



## Woodmont High

2831 West Georgia Road  
Piedmont, SC 29673

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,623 Students	
<b>Principal</b>	Mr. Darryl Imperati	864-355-8600
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	Average
2005	Average	Excellent

## 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
2	8	26	0	0

\* 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 (%)	73.4	83.0	73.5	78.3	81.4	78.2
Passed 1 subtest (%)	14.8	8.9	13.0	12.1	10.3	11.7
Passed no subtests (%)	11.8	8.1	13.5	9.6	8.6	10.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	93.0%	94.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	419	294
Number of Diplomas	264	217
Rate	63.0%	74.8%

**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	84.4	74.4
English 1	62.5	63.8
Physical Science	50.5	57.5
US History and the Constitution	35.6	42.8
All Tests	57.5	58.8

\* 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
<b>Students (n=1,623)</b>				
Retention rate	7.9%	Down from 10.5%	4.2%	4.8%
Attendance rate	93.8%	Down from 94.1%	95.5%	95.5%
Eligible for gifted and talented	14.5%	Down from 17.1%	13.2%	9.2%
With disabilities other than speech	16.4%	Down from 17.2%	12.7%	12.6%
Older than usual for grade	11.0%	Down from 11.3%	7.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.0%	1.3%	1.2%
Enrolled in AP/IB programs	16.7%	Down from 18.4%	16.0%	13.2%
Successful on AP/IB exams	43.3%	Up from 27.5%	50.5%	55.6%
Eligible for LIFE Scholarship	34.4%	Down from 35.5%	33.8%	29.8%
Annual dropout rate	6.4%	Up from 4.4%	3.5%	3.5%
Career/technology students in co-curricular organizations	6.9%	Down from 8.1%	2.4%	3.0%
Enrollment in career/technology courses	1039	Down from 1041	618	523
Students participating in work-based experiences	11.4%	Up from 0.6%	16.4%	12.9%
Career/technology students attaining technical skills	76.8%	Down from 78.8%	80.5%	79.3%
Career/technology completers placed	96.2%	Up from 85.7%	99.7%	98.8%
<b>Teachers (n=84)</b>				
Teachers with advanced degrees	54.8%	Up from 50.6%	64.4%	58.6%
Continuing contract teachers	77.4%	Up from 60.5%	76.7%	71.6%
Teachers with emergency or provisional certificates	2.6%	Down from 9.8%	5.0%	8.1%
Teachers returning from previous year	85.2%	Up from 81.9%	86.9%	85.0%
Teacher attendance rate	94.8%	Down from 95.3%	95.6%	95.5%
Average teacher salary*	\$45,319	Up 7.8%	\$48,173	\$47,761
Professional development days/teacher	6.4 days	Up from 6.3 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	30.1 to 1	Down from 31.7 to 1	27.3 to 1	26.1 to 1
Prime instructional time	88.3%	Down from 88.6%	90.3%	89.8%
Dollars spent per pupil**	\$5,388	Up 6.9%	\$7,297	\$7,883
Percent of expenditures for teacher salaries**	56.4%	Up from 55.9%	53.6%	54.1%
Percent of expenditures for instruction**	59.2%	Down from 59.7%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	96.2%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Below Average	Good

\* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	301	93.0%	1528	57.5%	419	63.0%	No
<b>Gender</b>							
Male	144	91.0%	857	57.2%	209	60.8%	N/A
Female	157	94.9%	671	57.8%	210	65.2%	N/A
<b>Racial/Ethnic Group</b>							
White	192	94.3%	966	63.8%	260	60.4%	N/A
African American	93	90.3%	459	46.2%	133	66.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	12	91.7%	80	48.8%	20	80.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	44	63.6%	197	34.5%	62	33.9%	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	53	49.1%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	128	87.5%	682	49.9%	184	53.3%	N/A

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Woodmont International Baccalaureate High School is a comprehensive high school designed to meet the academic needs of all of its students, while emphasizing the importance of rigor and relevance in its programmatic offerings. This is done in order to best prepare our students to meet the challenges of our evolving global economy, while keeping our school mission at the forefront.

It is a core belief of Woodmont International Baccalaureate High School that all children can learn and can reach their fullest potential through an academic program which is challenging, well-rounded, and standards based. A particular focus on personal responsibility for learning is emphasized in order for our students to reach their academic promise. In accordance, the staff holds its students to the highest level of expectation in order to meet this goal.

The staff has been charged by the principal to be active participants in the formulation and delivery of their professional development with the aforementioned goal in mind. As a result, a continued focus on teaching and learning, as well as best practices, served as the continued focus of targeted professional development. To that end, teachers engaged in Learner Focused Training in order to bolster instruction, while engaging in a professional learning community initiative, where peer presentations at faculty meetings focused on assessment and its relationship to student learning and achievement.

In order to monitor and refine our academic program, key initiatives were bolstered and the impact was truly measured as a result. The successful implementation of a Freshman Academy was realized with superior results, both academic and social. Further refinement and the inclusion of our honor's track are goals for the upcoming year. In addition, our International Baccalaureate Programme realized improvement in the Middle Years Programme area through extensive training of affected staff. Continued support of the Diploma Programme and Advanced Placement curriculum was accomplished by target training and by taking on an expanded leadership role in the South Carolina International Baccalaureate Schools organization with the goal of providing more professional development opportunities within our State. Staff will also attend the High Schools That Work business summit in Greenville this July in order to continue the work begun in Nashville last summer. Again working with our corporate partner, Michelin, the school has enjoyed excellent academic and mentor support in order to improve rigor, relevance, and relationships.

In keeping with the overarching goals of a comprehensive high school, WIBHS has been mindful to provide a myriad of offerings designed to meet the interests of its diverse population. Consequently, further expansion of our Fine Arts, Business, and Agricultural programs has granted our students opportunities to specialize and express themselves in disciplines outside the traditional core. In these areas, our students are able to realize the practice of theory and applied skills.

Finally, our students enjoy a plethora of extracurricular, co-curricular, and athletic activities, which serve as an outlet to grow and explore beyond the traditional school setting. Each of our clubs and activities has enjoyed significant growth and provide a compliment to our regular academic program with the goal of providing additional opportunities for our students to reach their full potential.

Darryl A. Imperati, Principal

Trish Lemmons, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	96	294	85
Percent satisfied with learning environment	92.5%	83.2%	85.9%
Percent satisfied with social and physical environment	97.9%	84.0%	81.2%
Percent satisfied with school-home relations	81.3%	89.5%	78.8%

\* 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 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	4.0%	0.0%	No

## Abbreviations for Missing Data

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N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	396	97	17.2	33.9	27.9	21	60.9	66.9	61.8	No	Yes
Male	225	95.6	20.2	35	27.6	17.2	56.7	62.9	57.4	N/A	N/A
Female	171	98.8	13.5	32.5	28.2	25.8	66.3	70.9	66.1	N/A	N/A
White	266	97.4	13.4	27.6	30.5	28.5	69.5	79	74.3	Yes	Yes
African American	103	96.1	25.3	48.4	21.1	5.3	42.1	42.9	44.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	20	95	33.3	33.3	22.2	11.1	44.4	52.3	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	75	97.3	61.8	29.4	5.9	2.9	11.8	21.3	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	14	92.9	33.3	25	25	16.7	50	44.3	38.5	I/S	I/S
Subsized meals	181	96.7	25.6	42.7	21.3	10.4	45.7	44.9	45.6	No	Yes

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

All Students	395	95.4	18.3	29.4	26.4	25.8	61.9	64.7	62.7	Yes	Yes
Male	225	92.9	19.7	27.3	26.3	26.8	61.1	64.5	61.8	N/A	N/A
Female	170	98.8	16.7	32.1	26.5	24.7	63	64.9	63.6	N/A	N/A
White	265	95.1	12.5	26.3	28.8	32.5	69.2	75.5	75.1	Yes	Yes
African American	103	96.1	33.7	38.9	16.8	10.5	42.1	39.8	45.1	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	20	95	22.2	22.2	38.9	16.7	61.1	59.4	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	75	96	58.2	23.9	9	9	22.4	20.7	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	14	92.9	25	16.7	25	33.3	58.3	56.1	52.3	I/S	I/S
Subsized meals	180	93.9	22.6	40.3	22.6	14.5	47.8	45.3	47.9	No	Yes

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

All Students	407	86.7	55.5	17.0	6.6	7.6	14.3	N/A	N/A	N/A	N/A
Male	236	83.1	52.5	16.5	5.9	8.1	14.0	N/A	N/A	N/A	N/A
Female	171	91.8	59.6	17.5	7.6	7.0	14.6	N/A	N/A	N/A	N/A
White	275	87.3	49.5	19.6	7.6	10.5	18.2	N/A	N/A	N/A	N/A
African American	105	83.8	69.5	9.5	3.8	1.0	I/S	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	20	90.0	65.0	15.0	5.0	5.0	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	75	58.7	54.7	2.7	1.3	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	14	85.7	85.7	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	181	85.1	66.9	10.5	4.4	3.3	7.7	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*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	391	94.9	10.2	26.8	37.3	25.7	71.8	75.2	69.7
	2009	396	97	17.2	33.9	27.9	21	60.9	66.9	61.8

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

All Students	2008	391	94.6	12.5	30.1	32.7	24.7	68.8	67.4	67.2
	2009	395	95.4	18.3	29.4	26.4	25.8	61.9	64.7	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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