

GEORGETOWN HIGH

2500 Anthuan Maybank
Georgetown, SC 29440

Grades	9-12 High School	
Enrollment	985 Students	
Principal	Dr. Michael A. Cafaro	843-546-8516
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Good	Average
2008	Good	Excellent
2007	Average	Below Average
2006	Average	At-Risk

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	24	3	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	80.8%	78.2%	78.8%	75.8%	72.5%	74.7%
Passed 1 subtest (%)	11.0%	14.1%	12.1%	12.8%	14.7%	13.4%
Passed no subtests (%)	8.2%	7.7%	9.2%	11.4%	12.8%	12.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	91.3%	88.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	253	261	224	254
Number of Graduates in Cohort	220	217	161	176
Rate	87.0%	83.1%	74.0%	71.4%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	65.4%	70.2%
English 1	54.4%	60.8%
Physical Science	47.0%	46.6%
US History and the Constitution	32.1%	35.1%
All Tests	48.4%	51.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=985)				
Retention rate	5.0%	Down from 5.3%	4.4%	3.7%
Attendance rate	93.0%	No Change	95.2%	95.4%
Eligible for gifted and talented	23.8%	Up from 18.3%	11.8%	12.4%
With disabilities other than speech	14.4%	Down from 14.7%	14.0%	12.8%
Older than usual for grade	11.1%	No Change	10.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	No Change	1.7%	1.1%
Enrolled in AP/IB programs	8.3%	Down from 17.3%	11.7%	13.1%
Successful on AP/IB exams	47.9%	No Change	48.4%	50.4%
Eligible for LIFE Scholarship	28.8%	Up from 28.3%	31.6%	30.4%
Annual dropout rate	2.5%	Up from 2.4%	3.2%	3.1%
Career/technology students in co-curricular organizations	2.0%	Down from 3.3%	2.7%	2.2%
Enrollment in career/technology courses	640	Down from 652	509	424
Students participating in work-based experiences	6.7%	Up from 2.7%	18.4%	11.7%
Career/technology students attaining technical skills	85.4%	Down from 88.4%	78.1%	78.7%
Career/technology completers placed	91.5%	Down from 94.2%	96.3%	98.5%
Teachers (n=73)				
Teachers with advanced degrees	58.9%	Down from 59.2%	59.0%	60.4%
Continuing contract teachers	72.6%	Up from 61.8%	76.5%	76.6%
Teachers with emergency or provisional certificates	15.9%	Up from 14.7%	8.7%	6.5%
Teachers returning from previous year	82.8%	Up from 80.6%	86.1%	86.8%
Teacher attendance rate	95.8%	Up from 94.1%	95.2%	95.8%
Average teacher salary*	\$47,597	Down 1.6%	\$46,758	\$47,390
Professional development days/teacher	8.9 days	Down from 9.0 days	9.4 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	27.0 to 1	Down from 27.4 to 1	25.6 to 1	25.8 to 1
Prime instructional time	86.8%	Up from 85.4%	89.1%	90.1%
Dollars spent per pupil**	\$8,550	Down 1.1%	\$8,293	\$7,974
Percent of expenditures for teacher salaries**	55.7%	Up from 55.1%	55.7%	55.4%
Percent of expenditures for instruction**	60.7%	Down from 62.2%	60.6%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.6%	Down from 96.4%	94.9%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	Average	Up from At-Risk	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	218	91.3%	878	48.4%	261	83.1%	No
Gender							
Male	100	90.0%	465	48.6%	124	79.0%	N/A
Female	118	92.4%	413	48.2%	137	86.9%	N/A
Racial/Ethnic Group							
White	97	95.9%	369	57.5%	114	86.0%	N/A
African American	111	88.3%	479	40.3%	137	81.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	19	57.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	80.0%	121	10.7%	20	55.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	20	60.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	127	88.2%	609	44.5%	156	78.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Georgetown High School's Annual Report to Stakeholders
2009-10

The mission of Georgetown High School, in cooperation with the home and community, is to provide educational opportunities for lifelong learning and for ethical, productive participation in a democratic society and global community.

The academic program at Georgetown High School is undergirded by The High Schools That Work program. The goals and objectives for each course in the core curriculum are aligned with the state curriculum. Test results from the SAT, ACT, AP Exams, and the HSAP are used to assist the curriculum and instructional leaders of the school to plan strategies to improve student proficiency. The BARK/HSAP Program tutorial sessions were implemented as a means of reaching a school goal of 100% of our students passing the HSAP on the first attempt. High-risk students are assisted with the use of NovaNET and a mentor program. All students have Individual Graduation Plans to help prepare them for career pathways. A 9th Grade Academy will be instituted at the school during the 2010-11.

Honors level courses, AP courses, PACE courses, and SAT/ACT preparation courses are available to students. A distance-learning center is utilized to increase the course offerings for students. The delivery of instruction by teachers through the use of technology continues to increase.

Extracurricular activities and a wide array of clubs and organizations provide students with a variety of opportunities to excel. Our athletic program offers more than fourteen athletic sports with more than thirty teams. The athletes and coaches understand that academics and sportsmanship are at the forefront of each program.

Students, teachers, volunteers, and alumni are recognized through a variety of mediums. The mediums include Students of the Month, The Kennel Club, Character Education celebrations, Military Academy Appointees display, Teacher of the Year display, The Exit Exam Wall of Fame, The SAT Wall of Fame, The Volunteer of the Year and Alumni of the Year displays located in the Joe Isaac Student Center.

The staff of Georgetown High School is committed to maintaining a safe environment that is conducive to quality teaching and learning. Teachers are highly skilled professionals who understand the mission of the school. We will continue to have a relentless pursuit toward academic proficiency and Palmetto Gold for all our students through reflective assessments and best practices.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	191	48
Percent satisfied with learning environment	81.3%	63.8%	83.3%
Percent satisfied with social and physical environment	84.4%	72.0%	79.2%
Percent satisfied with school-home relations	58.7%	82.3%	78.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	244	99.6	14.7	41.8	25.9	17.7	60.8	63.3	65.9	No	Yes
Male	121	99.2	19.5	45.1	23	12.4	54.9	57.8	60.8	N/A	N/A
Female	123	100	10.1	38.7	28.6	22.7	66.4	69	71	N/A	N/A
White	95	98.9	10.9	33.7	31.5	23.9	68.5	76.9	77.5	Yes	Yes
African American	139	100	17.6	48.9	22.9	10.7	55	49.1	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	64.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	31	96.8	55.6	22.2	7.4	14.8	25.9	15.5	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	162	99.4	17.8	46.1	22.4	13.8	55.3	53.9	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	244	100	12.5	42.2	31	14.2	58.2	63.2	62.3	No	Yes
Male	121	100	11.5	42.5	34.5	11.5	58.4	63.5	61.7	N/A	N/A
Female	123	100	13.4	42	27.7	16.8	58	62.9	63	N/A	N/A
White	95	100	8.7	34.8	30.4	26.1	68.5	76	75	Yes	Yes
African American	139	100	16	48.9	31.3	3.8	49.6	48.5	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	82.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	31	100	55.6	25.9	18.5	0	22.2	15.5	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	162	100	12.5	47.4	31.6	8.6	53.9	54.6	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	241	97.9	82.2	9.7	3.4	4.7	8.1	N/A	N/A	N/A	N/A
Male	119	97.5	78.4	12.1	2.6	6.9	9.5	N/A	N/A	N/A	N/A
Female	122	98.4	85.8	7.5	4.2	2.5	6.7	N/A	N/A	N/A	N/A
White	95	97.9	76.3	9.7	5.4	8.6	14.0	N/A	N/A	N/A	N/A
African American	136	98.5	89.6	9.0	1.5	0.0	1.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	159	97.5	88.4	7.7	3.2	0.6	3.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	254	99.6	10.2	41.2	33.5	15.1	61.6	57.1	61.8
	2010	244	99.6	14.7	41.8	25.9	17.7	60.8	63.3	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	254	99.2	18.4	37.7	26.2	17.6	60.2	59.1	62.7
	2010	244	100	12.5	42.2	31	14.2	58.2	63.2	62.3

* Adjusted to account for natural variation in performance.