



Georgetown High

2500 Anthuan Maybank
Georgetown, SC 29440

Grades	9-12 High School	
Enrollment	1,027 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Excellent
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	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
1	5	14	7	1

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	77.4	80.8	78.2	73.6	75.8	72.5
Passed 1 subtest (%)	13.8	11.0	14.1	15.1	12.8	14.7
Passed no subtests (%)	8.8	8.2	7.7	11.7	11.4	12.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	98.6%	92.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	253	224
Number of Diplomas	220	161
Rate	87.0%	74.0%

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	65.9	64.3
English 1	46.7	52.8
Physical Science	32.2	42.0
US History and the Constitution	25.1	30.5
All Tests	40.7	46.9

* 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=1,027)				
Retention rate	5.3%	Down from 7.1%	5.0%	4.8%
Attendance rate	93.0%	Up from 92.7%	94.8%	95.5%
Eligible for gifted and talented	18.3%	Up from 17.1%	9.4%	9.2%
With disabilities other than speech	14.7%	Down from 17.3%	13.7%	12.6%
Older than usual for grade	11.1%	Down from 13.2%	10.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 16.6%	0.7%	1.2%
Enrolled in AP/IB programs	17.3%	Up from 14.5%	8.6%	13.2%
Successful on AP/IB exams	47.9%	Up from 33.3%	48.8%	55.6%
Eligible for LIFE Scholarship	28.3%	Up from 27.3%	29.4%	29.8%
Annual dropout rate	2.4%	Down from 4.0%	3.6%	3.5%
Career/technology students in co-curricular organizations	3.3%	Up from 2.4%	7.8%	3.0%
Enrollment in career/technology courses	652	Up from 596	556	523
Students participating in work-based experiences	2.7%	Up from 0.0%	12.0%	12.9%
Career/technology students attaining technical skills	88.4%	Up from 88.0%	80.5%	79.3%
Career/technology completers placed	94.2%	Down from 100.0%	94.9%	98.8%
Teachers (n=76)				
Teachers with advanced degrees	59.2%	Down from 61.9%	56.0%	58.6%
Continuing contract teachers	61.8%	Up from 56.0%	69.4%	71.6%
Teachers with emergency or provisional certificates	14.7%	Down from 21.6%	10.3%	8.1%
Teachers returning from previous year	80.6%	Down from 85.1%	84.2%	85.0%
Teacher attendance rate	94.1%	Down from 95.7%	95.4%	95.5%
Average teacher salary*	\$48,370	Up 3.8%	\$47,377	\$47,761
Professional development days/teacher	9.0 days	Down from 9.7 days	9.7 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	3.0
Student-teacher ratio in core subjects	27.4 to 1	Down from 28.9 to 1	25.2 to 1	26.1 to 1
Prime instructional time	85.4%	Down from 86.5%	89.7%	89.8%
Dollars spent per pupil**	\$8,647	Up 3.8%	\$8,201	\$7,883
Percent of expenditures for teacher salaries**	55.1%	Up from 55.0%	53.7%	54.1%
Percent of expenditures for instruction**	62.2%	Up from 61.6%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	94.9%	95.8%
Character development program	Excellent	Up from Average	Good	Good
Modern language program assessment	At-Risk	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

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

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	214	98.6%	965	40.7%	253	87.0%	No
Gender							
Male	98	98.0%	447	40.5%	117	82.9%	N/A
Female	116	99.1%	518	40.9%	133	90.2%	N/A
Racial/Ethnic Group							
White	98	98.0%	370	51.6%	112	85.7%	N/A
African American	112	99.1%	560	33.6%	130	89.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	26	46.2%	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	20	90.0%	172	15.1%	28	60.7%	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	16	37.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	106	97.2%	624	37.8%	129	82.9%	N/A

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

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

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.

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, and 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	59	179	15
Percent satisfied with learning environment	83.1%	52.6%	73.3%
Percent satisfied with social and physical environment	93.2%	63.2%	60.0%
Percent satisfied with school-home relations	69.0%	75.7%	80.0%

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

School Adequate Yearly Progress

NO

This school met 14 out of 21 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

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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

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

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	254	99.6	10.2	41.2	33.5	15.1	61.6	57.1	61.8	No	Yes
Male	128	99.2	12.9	37.9	36.3	12.9	58.1	51.1	57.4	N/A	N/A
Female	126	100	7.4	44.6	30.6	17.4	65.3	63.4	66.1	N/A	N/A
White	107	100	2.9	30.8	44.2	22.1	78.8	73.2	74.3	Yes	Yes
African American	140	99.3	14.9	50	25.4	9.7	49.3	42.7	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	42	97.6	42.5	45	7.5	5	20	12.1	19.4	No	Yes
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	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	141	99.3	14.2	49.3	26.9	9.7	49.3	41.4	45.6	No	Yes

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

All Students	254	99.2	18.4	37.7	26.2	17.6	60.2	59.1	62.7	Yes	Yes
Male	128	98.4	17.9	39.8	27.6	14.6	61	55.2	61.8	N/A	N/A
Female	126	100	19	35.5	24.8	20.7	59.5	63.1	63.6	N/A	N/A
White	107	100	8.7	28.8	29.8	32.7	77.9	74.2	75.1	Yes	Yes
African American	140	98.6	27.1	42.9	24.1	6	46.6	45.1	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	56.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	42	97.6	65	27.5	5	2.5	17.5	11.2	21.8	No	Yes
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	3	I/S	52.3	I/S	I/S						
Subsized meals	141	98.6	26.3	39.8	25.6	8.3	51.1	46	47.9	No	Yes

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

All Students	249	97.2	76.7	13.7	4.4	2.4	6.8	N/A	N/A	N/A	N/A
Male	124	96.8	73.4	17.7	3.2	2.4	I/S	N/A	N/A	N/A	N/A
Female	125	97.6	80.0	9.6	5.6	2.4	8.0	N/A	N/A	N/A	N/A
White	106	97.2	62.3	22.6	6.6	5.7	12.3	N/A	N/A	N/A	N/A
African American	136	97.1	87.5	6.6	2.9	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	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	37	94.6	89.2	5.4	N/A	N/A	I/S	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	138	96.4	84.8	7.2	2.2	2.2	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	259	99.6	12.6	38.9	30	18.6	59.9	61.9	69.7
	2009	254	99.6	10.2	41.2	33.5	15.1	61.6	57.1	61.8

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

All Students	2008	259	99.6	15.4	42.5	27.9	14.2	57.1	62.1	67.2
	2009	254	99.2	18.4	37.7	26.2	17.6	60.2	59.1	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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