



WOODMONT HIGH

2831 West Georgia Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,652 Students	
Principal	Mr. Darryl Imperati	864-355-8600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	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 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
13	8	13	1	0

* 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 (%)	73.5%	80.2%	78.6%	78.2%	80.8%	81.2%
Passed 1 subtest (%)	13.0%	10.2%	11.2%	11.7%	10.6%	11.2%
Passed no subtests (%)	13.5%	9.6%	10.2%	10.1%	8.8%	8.2%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	89.0%	92.8%

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	472	454	326	304
Number of Graduates in Cohort	291	279	238	225
Rate	61.7%	61.5%	74.2%	70.2%

*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	472	N/A	318
Number of Graduates in Cohort	N/A	302	N/A	237
Rate	N/A	64.0%	N/A	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	78.8%	79.0%
English 1	70.4%	69.6%
Biology 1/Applied Biology 2	82.5%	72.0%
Physical Science	57.1%	58.5%
US History and the Constitution	41.7%	50.5%
All Tests	62.5%	65.1%

* 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=1,652)				
Retention rate	5.4%	Up from 4.4%	3.9%	3.4%
Attendance rate	92.6%	Down from 92.8%	94.8%	95.0%
Served by gifted and talented program	12.9%	Up from 12.4%	15.1%	12.4%
With disabilities other than speech	14.5%	Down from 16.0%	10.5%	9.9%
Older than usual for grade	8.2%	Down from 12.4%	6.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	No Change	1.1%	0.9%
Enrolled in AP/IB programs	15.7%	Down from 29.4%	16.7%	13.0%
Successful on AP/IB exams	49.3%	Up from 48.4%	53.8%	51.7%
Eligible for LIFE Scholarship	50.8%	Down from 52.0%	34.4%	30.1%
Annual dropout rate	4.5%	Down from 6.9%	3.5%	2.5%
Career/technology students in co-curricular organizations	7.0%	No Change	1.6%	2.9%
Enrollment in career/technology courses	1012	Up from 977	527	419
Students participating in work-based experiences	5.0%	Down from 6.9%	11.3%	7.2%
Career/technology students attaining technical skills	2.0%	Down from 72.3%	83.6%	83.0%
Career/technology completers placed	97.3%	Up from 96.9%	97.2%	98.4%
Teachers (n=83)				
Teachers with advanced degrees	55.4%	Down from 57.5%	62.6%	61.1%
Continuing contract teachers	88.0%	Up from 81.6%	87.0%	80.6%
Teachers returning from previous year	88.2%	Down from 89.0%	88.7%	86.5%
Teacher attendance rate	91.3%	Down from 96.7%	95.7%	95.5%
Average teacher salary*	\$45,863	Down 0.2%	\$47,694	\$46,884
Professional development days/teacher	9.0 days	Down from 11.1 days	10.4 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	35.9 to 1	Up from 31.5 to 1	29.7 to 1	26.5 to 1
Prime instructional time	85.9%	Down from 89.4%	89.1%	89.3%
Dollars spent per pupil**	\$5,326	Down 4.7%	\$7,267	\$7,804
Percent of expenditures for teacher salaries**	59.7%	Up from 59.5%	56.9%	58.0%
Percent of expenditures for instruction**	61.5%	Down from 61.7%	60.1%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.1%	Up from 87.9%	97.0%	97.3%
Character development program	Below Average	Down from Average	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		Met AYP Objective
	n	%	t	%	n	%	
All Students	336	89.0%	1892	62.5%	472	61.7%	No
Gender							
Male	183	87.4%	981	61.8%	271	56.1%	N/A
Female	153	90.8%	872	62.4%	201	69.2%	N/A
Racial/Ethnic Group							
White	225	92.9%	1218	67.8%	312	61.2%	N/A
African American	89	78.7%	529	48.6%	130	59.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	16	87.5%	95	62.1%	23	73.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	60	56.7%	187	33.7%	53	49.1%	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	50	56.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	145	84.1%	853	54.4%	176	56.8%	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

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 ones 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 formed Professional Learning Communities in order to foster an environment of cooperation and collaboration and where peer presentations at faculty meetings focus 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 is a goal for the upcoming year. In addition, our International Baccalaureate Programme realized improvement in the Middle Years Programme area through extensive training of affected staff. Through the continued support of the International Baccalaureate Diploma Programme, we have seen a dramatic increase in the number of IB Diplomas earned. As well, the Advanced Placement curriculum has been bolstered by intensive and extensive trainings for administrators and teachers alike. Additionally, key staff will attend the High Schools That Work business summit in Greenville this July in order to continue the work begun in the area of literacy and the implementation of a whole school literacy initiative. 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 have 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	81	266	65
Percent satisfied with learning environment	75.3%	79.9%	87.5%
Percent satisfied with social and physical environment	90.1%	86.4%	79.4%
Percent satisfied with school-home relations	66.7%	85.6%	73.4%

* 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 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.8%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	411	98.1	12.5	25.1	31.1	31.3	67.6	75.1	68.0	No	Yes
Male	215	97.7	16.6	33.2	26.6	23.6	55.8	70.3	63.1	N/A	N/A
Female	196	98.5	8.2	16.3	35.9	39.7	80.4	80.0	73.1	N/A	N/A
White	276	97.8	8.9	17.1	33.5	40.5	77.8	85.5	79.4	Yes	Yes
African American	103	98.1	24.5	45.9	20.4	9.2	38.8	54.2	51.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	27	100.0	4.2	29.2	50.0	16.7	70.8	65.7	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	66.4	I/S	I/S
Disabled	63	95.2	52.7	38.2	7.3	1.8	14.5	24.1	22.8	No	Yes
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	10	100.0	N/A	N/A	N/A	N/A	N/A	48.0	45.1	I/S	I/S
Subsidized meals	193	96.9	17.5	35.7	27.5	19.3	53.8	58.4	54.7	No	Yes

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

All Students	411	98.1	18.0	32.9	29.2	19.8	60.8	67.5	62.3	No	Yes
Male	215	97.7	24.6	31.2	26.1	18.1	52.8	66.2	61.4	N/A	N/A
Female	196	98.5	10.9	34.8	32.6	21.7	69.6	68.8	63.2	N/A	N/A
White	276	97.8	12.1	29.2	31.9	26.8	71.2	78.7	75.3	Yes	Yes
African American	103	98.1	34.7	44.9	17.3	3.1	30.6	42.6	42.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	27	100.0	16.7	29.2	50.0	4.2	66.7	60.2	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	64.1	I/S	I/S
Disabled	63	95.2	63.6	25.5	10.9	N/A	14.5	21.2	21.5	No	Yes
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	10	100.0	N/A	N/A	N/A	N/A	N/A	47.2	47.1	I/S	I/S
Subsidized meals	193	96.9	25.1	38.0	26.3	10.5	48.0	51.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	414	90.8	55.3	20.7	12.8	11.2	23.9	N/A	N/A	N/A	N/A
Male	217	88.5	56.8	18.8	12.0	12.5	24.5	N/A	N/A	N/A	N/A
Female	197	93.4	53.8	22.8	13.6	9.8	23.4	N/A	N/A	N/A	N/A
White	277	92.8	44.7	25.7	15.6	14.0	29.6	N/A	N/A	N/A	N/A
African American	105	87.6	84.8	8.7	2.2	4.3	6.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	27	115.5	63.6	13.6	22.7	N/A	N/A	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	63	58.7	89.2	10.8	N/A	N/A	N/A	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	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	196	85.7	63.7	20.8	8.9	6.5	15.5	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	395	97.7	11.2	34.9	32.2	21.8	66.2	71.3	65.9
	2011	411	98.1	12.5	25.1	31.1	31.3	67.6	75.1	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	395	97.0	16.2	31.9	26.6	25.3	62.1	64.6	62.3
	2011	411	98.1	18.0	32.9	29.2	19.8	60.8	67.5	62.3

* Adjusted to account for natural variation in performance.

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