



## WOODMONT HIGH

2831 West Georgia Road  
Piedmont, SC 29673

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,662 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 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average*</b>
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	Average

\* The School's 2010 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 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
4	15	14	0	0

\* Ratings are calculated with data available by 09/29/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	83.0%	73.5%	80.2%	81.4%	78.2%	80.8%
Passed 1 subtest (%)	8.9%	13.0%	10.2%	10.3%	11.7%	10.6%
Passed no subtests (%)	8.1%	13.5%	9.6%	8.6%	10.1%	8.8%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	95.2%	91.0%

## 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	419	472	294	326
Number of Graduates in Cohort	264	291	217	238
Rate	63.0%	61.7%	74.8%	74.2%

\*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	76.4%	75.3%
English 1	69.6%	70.3%
Physical Science	59.0%	61.0%
US History and the Constitution	42.3%	47.5%
All Tests	61.7%	63.1%

\* 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
<b>Students (n=1,662)</b>				
Retention rate	4.4%	Down from 7.9%	3.1%	3.7%
Attendance rate	92.8%	Down from 93.8%	95.4%	95.4%
Eligible for gifted and talented	12.4%	Down from 14.5%	16.3%	12.4%
With disabilities other than speech	16.0%	Down from 16.4%	12.5%	12.8%
Older than usual for grade	12.4%	Up from 11.0%	7.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.7%	1.5%	1.1%
Enrolled in AP/IB programs	29.4%	Up from 16.7%	18.7%	13.1%
Successful on AP/IB exams	48.4%	Up from 43.3%	55.5%	50.4%
Eligible for LIFE Scholarship	52.0%	Up from 34.4%	31.7%	30.4%
Annual dropout rate	6.9%	Up from 6.4%	3.4%	3.1%
Career/technology students in co-curricular organizations	7.0%	Up from 6.9%	1.4%	2.2%
Enrollment in career/technology courses	977	Down from 1039	516	424
Students participating in work-based experiences	6.9%	Down from 11.4%	7.7%	11.7%
Career/technology students attaining technical skills	72.3%	Down from 76.8%	79.6%	78.7%
Career/technology completers placed	96.9%	Up from 96.2%	98.2%	98.5%
<b>Teachers (n=87)</b>				
Teachers with advanced degrees	57.5%	Up from 54.8%	63.8%	60.4%
Continuing contract teachers	81.6%	Up from 77.4%	80.0%	76.6%
Teachers with emergency or provisional certificates	5.1%	Up from 2.6%	4.9%	6.5%
Teachers returning from previous year	89.0%	Up from 85.2%	87.7%	86.8%
Teacher attendance rate	96.7%	Up from 94.8%	96.2%	95.8%
Average teacher salary*	\$45,967	Up 1.4%	\$48,542	\$47,390
Professional development days/teacher	11.1 days	Up from 6.4 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	31.5 to 1	Up from 30.1 to 1	28.1 to 1	25.8 to 1
Prime instructional time	89.4%	Up from 88.3%	91.3%	90.1%
Dollars spent per pupil**	\$5,588	Up 3.7%	\$7,436	\$7,974
Percent of expenditures for teacher salaries**	59.5%	Up from 56.4%	54.7%	55.4%
Percent of expenditures for instruction**	61.7%	Up from 59.2%	60.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.9%	Down from 96.4%	93.5%	96.0%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Excellent	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

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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	335	95.2%	1461	61.7%	472	61.7%	No
<b>Gender</b>							
Male	194	94.8%	780	61.3%	271	56.1%	N/A
Female	141	95.7%	681	62.1%	201	69.2%	N/A
<b>Racial/Ethnic Group</b>							
White	226	97.3%	968	68.5%	312	61.2%	N/A
African American	88	88.6%	404	45.5%	130	59.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	15	100.0%	70	60.0%	23	73.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	37	70.3%	193	31.6%	53	49.1%	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	48	47.9%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	116	89.7%	683	51.7%	176	56.8%	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

Woodmont International Baccalaureate High School is a comprehensive high school which strives to meet the needs of its students by providing programmatic offerings which emphasize rigor and relevance as we prepare our students for the challenges of the changing economy. Our school motto, Scientia est Potentia (Knowledge is Power) reminds our students of the mission of our school and its relentless pursuit of academic excellence.

It is our core belief that all students can learn and as a result, reach their fullest potential. To that end, our faculty is charged with providing a sound educational experience through a standards based curriculum which is both challenging and well rounded. Personal responsibility on the part of the student is integral to our mission and is so expected by the faculty. As a result, students are held to the highest standard of performance and integrity.

The staff has embraced the concept of a Professional Learning Community at the urging of their principal and curriculum resource teacher and has successfully implemented the same. As a result, a focus on teaching and learning, best practices and learner focused strategies continue to drive professional development and bolster instructional delivery.

Key initiatives in the area of academics continue and have been refined in order to meet the academic challenges we face. Our model quality Freshman Academy continues to thrive and expanded to include all incoming freshmen. The International Baccalaureate Programme continues to grow in popularity and success as many more students have chosen to fully immerse themselves in the program. In addition, the High School that Works program had a positive evaluation and was deemed successful in supporting the academic mission of the school. As well, our corporate sponsor, Michelin, continues to support the school through tutoring and mentoring initiatives.

Tantamount to our success is the myriad of elective and extra-curricular offerings designed to meet the needs and interests of a rather diverse population. These opportunities offer students outlets and compliment the traditional school setting in assisting our students reach their fullest potential.

Darryl A. Imperati, Principal  
Phillip Yates, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	85	284	68
Percent satisfied with learning environment	81.2%	76.7%	86.6%
Percent satisfied with social and physical environment	88.2%	82.6%	82.1%
Percent satisfied with school-home relations	67.9%	81.6%	84.1%

\* 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 12 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.5%	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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	395	97.7	11.2	34.9	32.2	21.8	66.2	71.3	65.9	No	Yes
Male	196	97.4	12.5	37	27.2	23.4	62.5	66	60.8	N/A	N/A
Female	199	98	9.8	32.8	37.2	20.2	69.9	76.7	71	N/A	N/A
White	261	98.5	9.2	29.3	34.1	27.3	72.3	81.9	77.5	Yes	Yes
African American	110	96.4	14.9	47.5	29.7	7.9	53.5	49.4	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	18	100	15.4	38.5	23.1	23.1	53.8	58	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	55	96.4	39.6	50.9	5.7	3.8	24.5	24.8	21.3	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	10	I/S	I/S	I/S	I/S	I/S	I/S	49.7	47.3	I/S	I/S
Subsidized meals	179	96.6	19.6	39.2	29.1	12	51.3	52.9	51.5	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	395	97	16.2	31.9	26.6	25.3	62.1	64.6	62.3	No	Yes
Male	196	96.9	16.4	25.1	28.4	30.1	65.6	64.8	61.7	N/A	N/A
Female	199	97	16	38.7	24.9	20.4	58.6	64.3	63	N/A	N/A
White	261	98.1	12.9	25.8	30.2	31	70.6	76.1	75	Yes	Yes
African American	110	94.5	24.2	48.5	16.2	11.1	41.4	38.6	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	18	100	15.4	23.1	38.5	23.1	61.5	53.9	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	62.5	I/S	I/S						
Disabled	55	94.5	51.9	28.8	17.3	1.9	21.2	22.7	22.1	No	No
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	10	I/S	I/S	I/S	I/S	I/S	I/S	50.9	52.6	I/S	I/S
Subsidized meals	179	95.5	28.2	35.9	23.1	12.8	47.4	46.2	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	398	91.7	59.5	16.7	12.9	11.0	23.8	N/A	N/A	N/A	N/A
Male	197	91.4	54.4	19.4	13.3	12.8	26.1	N/A	N/A	N/A	N/A
Female	201	92.0	64.3	14.1	12.4	9.2	21.6	N/A	N/A	N/A	N/A
White	264	91.3	47.7	20.3	17.8	14.1	32.0	N/A	N/A	N/A	N/A
African American	110	90.9	83.0	11.0	2.0	4.0	6.0	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	18	100.0	77.8	5.6	11.1	5.6	16.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	55	72.7	85.0	15.0	0.0	0.0	0.0	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	11	100.0	90.9	0.0	9.1	0.0	9.1	N/A	N/A	N/A	N/A
Subsidized meals	181	87.3	77.8	8.2	9.5	4.4	13.9	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2009	396	97	17.2	33.9	27.9	21	60.9	66.9	61.8
	2010	395	97.7	11.2	34.9	32.2	21.8	66.2	71.3	65.9
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2009	395	95.4	18.3	29.4	26.4	25.8	61.9	64.7	62.7
	2010	395	97	16.2	31.9	26.6	25.3	62.1	64.6	62.3

\* 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