



## Georgetown High

2500 Anthuan Maybank  
Georgetown, SC 29440

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,066 Students	
<b>Principal</b>	Dr. Michael A. Cafaro	843-546-8516
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Excellent*</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	At-Risk
2004	Excellent	Excellent

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	8	15	4	0

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	70.9	77.4	80.8	69.4	73.6	75.8
Passed 1 subtest (%)	14.2	13.8	11.0	14.9	15.1	12.8
Passed no subtests (%)	14.9	8.8	8.2	15.7	11.7	11.4

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.9%	92.1%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	234	187
Number of Diplomas	193	141
Rate	82.5%	76.4%

**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	61.1	65.4
English 1	53.2	56.0
Physical Science	40.7	42.7
All Tests	51.2	54.2

\* 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
<b>Students (n=1,066)</b>				
Retention rate	7.1%	Down from 8.6%	6.3%	6.1%
Attendance rate	92.7%	Down from 93.5%	94.3%	95.0%
Eligible for gifted and talented	17.1%	Down from 18.2%	8.4%	8.3%
With disabilities other than speech	17.3%	Down from 18.3%	14.3%	13.0%
Older than usual for grade	13.2%	Up from 5.7%	10.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	16.6%	Up from 1.4%	1.6%	1.5%
Enrolled in AP/IB programs	14.5%	Down from 21.0%	9.7%	11.4%
Successful on AP/IB exams	33.3%	N/A	37.0%	54.3%
Eligible for LIFE Scholarship	27.3%	Down from 30.7%	29.9%	30.5%
Annual dropout rate	4.0%	No Change	4.0%	3.5%
Career/technology students in co-curricular organizations	2.4%	Down from 5.8%	6.2%	3.1%
Enrollment in career/technology courses	596	Down from 706	521	559
Students participating in work-based experiences	0.0%	Down from 9.4%	11.8%	10.6%
Career/technology students attaining technical skills	88.0%	Up from 79.9%	80.7%	79.6%
Career/technology completers placed	100.0%	No Change	96.8%	98.5%
<b>Teachers (n=84)</b>				
Teachers with advanced degrees	61.9%	Down from 63.2%	55.9%	57.4%
Continuing contract teachers	56.0%	Down from 73.7%	69.0%	69.6%
Teachers with emergency or provisional certificates	21.6%	Up from 10.1%	11.8%	8.7%
Teachers returning from previous year	85.1%	Down from 85.5%	85.1%	85.0%
Teacher attendance rate	95.7%	Up from 95.5%	94.9%	95.4%
Average teacher salary	\$46,577	Down 1.2%	\$46,285	\$46,061
Professional development days/teacher	9.7 days	Down from 16.3 days	11.4 days	11.4 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio in core subjects	28.9 to 1	Down from 30.2 to 1	25.8 to 1	25.4 to 1
Prime instructional time	86.5%	Down from 87.4%	88.0%	89.1%
Dollars spent per pupil*	\$8,328	Up 0.7%	\$7,383	\$7,279
Percent of expenditures for teacher salaries*	55.0%	Down from 56.7%	56.4%	55.3%
Percent of expenditures for instruction*	61.6%	Down from 62.6%	61.6%	60.8%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	100.0%	No Change	95.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	Down from Excellent	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	213	93.9%	670	51.2%	234	82.5%	No
<b>Gender</b>							
Male	98	90.8%	336	53.6%	113	74.3%	N/A
Female	115	96.5%	332	49.1%	119	89.9%	N/A
<b>Racial/Ethnic Group</b>							
White	96	96.9%	217	63.1%	102	86.3%	N/A
African American	115	91.3%	383	43.9%	126	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	28	42.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	27	51.9%	109	19.3%	33	36.4%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	18	27.8%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	109	89.9%	405	44.7%	123	77.2%	N/A

\* 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 strengthened through the Teaching and Learning System. 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 instruction 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. We will be implementing Single Gender Classes in the core curriculum, the High Schools That Work Program, and the Teacher Advancement Program.

Honors level courses, AP courses, PACE courses, and SAT/ACT preparation courses are available to our 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. The NovaNet computer assisted learning program is being used for credit recovery. 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 and every program offered at the school.

Students are recognized through a variety of programs such as Students of the Month, The Kennel Club, The Lunch Bunch, and Character Education. Student and teacher accomplishments are also recognized through a Military Academy Appointees display, a Teacher of the Year display, The Exit Exam Wall of Fame, and The SAT Wall of Fame 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. Our 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 of our students through reflective assessments and best practices.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	148	23
Percent satisfied with learning environment	75.3%	65.5%	78.3%
Percent satisfied with social and physical environment	80.8%	70.9%	78.3%
Percent satisfied with school-home relations	54.8%	83.0%	87.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

  

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

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	259	99.6	12.6	38.9	30	18.6	59.9	61.9	69.7	Yes	Yes
Male	120	100	17.8	39.8	25.4	16.9	53.4	56.1	64.6	N/A	N/A
Female	139	99.3	7.8	38	34.1	20.2	65.9	67.5	74.8	N/A	N/A
White	113	99.1	8.6	24.8	38.1	28.6	75.2	79.8	81.7	Yes	Yes
African American	135	100	15.3	51.1	22.1	11.5	47.3	43.8	53.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	64.3	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	43	100	45.2	35.7	9.5	9.5	23.8	20.8	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	139	100	18.3	42	28.2	11.5	51.1	47.8	55.1	Yes	Yes

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	259	99.6	15.4	42.5	27.9	14.2	57.1	62.1	67.2	Yes	Yes
Male	120	100	17.8	39.8	28	14.4	59.3	62.9	66.3	N/A	N/A
Female	139	99.3	13.2	45	27.9	14	55	61.4	68	N/A	N/A
White	113	99.1	6.7	32.4	39	21.9	75.2	77.9	79.6	Yes	Yes
African American	135	100	22.1	50.4	19.8	7.6	42.7	46.7	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	57.1	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	43	100	52.4	35.7	9.5	2.4	21.4	21	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	139	100	20.6	44.3	26.7	8.4	47.3	50.5	53.1	No	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	260	94.2	75.4	11.9	3.8	3.1	6.9	N/A	N/A	N/A	N/A
Male	130	93.1	75.4	13.1	2.3	2.3	I/S	N/A	N/A	N/A	N/A
Female	130	95.4	75.4	10.8	5.4	3.8	9.2	N/A	N/A	N/A	N/A
White	110	96.4	62.7	20.0	6.4	7.3	13.6	N/A	N/A	N/A	N/A
African American	140	92.9	84.3	6.4	2.1	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	10	90.0	90.0	N/A	N/A	N/A	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	92.6	92.6	N/A	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	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	155	92.3	85.2	4.5	1.3	1.3	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	266	99.2	8.3	36.2	35.4	20.1	71.7	69.7	70.7
	2008	259	99.6	12.6	38.9	30	18.6	59.9	61.9	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	266	98.9	19.8	38.3	22.5	19.4	54.2	59.1	62.2
	2008	259	99.6	15.4	42.5	27.9	14.2	57.1	62.1	67.2

Abbreviations for Missing Data

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