



GEORGETOWN HIGH

2500 Anthuan Maybank
Georgetown, SC 29440

Grades	9-12 High School	
Enrollment	980 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	At-Risk
2009	Good	Average
2008	Good	Excellent
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
9	7	23	0	2

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	78.2%	78.8%	72.4%	72.5%	74.7%	74.2%
Passed 1 subtest (%)	14.1%	12.1%	18.7%	14.7%	13.4%	15.5%
Passed no subtests (%)	7.7%	9.2%	8.9%	12.8%	12.8%	10.9%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	93.6%	89.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	261	221	254	252
Number of Graduates in Cohort	217	193	176	170
Rate	83.1%	87.3%	71.4%	71.1%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	261	N/A	244
Number of Graduates in Cohort	N/A	217	N/A	172
Rate	N/A	83.1%	N/A	70.1%

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	68.1%	74.0%
English 1	51.5%	60.6%
Biology 1/Applied Biology 2	58.3%	62.5%
Physical Science	37.8%	51.9%
US History and the Constitution	23.8%	42.1%
All Tests	46.9%	58.1%

* 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=980)				
Retention rate	6.5%	Up from 5.0%	3.8%	3.4%
Attendance rate	95.6%	Up from 93.0%	95.1%	95.0%
Served by gifted and talented program	21.0%	Down from 23.8%	12.3%	12.4%
With disabilities other than speech	12.6%	Down from 14.4%	10.2%	9.9%
Older than usual for grade	9.6%	Down from 11.1%	8.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.9%	0.5%	0.9%
Enrolled in AP/IB programs	10.4%	Up from 8.3%	11.0%	13.0%
Successful on AP/IB exams	28.3%	Down from 47.9%	45.5%	51.7%
Eligible for LIFE Scholarship	30.1%	Up from 28.8%	30.0%	30.1%
Annual dropout rate	2.1%	Down from 2.5%	2.9%	2.5%
Career/technology students in co-curricular organizations	1.4%	Down from 2.0%	3.0%	2.9%
Enrollment in career/technology courses	607	Down from 640	366	419
Students participating in work-based experiences	4.5%	Down from 6.7%	13.9%	7.2%
Career/technology students attaining technical skills	83.0%	Down from 85.4%	82.9%	83.0%
Career/technology completers placed	87.3%	Down from 91.5%	98.4%	98.4%
Teachers (n=72)				
Teachers with advanced degrees	63.9%	Up from 58.9%	60.4%	61.1%
Continuing contract teachers	73.6%	Up from 72.6%	80.4%	80.6%
Teachers returning from previous year	81.8%	Down from 82.8%	86.7%	86.5%
Teacher attendance rate	95.0%	Down from 95.8%	95.5%	95.5%
Average teacher salary*	\$47,283	Down 0.7%	\$46,546	\$46,884
Professional development days/teacher	11.6 days	Up from 8.9 days	10.2 days	10.0 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	25.3 to 1	Down from 27.0 to 1	26.5 to 1	26.5 to 1
Prime instructional time	88.9%	Up from 86.8%	89.4%	89.3%
Dollars spent per pupil**	\$8,591	Up 0.5%	\$7,929	\$7,804
Percent of expenditures for teacher salaries**	59.1%	Up from 55.7%	57.8%	58.0%
Percent of expenditures for instruction**	61.3%	Up from 60.7%	61.1%	60.6%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Down from 94.6%	97.4%	97.3%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	219	93.6%	1138	46.9%	261	83.1%	No
Gender							
Male	106	94.3%	598	45.5%	124	79.0%	N/A
Female	113	92.9%	528	48.5%	137	86.9%	N/A
Racial/Ethnic Group							
White	100	95.0%	511	60.3%	114	86.0%	N/A
African American	112	92.0%	587	35.3%	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	26	42.3%	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	30	63.3%	161	20.5%	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	15	26.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	116	89.7%	759	40.3%	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

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 under girded 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. The school district is considering the purchase of APEX Learning for the 2011-12 school year. All students have Individual Graduation Plans to help prepare them for career pathways. A 9th Grade Academy was instituted at the school during the 2010-11.

Honors level courses, AP courses, PACE courses, and SAT/ACT preparation courses are available to 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	81	184	25
Percent satisfied with learning environment	75.3%	59.3%	64.0%
Percent satisfied with social and physical environment	88.9%	69.6%	52.0%
Percent satisfied with school-home relations	71.3%	77.6%	76.0%

* 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

This school met 12 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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No

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	250	98.8	9.1	35.8	32.3	22.8	65.1	65.9	68.0	Yes	Yes
Male	138	98.6	9.4	45.7	28.3	16.5	57.5	58.7	63.1	N/A	N/A
Female	112	99.1	8.6	23.8	37.1	30.5	74.3	75.3	73.1	N/A	N/A
White	120	99.2	5.2	25.9	37.1	31.9	78.4	80.3	79.4	Yes	Yes
African American	123	98.4	13.8	48.6	25.7	11.9	48.6	48.6	51.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	38	97.4	38.7	54.8	6.5	N/A	16.1	13.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	45.1	I/S	I/S
Subsidized meals	168	98.2	12.7	42.0	31.3	14.0	56.7	55.4	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	250	98.4	24.1	34.1	29.7	12.1	55.6	58.3	62.3	No	Yes
Male	138	97.8	24.4	36.2	29.1	10.2	50.4	53.1	61.4	N/A	N/A
Female	112	99.1	23.8	31.4	30.5	14.3	61.9	65.0	63.2	N/A	N/A
White	120	99.2	9.5	31.0	40.5	19.0	76.7	74.2	75.3	Yes	Yes
African American	123	97.6	41.3	35.8	18.3	4.6	32.1	39.6	42.9	No	Yes
Asian/Pacific Islander	3	I/S	84.3	I/S	I/S						
Hispanic	4	I/S	59.4	I/S	I/S						
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	38	94.7	71.0	22.6	6.5	N/A	9.7	14.0	21.5	I/S	I/S
Migrant	0	N/A	I/S	N/A	N/A						
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.1	I/S	I/S
Subsidized meals	168	97.6	33.3	36.0	25.3	5.3	44.0	46.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	251	96.0	54.4	20.3	14.1	11.2	25.3	N/A	N/A	N/A	N/A
Male	138	94.9	60.3	17.6	10.7	11.5	22.1	N/A	N/A	N/A	N/A
Female	113	97.3	47.3	23.6	18.2	10.9	29.1	N/A	N/A	N/A	N/A
White	121	98.3	37.8	23.5	17.6	21.0	38.7	N/A	N/A	N/A	N/A
African American	123	93.5	71.3	17.4	9.6	1.7	11.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	38	89.5	91.2	5.9	N/A	2.9	2.9	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	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	168	94.6	64.2	18.9	11.9	5.0	17.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	2010	244	99.6	14.7	41.8	25.9	17.7	60.8	63.3	65.9
	2011	250	98.8	9.1	35.8	32.3	22.8	65.1	65.9	68.0

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

All Students	2010	244	100.0	12.5	42.2	31.0	14.2	58.2	63.2	62.3
	2011	250	98.4	24.1	34.1	29.7	12.1	55.6	58.3	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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