City of MB Sports Complex, Pelicans Stadium, Cal Ripken, North Myrtle Beach Aquatic Center, North Myrtle Beach Sports Complex, Coastal Carolina University, HGTC Sports Marketing – Sports Marketing and Entertainment – 41 students
LHS, SHS, AHS, CHS – Clemson Ag Day – 50 students
LHS – HGTC – Speir Medical – Health Science – (Fall and Spring) – 70 students

Technical Scholars Welding Program – Structure Field Study – WBL funds providing transportation – juniors visited February 22, 2017 – 76 students visited the Welding, HVAC, and Machine Tool – AHS, CFHS, CHS, EC, LHS, NMBHS and SHS.

Carolina Orthopaedics Medical Mentoring Summer Program – Summer of 2016 – 48 students – 1st year. Carolina Orthopaedics is planning to offer this program again this summer. Students who are selected will receive 16 hours of Extended Job Shadowing during the summer.

Staff Development – WBL funds
High Schools That Work Conference
South Carolina Career Conference
Fall and Spring CATE State Department Meetings
Education Business Summit

South Carolina State Report Card Update Concerning WBL Experiences (High Schools)

% of Students Participating in WBL Experiences based upon state school report cards

AHS	2014-15 – 42.5%	2015-16 – 9.5%
CFHS	2014-15 – 7.7%	2015-16 – 7.6%
CHS	2014-15 – 11.8%	2015-16 – 19.9%
GSFHS	2014-15 – 9.3%	2015-16 – 45.0%
LHS	2014-15 – 1.4%	2015-16 – 11.0%

MBHS	2014-15 – 17.9%	2015-16 – 57.6%
NMBHS	2014-15 – 8.0%	2015-16 – 3.7%
SHS	2014-15 – 1.3%	2015-16 – 4.0%
SJHS	2014-15 – 4.9%	2015-16 – 8.3%
AAST	2014-15 – 71.3%	2015-16 – 79.9%
ATA	2014-15 – 43.4%	2015-16 – 37.9%
EC	2014-15 – 0%	2015-16 – 100%

16. Horry County Schools is currently in the process of reviewing and resigning agreements with Horry-Georgetown Technical College allowing students to earn college Technical Advanced Placement credit in various college-level courses. TAP credits are offered to HCS Career and Technology students who successfully complete high school course work as outlined through the articulation agreements as they enter HGTC within that specific major.