Woodmont International Baccalaureate High School Portfolio

2013-14 through 2017-18

Mr. Darryl Imperati, Principal

W. Burke Royster, Superintendent
Greenville County Schools

Update: March 26, 2015

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Woodmont High School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (one year)

Assurances
The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster	W Burke Royster	
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Robin Carlow		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Darryl Imperati		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 2831 West Georgia Road, Piedmont, SC 29673
SCHOOL'S TELEPHONE: (864) 355-8600
PRINCIPAL'S E-MAIL ADDRESS: DImperat@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	POSITION	***NAME***
1.	PRINCIPAL:	Darryl Imperati
2.	TEACHER:	Jennifer Norris
3.	PARENT/GUARDIAN:	Lisa Wells
4.	COMMUNITY MEMBER:	Elizabeth Hotaling
5.	SCHOOL IMPROVEMENT COUNCIL:	Robin Carlow

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	***NAME***
Assistant Principal	Adam Smith
Assistant Principal	Christie Williamson
Assistant Principal	Chuck Winney
Assistant Principal	Chawana Goodwin
AP/IB Coordinator	Carol Ann Blackmon
Curriculum Resource Teacher	Jennifer Norris
Athletic Director	Chris Carter

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Woodmont High School Faculty and Staff 2014-2015

ADMINISTRATION
Darryl Imperati, Principal
Adam Smith, Asst. Principal
Christie Williamson, Asst. Principal.
Chuck Winney, Asst. Principal
Chawana Goodwin, Asst. Principal

SUPPORT STAFF
Secretaries
Ruth Aiken, Secretary
Heidi Emerson, Library Clerk
Janna Harder, Bookkeeper
Kay Maddox, Attendance
Debbie Sanders, Guidance Clerk
Cicily Stoddard, Data Clerk
Pat Young, Front Desk Clerk

Cafeteria
Christine Allen
Lori Barbrey
Teresa Bussey
Joan Cote
Christy Hall
Teresa Parsons
Sharon Spence
Monica Stevenson
Sheilah Traynham, Manager
Laurie Tucker

Custodians
Sherry Brazeal
Vickie Burton
Willie Choice, Plant Eng.
Sherry Holcombe
Charles Johnson
Billy Lanier
Kenneth Smith
Wanda Smith
Maria Rodriguez
Tammy Spearman
Diane Tucker
Arthur Wilson

SPECIALITIES
Alley Bailey, Counselor
Carol Blackmon, AP/IB Coordinator
MAJ Robert Bouldin, JROTC
MSG Richard Bridges, JROTC
Jena Broome, Media Specialist
Sandra Brundage, Media Specialist
Kathy Caldwell, Counselor
Ashely Emmons, Counselor
Natascha Greene, Counselor
Karen Hern, Counselor
Kelly Houze, Nurse
Danny McCuen, School Resource Officer
Jason Cassell, School Resource Officer
Jennifer Norris,
Curriculum Resource Teacher
Justin Norton, ISS
Ellen Sisk, ESOL (.5)
Roderick Taylor, JAG

ENGLISH
Pamela Barnette
Deniela Collington
Diane Cooper
Kaitlynn Henslee
Catherine Lynch-Miner (Chair)
Carrie Martin
Jennifer McDaniel
Donna McKamy
Patrick Moore
Stephen Place
Alan Russell
Kim Whitmire

FINE ARTS
Suzan Cauble, Art (Chair)
Donna Cotter, Band
Gregg Davis, Art
Chris Gratton, Strings (.5)
Reed Halvorson, Drama
Carol Ann Kronyak, Art
Sarah Owens, Chorus
Will Ragland, Drama & Art

FOREIGN LANGUAGE
Jordan Ben-Eliyahu
Clark Day (Chair)
Dr. William Holland
Jennifer Robinson
Amanda Wolfram

MATHEMATICS
Kayla Bonner
Marcia Davis
Jason Fellers (Co-Chair)
Ronnie Green
Eric Johnson
Pamela Jordon
Daniel Kuzbary (.5)
Dashia Meeks
Jiles Mitchell
Donna Norman
Ashley Sexton (Co-Chair)
Jena Taylor
Daniel Wilkie

SCIENCE
Adrian Deschamps
Edison (Rick) Edwards
Brad Fulton
Dr. Michael Gettenberg
Michelle Marchant
Lisa Offik (Co-Chair)
Lori Beth Persons
David Quigley
William (Bill) Shain
Dr. Meredith Spano (Co-Chair)
Natalia Sullivan

PHYSICAL EDUCATION
Ned Cuthbertson
Matt Evans
Chris Gibson
Melissa Lewis (Chair)
Ralph Martin
Tim Morris, Drivers Education

SOCIAL STUDIES
Larry Bachman
Chris Carter, Athletic Director
Richard Cecere
Mark Davis (Co-Chair)
Sally Eastman
Nick Elliott
William Horn
Ashley Jenkins
Scott Mann
Jim Phillips (Co-Chair)
Kyle Sabol
Holly Spadorcia
Tony Williams

COLLABORATIVE SERVICES
Susan Anderson, Aide
Connielisa Asad
Linda Benedict
Jeff Brabham (Co-Chair)
Felissa Clement, Aide
Brian Finch
Brian Maddux
Dianna Mitchell, Aide
Chrissundra Proctor –Smith (Co-Chair)
Carolyn Roberts, Aide
Christine Stewart, Aide
Robin Upshall (Co-Chair)
Colleen Wallace
Abbie Waymer, Aide
Francine Williams (.5)
Donna Winn

CAREER TECHNOLOGY EDUCATION
Turashell Branham, Business
Barry Burdette, Agriculture
Jacqueline Golden, Business
Kevin Magourik, Business
Chelsea Semrau, Family & Cons. Sci.
Matt Rollins, Agriculture
Melissa Sims, Family & Cons. Sci.
Barbara Whiteside, Business
Danice Young, Business (Chair)

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

__X__ **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A__ Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **Recruitment**

The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

_____ **Half-Day Child Development**

The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

_____ **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

_____ **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five

years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Woodmont High School
An International Baccalaureate World School

Portfolio

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Introduction

Woodmont High School is improving annually and looks forward to reaching the goals set by the faculty. We have a comprehensive school-wide plan that is aligned with the criteria of our district as well as with the state's report card. Despite a small decline in 2014, it is evident from the historically best 2013 South Carolina SDE School Report Card grade that Woodmont High School is on the rise. We see evidence that our mission to create lifelong learners and productive citizens is working. To make sure this success continues, student achievement, teacher and administrator quality, and school climate are the main focal points of everyone in the school. Three broad goals - curriculum alignment, increasing rigorous instruction, and improving the graduation rate through increased student achievement - were set. Ongoing professional development will help ensure that all teachers meet these goals.

Our school portfolio is based on input from the entire staff. We created teams to study approaches to implementing the vision and to recommend a plan within each area because we really wanted the action plan to be owned by everyone in the same way that the vision is shared. The teams for the School Renewal Plan were led by the PDT leadership team. We also felt that if we could effectively communicate each team's acquired knowledge, the entire school community could grow as a result.

At a monthly Professional Development Team (school leadership) meeting, the principal and the curriculum resource teacher presented to the department chairs the *GCS Strategic Planning/Portfolio Checklist*. Each department was charged with the task of contributing to the school portfolio. Following the leadership team meetings and within our bi-monthly Professional Learning Communities, the teachers reviewed, discussed, and submitted input for the Executive Summary, the School Profile, and the Action Plan. The Action Plan contains performance goals for first attempt HSAP by subject, EOCEP, SAT, and graduation rate within the three Goal Areas of Student Achievement, Teacher/Administrator Quality, and School Climate. Each department chair then presented teacher input at the subsequent PDT meeting. The performance goals, strategies, and details were charted by each of the three goal areas.

The Administrative Cabinet consisting of the principal, three assistant principals, one administrative assistant, the AP/IB coordinator, the guidance director, the athletic director, and the curriculum resource teacher then reviewed, discussed and summarized the input from the teachers to include in the School Renewal Plan. In addition, the cabinet developed the plan for the self-study.

The Engagement Process

An overview of the 2014 AdvancEd accreditation process and its four dimensions was presented to the full Woodmont High Schools faculty on April 17, 2013 by the CRT. Teams of teachers and counselors, led by administrators were formed to address the five standards in the Self-Assessment (Dimension 2). In a direct effort to address Standard 4, department

committees were formed according to departments. The School Renewal Plan was examined in committees and sub-committees at various meetings that week.

On April 24, the faculty reconvened after school and was introduced by the CRT to the five standards and the scoring rubrics. The following day, six new committees, formed according to planning periods, met to analyze stakeholder surveys and to select indicators within their assigned standards. Sub-committees were formed to address these specific indicators.

On May 1, the faculty met after school to set goals, objectives, and strategies for the collection of evidence. Planning period committee meetings were held on May 2 to score their assigned indicators and to collect necessary evidence.

In an afternoon meeting on May 8, each of the six committees met to share narratives that had been composed in the subcommittees. The week of May 13, these narratives were reviewed by the CRT, Mr. Imperati, and a team of faculty editors.

Throughout the entire process, minutes were taken for every meeting and compiled into a central notebook. The evidence, such as samples and required documentation, were also placed into a central location.

Representation from Stakeholders

Faculty members, administration, SIC members, and the PTSA were instrumental in the formulation of the school action plan and accreditation process. Administration is currently in the process of forming a student committee to review pertinent aspects of the accreditation process.

Communication of the Final Improvement Plan

On May 31, 2013 the faculty editing committee and administration completed the Executive Summary and the Stakeholder Involvement narrative. Final evidence was collected and submitted.

On June 6, 2013 Mr. Imperati and the CRT met to finalize the Portfolio (Dimension 4) and to submit it to GCS, and to polish the Accreditation for its presentation to the District on June 10.

This portfolio represents the many initiatives of Woodmont International Baccalaureate High School – *High Schools that Work, Learning Focused*, a *Freshman Academy*, and the *International Baccalaureate Programme* which includes both the *Middle Years Programme* and the *Diploma Program*. The faculty and staff believe that the foundation for all of these initiatives is rigorous and relevant instruction.

Woodmont High School 2014 Renewal Plan and Accreditation Committees

		Planning Period	Facilitator	Chairperson	Members	Members
STANDARD 1: Purpose and Direction		2	Ashley Jenkins	McAlister	Brabham Branham Cooper Edwards Gettenberg R. Martin McElveen	Moore Owens Rollins Seltzer-Smith Upshall Whiteside Winston
STANDARD 2: Governance and Leadership		1	Jean Williams	Bachman	Bouldin Eastman Motts Pierson Wilkie Collington Fellers	Lynch-Miner Norman Sexton Sims Spivey Walkenhorst N. Greene
STANDARD 3: Indicators 1-6: Teaching and Assessing for Learning		3	Tammy McClain	Whitmire	Cecere Evans Gunter Johnson Mann Wright Marchant	Asad Ellenburg Halverson Meeks Sabol Wolfram Wooldridge
STANDARD 3: Indicators 7-12: Teaching and Assessing for Learning		6	Jason McCauley	Russell	Marcia Davis Anthony Burdette Day Deschamps Fuller McKamy	Bailey Phillips Place Shain Stewart Wallace T. Williams Kaminska
STANDARD 4: Resources and Support Systems		5	Adam Smith	Cauble	Benedict Chambers Jordan Offik Elliott Farmer Gibson	Horn Kipper Morris Proctor Ragland Winn Brundage
STANDARD 5: Using Results for Continuous Improvement		7	Chawana Goodwin	Quigley	Forrester R. Green Holland Bridges G. Davis Mark Davis McDaniel	Fulton C. Martin Spadorcia Broome Brown Blackmon Caldwell
Overall Facilitators:		Darryl Imperati, Principal	Jennifer Norris, Curriculum Resource Teacher			

Executive Summary

Our mission at Woodmont International Baccalaureate High School is to serve as a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

Our belief is that we are committed to providing educational experiences that prepare its students to be productive citizens of the 21st Century. Our school motto-*Scientia est Potentia* (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.

Our needs assessment or findings for Student Achievement are:

- Woodmont students continue to improve the mean scores in HSAP English and EOC Science.
- In 2012, Woodmont High did not meet AYP on the new ESEA Waiver with a 54.0 rating of an F.
- In 2013, Woodmont High did not meet AYP on the new ESEA Waiver, but improved 15.7 points to a 69.7 rating of a D.
- In 2014, Woodmont High did not meet AYP on the new ESEA Waiver, and slightly decreased 1.9 points to a 67.8 rating of a D.
- In 2012, Woodmont High School received a historically best rating of "Good" in Absolute Rating and a "Good" in Improvement Rating on the School Report Card.
- In 2013, Woodmont High School received a historically best rating of "Excellent" in Absolute Rating and a "Good" in Improvement Rating on the School Report Card.
- In 2014, Woodmont High School received a rating of "Good" in Absolute Rating and an "At-Risk" in Improvement Rating on the School Report Card.
- Our African-American population has highest percentage not passing of all subgroups of the now obsolete HSAP test. We will continue to offer tutoring to all students for all high stakes tests that are required of the SC Department of Education.
- The overall trend for HSAP – First Attempt ELA has continued to increase in the percentage of those passing with a 2 or better and also in the percentage of those scoring Advanced or Proficient.
- The overall trend for HSAP – First Attempt math is stagnant in the percentage of those passing with a 2 or better but the percentage of those scoring Advanced or Proficient increased by one point for 2012.
- The overall trend for fourth- year students for HSAP dropped for the 2014 even though it had consistently been ninety percent.
- The overall trend for End of Course exams has continued to increase for ELA and science in the percentage of those passing annually.

- The Graduation Rate increased slightly in 2014 for the four-year (1%) and slightly decreased in the five-year cohort (1.1%). Our special education students count as drop-outs as they do not receive a diploma from South Carolina. They can remain at Woodmont until they are age 21. In addition, any student who graduates in five years rather than four, counts as a drop-out. Students who leave Woodmont to complete their high school career to receive a GED also count as drop–outs.
- The number and percentages of test- takers for the SAT and ACT have remained steady. Woodmont students score above the state averages on the ACT but have room for improvement for both the SAT and the ACT
- The number of IB Courses has increased to twenty-three courses for grades 11-12.
- The number of AP Courses has increased to eleven.
- We have a record high of 816 students enrolled in AP/IB programs for 2014 - 2015.
- The number of AP exams, as well as, the number of AP students has greatly increased over the last year. However, the percentage of Tests with Scores of 3 or Higher has slightly decreased.
- Our success on AP/IB exams is increasing. The number of students, the number of subjects' tests taken and the number of tests with scores of 4 or higher has also shown a significant increase.
- The number of total AP Scholars has increased as well as the average AP scores.

Regardless of our recent increase in student achievement, Woodmont High School clearly identifies specific areas for improvement:

- the on-time graduation rate,
- EOC passage rate,
- Student performance on SAT/ACT, Advanced Placement and IB Diploma tests.

Our needs assessment or findings for Teacher and Administrator Quality are:

- 100 percent of teachers are certified by South Carolina
- 3 teachers are PACE candidates
- 56.3 percent of teachers have Master's degrees
- 16 teachers have Master's degrees plus 30 hours
- 3 teachers have a doctorate
- 90 percent of teachers are technology proficient
- 12 teachers are National Board certified
- 16 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 39 IB/AP Trained Teachers
- 14 MYP Trained Teachers
- 96 percent of our classes are taught by Highly Qualified Teachers

Woodmont High School clearly identifies specific areas for improvement:

- Ensure "Highly Qualified" teachers in all classrooms
- Increase certifications and endorsements for:
    - Advanced Placement certification
    - Gifted and Talented endorsement
    - Middle Years Program teachers
    - International Baccalaureate Program
    - South Carolina College and Career Ready Skills
    - Improve teacher and student technology usage

Professional development highlights for 2015-16 and beyond include:

- overall emphasis on implementation of the South Carolina Standards
- focus on the implementation of Inclusive Strategies
- focus on strategies for student-centered learning
- focus on continuing planning and assessments for rigorous instruction
- focus on reading and writing skills identified in College and Career Ready Skills
- continue participation in opportunities provided by district to school personnel
- increase the use of technology in the classrooms

Our needs assessment or findings for School Climate are:

School climate at Woodmont High School is a positive one given our survey results.
The decrease in number of ISS and OSS referrals are indicative of a safe and healthy school.
Survey data results for parents, teachers, and students show a good rating of satisfaction in most areas with school-home relations being the weakest.

Woodmont High School clearly identifies specific areas for improvement:
Strengthen collaboration with parents, feeder schools and community to enhance the learning environment and to improve access to educational resources

- Design and implement a plan to ensure the operation of a high quality instructional program in all content areas
- Provide learning environments integrated with technology and opportunities for learning that continue technology proficiency
- Provide an effective system of student services to support the continuous academic growth, safety, and personal well-being of all students.
- Increase parental involvement
- Continue to decrease the drop-out rate
- Increase the Graduation Rate

Our significant challenges from the past three years:

- Downsize of teacher allocation and increase in student teacher ratio
- Lack of funding for classroom materials and resources
- Continued lack of daily technology in available in multiple classrooms – computer labs, tablets, student laptops

- Lack of technology access at home for students
- Increased Poverty Index
- Students displaced in course levels

Our awards and accomplishments for the last three years are as follows:

There are multiple indicators of improvement in student achievement.

- In 2013, Woodmont High School received a historically best rating of "Excellent" in Absolute Rating and a "Good" in Improvement Rating on the School Report Card. Woodmont's Absolute Rating on the 2011 School Report Card was "Average;" the rating for the 2012 Report Card was "Good" for the first time in school history. The "Improvement Rating" was also scored as "Good". This gain was due in large part to improved student performance on HSAP ELA scores, EOC exams and a slight increase in the Graduation Rate.
- The percent of HSAP students who scored at the "proficient" and "advanced" levels for ELA in 2013 increased again to 64.7 percent – a one year increase of 7.9 percent.
- The HSAP longitudinal passage rate for students taking HSAP dipped to just below 90% to a score of 89.8% for the 2013 school year. This is indicative of the school's concerted effort, along with business partner Michelin, to provide extra help to those students who did not pass HSAP on their first attempt.
- In 2013, the EOC scores reached a school record of 77.6 percent.
- The Graduation Rate increased to a 5-year high of 66.3 percent.
- Woodmont received the Palmetto Silver Award for closing the achievement gap for both 2012 and 2013.
- The percentage of Total number of AP students increased
    - 2013-2014 – 30.3%
    - 2014-2015 – 19.3%
- The percentage of Total number of AP exams increased:
    - 2013-2014 – 37.0%
    - 2014-2015 – 37.1%
- The percentage of Total number of IB students increased
    - 2013-2014 – 19.7%
    - 2014-2015 – 20.7%
- The percentage of IB students taking at IB exams increased:
    - 2013-2014 – 5.5%
    - 2014-2015 – 55.5%
- The percentage of total number of AP/IB students combined increased:
    - 2013-2014 – 32.1%
    - 2014-2015 – 12.2%
- The percentage of total number of AP/IB exams combined increased:
    - 2013-2014 – 23.3%
    - 2014-2015 – 44.0%

Additional awards and accomplishments are:

- SDE School Climate Improvement Grant 2011 – 2015 (September)
- 2010 -2011 Technical Assistance Grant
- GCS District Teacher of the Year Finalist 2011 and 2012
- GCS District Teacher of the Year 2013
- WYFF Golden Apple Teacher of the Year 2013
- WYFF Golden Apple Teacher of the Year Nominee March 2015
- SCSAL Paraprofessional of The Year for SC 2012
- The FFA program and the Fine Arts department (Art, Band, Chorus, and Drama) continued to earn numerous awards and recognitions. Our drama program won the State Championship SC Theatre Association High School Festival Fall 2012. As a result, the program successfully competed nationally for the first time in school history.
- Mock Trial and YIG – 2013 Best Attorney Team
- Our athletic program earned the SCHSL 4A Region I Sportsmanship Award 2011

Sustaining the improvement, along with improving the graduation rate, will be the key to Woodmont High School's future success. Woodmont High School must work towards sustaining a solid staff that will be committed to planning rigorous instruction. Moving to a traditional schedule format, having new technology and a consistent administration should help strengthen collaboration with the stakeholders and also improve student pride. The faculty believes that our goals can lift the spirits of all stakeholders and also continue to strengthen the image of our school to one that is admired by everyone in the District.

School Profile

The School Community

Woodmont High School was established in 1965 from a tradition of schools in the Piedmont area dating to 1880. The name is derived from combining the Ellen Woodside High School and Piedmont High School names. The school serves a large geographical area covering more than 160 square miles. Situated in the southern portion of the county, Woodmont serves one of the fastest growing regions in the State. The present school facility opened in 2005 as part of the District's $999 million construction plan. Our 290,000 square feet state of the art handicap accessible facility houses the following amenities:

- New 400 - Student addition - August 2013
  Auditorium with Computer Tech Lighting and Sound
- Television Production Facility
- Spacious Media Center
- Art Studio with Kiln Room
- Three Gymnasiums including a 2000 seat capacity main gymnasium
- Three Greenhouses
- Soccer, Softball, and Football Practice Fields
- Football Stadium (seats 5000)

The new facility and the second GCS Technology Refresh initiative in 2015 have been worth the wait. Woodmont High School's stakeholders are extremely proud of the new facility and are expecting improvements in all other areas of the school. Due to the increase in enrollment, a 400 student addition to the building began in May 2012 and opened for students in August 2013.

Woodmont International Baccalaureate High School is a comprehensive 9-12 high school. School highlights are a diverse curriculum including Advance Placement (AP) and International Baccalaureate (IB) courses, Agricultural Science, Career and Technical training, a JAG Program and a JROTC program. Our major programs and academic initiatives are *High Schools that Work*, *Learning Focused*, the *International Baccalaureate Programme* which includes both the *Middle Years Programme* and the *Diploma Program* and a *Freshman Academy*. Woodmont students begin their high school years in the Freshman Academy. The Academy is centered on a team concept with common planning periods for team teachers. In 2016, we will begin Inclusive Strategy Classes in the English and math courses.

Not only is Woodmont a *World School* by offering both the MYP and DP programmes of International Baccalaureate, but we also offer a Special Education program for a total of 271 students with resource classes for students with IEPs. In addition we offer an Occupation Diploma program for our 73 students that qualify. The Occupational Diploma program for our students includes fifty-six classes in all core subject areas, vocational and life skills

courses and has a provision for training at the Donaldson Career Center and even work/internship components.

In recognition of, and in concert with the IBO philosophy that *students engage in critical reflection on the knowledge and experience acquired both within and beyond the classroom*, Woodmont High School boasts of thirty-four sports teams in fourteen sports and participates in 4A Region I. The program has two sports champions in 4A competition in swimming and volleyball as well as several teams and individual student-athletes that have competed in state championship playoffs. Woodmont students also have a plethora of opportunities to participate in an Award Winning FFA Program, an Award Winning Marching Band, an Award Winning Drama Program, an Award Winning Chorus Program, in addition to fifty-one academic or service learning clubs and extracurricular activities.

Woodmont High School has seen a significant transition in leadership. In fact out of the forty-three year history of the school, there have been 15 principals. With Mr. Darryl Imperati now in place for the last seven years, we feel the school has a quality instructional leader that has the ability to move the school in a positive direction. The environment is one of encouragement and respect. Consistency in leadership will foster an environment of stability. Stability and consistency will allow the staff to continue building upon the same best practices, strategies, and goals overtime.

After our self-assessment on the Leadership Continuous Improvement Continuum, everyone recognized that we needed greater staff buy-in if decisions are to lead to substantial school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement the vision. The Professional Development Team meets monthly with the CRT and Mr. Imperati to discuss strategies surrounding the goals of our school.

Currently, our faculty includes five administrators (including four assistant principals), an IB/AP Coordinator, one Curriculum Resource Teacher, six guidance counselors with two support staff, two full-time media specialists with a part-time clerk, one Athletic Director, eighty-five classroom teachers, two JROTC teachers, one ISS teacher, one JAG teacher, a .5 ESOL teacher, six collaborative services aides, and six support positions including the school nurse, and two SROs.

The administrative team as shown in the chart below was updated for the 2014-2015 school year. The daily communication process is shown in the chart above. Daily communication starts with the principal and is disseminated down to the teachers. The principal communicates to the administrative team. The assistants communicate to the department heads (PDT). Finally, the department heads share information with their department. It is the responsibility of the PDT leadership team members to inform their departments of PDT leadership discussions, and to bring suggestions and concerns back to the PDT leadership.

The organizational structure for Woodmont High School is for the most part departmental. All teachers teach within their area of certification and work closely within their departments to align curriculum. The faculty meets on the second, third, and fourth weeks from 7:45–8:40

for professional development, departmental meetings, or faculty meetings. In addition, the department chairs meet the first Wednesday of each month in the Professional Development Team meetings. Teachers also receive professional development during planning periods a minimum of once each month. In addition to this, our induction (first year) teachers and annual contract teachers meet at least once monthly and as needed with mentors and the CRT each month.

This decision-making structure was designed to clarify how decisions would be made and by whom. This structure is as follows:

2014-2015 School Year

Principal: Mr. Darryl Imperati

Christie Williamson **Assistant Principal**	Adam Smith **Assistant Principal**	Chuck Winney **Assistant Principal**	Chawana Goodwin **Assistant Principal**	Carol Ann Blackmon **IB Coordinator**	Jennifer Norris **CRT**

Department Chairs

English	**Social Studies**	**Math**	**Related Arts**	**Science**	**Special Education**	**Foreign Language**	**JROTC/PE**	**CATE**
Catie Lynch-Miner	Mark Davis James Phillips	Ashley Sexton Jason Fellers	Suzan Cauble	Meredith Spano Lisa Offik	Jeff Brabham Robin Upshall	Clark Day	Major Robert Bouldin Melissa Lewis	Danice Young

Teachers	Teachers	Teachers	Teachers

Vertical articulation with other grades is achieved through departmental and professional learning community meetings. The Professional Development Team is in place for articulation between departments. One focus for 2015-2016 is to continue to be cognizant of planning and assessments of rigor and higher order thinking skills as the segway for preparation for College and Career Ready skills. We feel that the emphasis on rigor will not only help in the preparation for high stakes testing, but will also better prepare our students

for the MYP and DP programmes of our International Baccalaureate school. In addition, we will begin to implement strategies for inclusion in our English and math classes in grade 9.

We have had different programs within our school on different bell schedules. To prepare for the implementation of new standards and the increase in rigor and further enhance student achievement, the faculty decided to transition back to a seven period Traditional Schedule for 2012. A modified block schedule had been previously instituted since 2009.

The 2015 plans are for the reinstatement of a Freshman Academy to be run like a school-within-a-school. An administrator, Chuck Winney, communicates to the teachers and to the team leaders. We will explore the possibilities of teaming in which each team consists of a teacher from the four core content areas. These teachers are still members of their content department, but work closely together to improve the quality of learning for the freshmen students.

In addition, we have in place procedures for identifying students in need of special education services and academic assistance are in place. An Assistance Team also functions to provide structure and a means for addressing the needs of students who are having problems being successful in school.

Students wishing to enroll in the IB Programme of Woodmont High School should meet with the IB coordinator. Admission to the IB Programme is based upon teacher recommendations and prerequisite classes. Students may meet with the coordinator as entering ninth graders or before their junior year. The number of students enrolled continues to increase as knowledge of the IB Programme becomes more widely known.

Partnership Development

Woodmont High School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help us and our children meet the challenges of a fast-paced, ever-changing world.

Recognizing that outside involvement is one of the greatest contributors to student success, our school decided to convene a team to develop strategies for increased parent and community involvement. We have determined, given our community's demographic profile that we need to provide some well-placed support for our students' families so that they, in turn, can support their children's education. Ultimately, we would like to have a clearly articulated partnership structure for the school, so that our partners' efforts directly impact our students' success in school and in life.

Michelin has been a constant force of support for Woodmont students. Tutoring, mentoring, job shadowing and financial donations are just a few of the initiatives Michelin does for us. Because of their unwavering support, they were nominated for the SC-ASCD’s Friend of

Education Award in 2008. On October 10, 2008, Michelin received the award at the opening ceremony of the fall SC-ASCD meeting.

Food Lion has joined the interest in uniting with Woodmont. Donating items for celebrations and sponsoring athletic boosters has been their first step to forming a partnership.

A new partnership was formed with local churches and the Loaves and Fishes organization to institute the Backpack Fridays for our most impoverished students. This provides food to our students over the weekend when they are not in our building. This has been a success and we look forward to continuing the program next year.

In addition to the Backpack Friday, this summer, Woodmont will be a part of the Greenville County Schools Free Summer Lunch Program. The program provides free lunches and breakfasts* from Monday, June10 through Friday, August 16 for any child 18 years of age or younger. Meals are provided without regard to race, color, sex, age, disability, religion or national origin.

We have developed a partnership plan, as a part of our comprehensive school-wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these efforts. It is our belief that our students have much to give to, as well as learn from, their community. We have established an effective School Improvement Council (SIC) along with our committed PTSA. For the past several years, these groups have worked tirelessly to build relationships with local businesses as well as support our initiatives.

As part of the fascinating growth in the southwestern corridor of Greenville County, Woodmont High School, like the developing industry, would like to be the best it can be! All stakeholders need to come together with a vested interest in seeing our school make the best use of all of its resources. We feel that a strong school and community base wherein all partners benefit and contribute meaningfully is the key to the success of the entire citizenship. Our current partnerships are listed below.

***Huge Contributing Partner

First Name	Last Name	Company	Address	City	State	Postal Code
Elizabeth	Hotaling	***Michelin America's Research and Development Corporation	515 Michelin Rd.	Greenville	SC	29605
Darius	Hall	PTSA President	2831 W. Georgia Rd.	Piedmont	SC	29673
Karen	Chambers	Sue Cleveland Elementary	375 Woodmont School Rd.	Piedmont	SC	29673
Ken Roger Lisa	Baxter Meeks Wells	Greenville County School Board	301 E.Camperdown Way	Greenville	SC	29601
Kathie	Karls	3 M	1420 Perimeter Rd.	Greenville	SC	29605
		Urban League of the Upstate		Piedmont	SC	29673
Chuck	Morton	Greenville Technical College Brashier Campus	P.O. Box 5616	Greenville	SC	29606
Heather	Leckie	Athletic Booster Club	2831 W. Georgia Rd.	Piedmont	SC	29673
Carolyn	Joy	Business Partner – Little Cafe	851 Garrison Rd.	Pelzer	SC	29699
Becky	Hamor	Retired Educator	302 Golden Grove Circle	Piedmont	SC	29673
Ann	Brown	Woodmont Middle School	325 N. Flat Rock Rd.	Piedmont	SC	29673
Stanley	Candler	Washington Baptist Church	208 Washington Church Rd.	Pelzer	SC	29669
Eric	Boggs	Beech Springs Pentecostal Holiness Church	103 Beech Springs Church Road	Pelzer	SC	29669
Chris	Lollis	Augusta Road United Methodist	603 Emily Lane	Piedmont	SC	29673
Mike	Morris	Oak Pointe Church	600 Shaden Acre Ct.	Pelzer	SC	29673
Art	Gibson	Commercial National Bank	8016 Augusta Rd. Box 7	Piedmont	SC	29673
Robin	Carlow	SIC President	2831 W. Georgia Rd.	Piedmont	SC	29673

Kim	Reid	Fork Shoals Elementary School	916 McKelvey Rd.	Pelzer	SC	29669
Mimi	Melehes	Ellen Woodside Elementary School	9122 Augusta Rd.	Pelzer	SC	29669
Rita	Mantooth	Ralph Candler Middle School	4231 Fork Shoals Rd.	Simpsonville	SC	29680
Gregg	Scott	Woodmont Middle School	325 North Flat Rock Rd.	Piedmont	SC	29673
Staci	Koonce	Peace Center	300 South Main St.	Greenville	SC	29601
Paulette	Dunn	Loaves and Fishes Executive Director	25 Woods Lake Rd.	Greenville	SC	29607
Danny	McCuen	Greenville Crime Stoppers	1400 Cleveland St.	Greenville	SC	29607
Tony	Espinas	Simpsonville Rotary Club	126 Old Main St.	Simpsonville	SC	29681

School Personnel

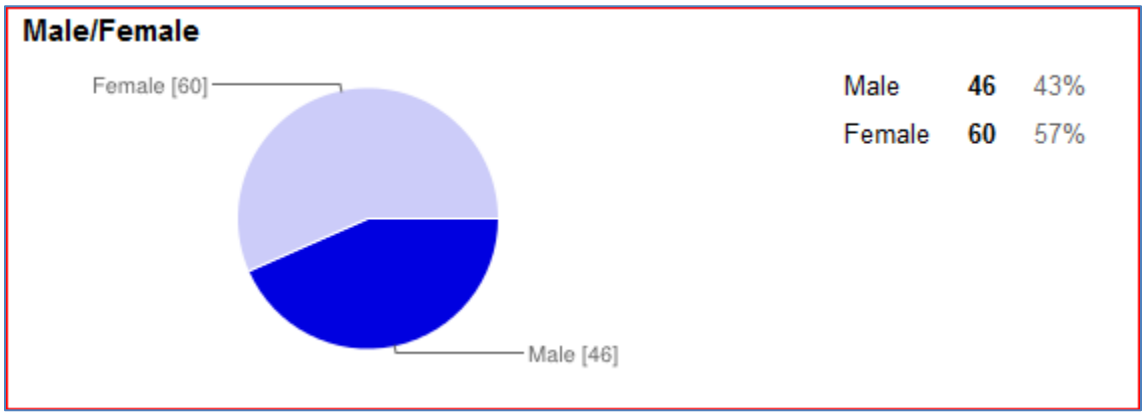
The professional staff is comprised of one hundred four members. Within our teacher count we have nine special education teachers, and .5 English for Speakers of Other Languages teacher. Down from previous years, now 24% of teachers at Woodmont High School have between zero and five years of teaching experience. Because research tells us that experienced teachers positively impact student achievement, administrators hired new teachers to the building with teaching experience in mind. Education level of a teacher is also important. Our teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. The turnover rate has held steady at 9% or less for the last three years. We have twelve National Board Certified teachers.

- 100 percent of teachers are certified by South Carolina
- 3 teachers are PACE candidates
- 54 percent of teachers have Master's degrees
- 16 teachers have Master's degrees plus 30 hours
- 3 teachers have a doctorate
- 91 percent of teachers are technology proficient
- 12 teachers are National Board certified
- 16 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 39 IB/AP Trained Teachers
- 14 MYP Trained Teachers
- 96 percent of our classes are taught by Highly Qualified Teachers

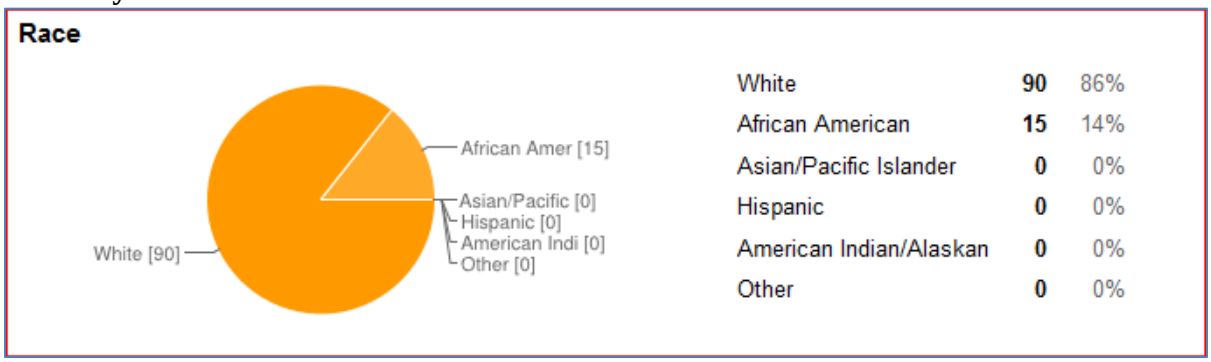
Other support personnel available to assist in meeting the needs of students include members of the secretarial staff, plant engineer, nurses, aides, school resource officer, food service workers, and other district support personnel.

- Our agency partner positions include a Career Specialist, a Job Coach, JROTC, a Jobs for America's Graduates for identified At-Risk students (JAG) coordinator and an Urban League counselor.

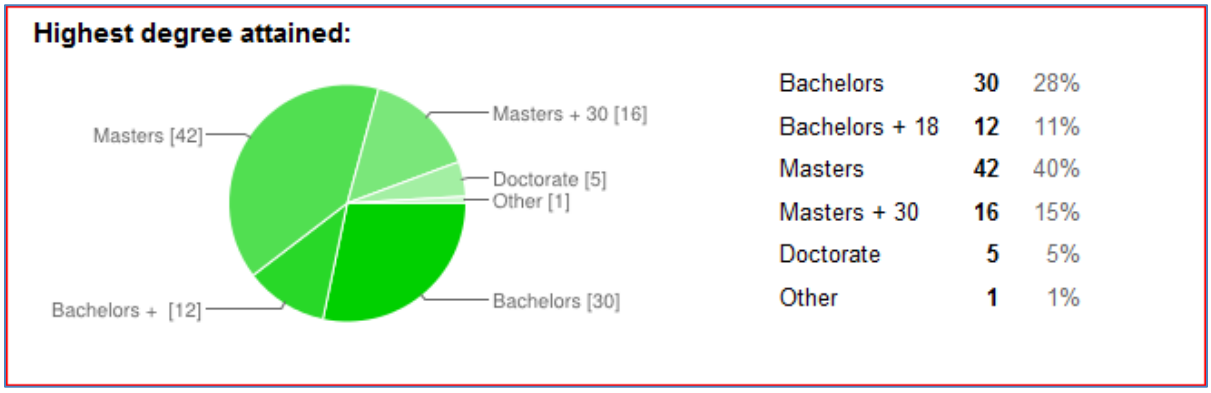
Gender for 2015:



Ethnicity for 2015:



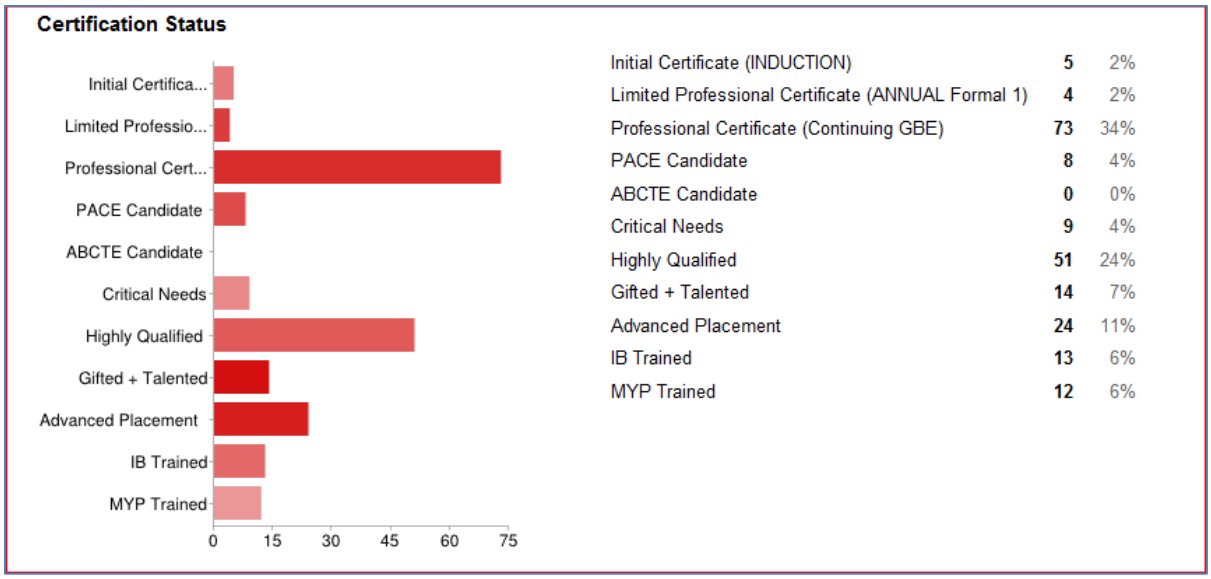
Education Level for 2015:



Teachers with Advanced Degrees:

	2014	2013	2012
SC Annual School Report Card Data	54.0	56.3	56.5

Certifications and Endorsements for 2015:



Teachers Returning from previous year:

	2014	2013	2012
SC Annual School Report Card Data	90.5	90.2	90.2

Teacher Attendance Rate:

	2014	2013	2012
SC Annual School Report Card Data	93.8	93.8	93.9

Years of Teaching Experience:

	1-5	6-10	11-15	16-20	21-30	31+
Years in education	24	26	17	11	18	6
Years at Woodmont High	53	30	11	2	5	2

Student Population

As a rural high school, Woodmont High School serves a culturally diverse population of 1,811 students in grades 9 through 12 from its immediate geographical area, as well as students bussed from the city of Greenville. The student body is an ethnically diverse population: sixty-four percent white, twenty-seven percent African-American, slightly less than one percent Hispanic, less than one percent each of Asian, American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, and multi-racial.

Enrollment Summary for 2015:

Enrollment Summary: Scheduling/Reporting Ethnicity as of 09/09/2014 (A)

Woodmont High School

View: Scheduling/Reporting Ethnicity ▾ Students: ◉ All Active Enrollments ○ Current Selection Date: 9/9/2014 (MM/DD/YYYY)

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
9	585 330 / 255	5 1 / 4	154 94 / 60	36 20 / 16	0 0 / 0	12 6 / 6	2 1 / 1	376 208 / 168	0 0 / 0
10	481 250 / 231	3 2 / 1	118 67 / 51	27 11 / 16	1 0 / 1	10 7 / 3	0 0 / 0	322 163 / 159	0 0 / 0
11	420 235 / 185	3 1 / 2	112 65 / 47	25 13 / 12	0 0 / 0	4 0 / 4	1 0 / 1	275 156 / 119	0 0 / 0
12	325 162 / 163	2 0 / 2	96 45 / 51	17 7 / 10	0 0 / 0	7 4 / 3	0 0 / 0	203 106 / 97	0 0 / 0
Total	1811 977 / 834	13 4 / 9	480 271 / 209	105 51 / 54	1 0 / 1	33 17 / 16	3 1 / 2	1176 633 / 543	0 0 / 0

We serve 271 (fifteen percent) students with disabilities – a four student increase. Our number of resource students increased by 35 students while the self-contained and "other" categories decreased by 16 students. Therefore, the total number of self-contained classes decreased by 28 classes and one teacher.

Number of Special Education students by category: 271	Resource:	192	Self-Contained:	73	Other:	2
	LD/Resource	151	Autism/SC	6	Speech Only	0
	OHI/Resource	22	ED/SC	3	OHI/I	1
	Multi/Resource	7	LD/SC	40	Autism/I	1
	Autism/Resource	2	OHI/SC	3		
	LD/I	5	ID/Mild/SC	7		
	ED/Resource	4	ID/Moderate/SC	10		
	ID/Resource	1	Multi/SC	4		

Self-Contained Classes (# and type):

TOTAL: 56 classes

- TMD = 31
- OCC = 25

The FARMS percentage dropped 3.3 % to 40.73 percent. At the same time, our School Poverty Index increased 1.5 % to 63.51 percent.

WHS also has experienced an increase to 81 students from 49 students in grades 9-12 who meet the state specifications for English for Speakers of Other Languages (ESOL).

Dedicated to meeting the educational needs of all students, 501 WHS students participate in the gifted and talented program and 24.7 % are enrolled in the AP/IB program. That is promising increase of 2%.

G&T Students Served (#):
501

Student success on AP/IB exams decreased 9.4% to a 40.6% success rate. We account the drop to the 2 percent increase in the number of students enrolled in the programs.

	2014	**2013**
Enrolled in AP/IB programs	25.6%	Up from 23.6%
Successful on AP/IB exams	40.6%	Down from 50.0%

The importance of daily attendance is stressed for all students. As reported in the 2013 State of South Carolina Annual School Report Card, we had an average student attendance rate of 92.4%. The SC SDE had difficulty with the calculations and is in the process of re-calculating the student attendance rates for high schools and updating the School Report Cards. For now, we do not have an official student attendance rate for 2014.

	2013	**2012**
Attendance rate	92.4%	Down from 92.5%

Data points of promise: While the student retention rate has slightly increased, students that are older than usual for grade has decreased .4%.

Data points of concern:

- The retention rate has increased .5% to 5.8%.
- The annual student dropout rate increased 1.3% to 5.1% after a three year low in 2012 of 3.8%.

	2013	**2012**
Retention rate	5.3%	Up from 4.8%
Attendance rate	92.4%	Down from 92.5%
Annual dropout rate	3.8%	Down from 5.7%

	2014	**2013**
Retention Rate	5.8%	Up from 5.3%
Attendance Rate	N/AV	N/A
Annual dropout rate	5.1%	Up from 3.8%

Mission, Vision and Beliefs

Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff was asked to brainstorm independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

Mission

Woodmont International Baccalaureate High School is a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

Vision

A vision is a specific description of what it will be like when the mission is achieved. A vision is a mental image. It must be written in practical, concrete terms that everyone can understand and see in the same way.

The following are the curricular, instructional, assessment, and environmental factors that support effective learning for Woodmont High School students:

Curriculum must be up-to-date and aligned with school, district, and state curriculum standards. Curriculum must be designed to help students meet achievement goals; therefore, curriculum will be:

- Relevant to real world applications
- Cross-curricular
- Standards-based
- Challenging
- Include courses for all ability levels

Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will:

- Be student centered
- Be investigative
- Be differentiated
- Include hands-on activities
- Use different strategies to achieve objectives and standards
- Use peer coaching and tutoring
- Provide instructional assistance for all faculty
- Integrate technology
- Employ varied methods
- Be engaging

Assessment will be just, varied and aligned with material taught. Assessment will be:

- Authentic
- Frequent
- Aligned with instructional and curricular standards
- Objective through the use of rubrics
- Varied

Environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will be:

- Visually stimulating
- Mutually respectful
- Clean, safe, and conducive to learning and intellectually nourishing
- Student-centered
- Include an increased availability of materials and resources

Beliefs

"Woodmont High is committed to providing educational experiences that prepare its students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood."

We believe…

Within a positive, safe, clean environment, teachers will develop and implement a standards-based curriculum suited to the unique needs of each student in our school.

All students can learn provided the environment matches their needs.
We teach children and not to the test because they are more valuable than tests and content.
Teaching students how to learn is as important as teaching them what to learn.
Respecting all children is important
Personal responsibility is from teachers, administrators, and students.
All stakeholders are involved in the education of the student.

Instruction should: provide a curriculum consistent with state standards.
Instruction calls on differing modalities of learning and is student driven.
Provide opportunities for cooperative teaching and learning using different teaching methods.

Curriculum should be easily identifiable and challenging-uniform throughout the school with accommodations for all levels.

Assessment should:
Be quality assessment at high cognitive skill level and aligned with curriculum standards.
Use long term reports and portfolio projects as assessment and reflection of learned material.

The last few years have been highly productive years for Woodmont High School. We have a clear path for increasing student achievement laid out before us. The processes from previous administrations have been refined and merged with that of the new administration. Woodmont High School has continued to gather and analyze data. We know how to implement content and performance standards in our classrooms. Additional support has been added for low-achieving students in reading, teachers have broadened hands-on learning in the classrooms, and partnerships with local agencies to support student and family needs have been formed. Studying our student achievement results along with our school processes for measuring these results are also a constant focus.

Next Steps

Our work is quite focused and there is buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, next year we plan to:

- Continue to increase rigor by:
    - Focus on planning and observing for Student Centered Teaching
    - Review Unit Plans for increasing rigor in instruction
- Creating and using benchmark tests for the core subject areas
- Continue the use of Rubicon Atlas
- Use common assessment items and pacing
- Examine student assessment data regularly on the mastery of learning targets, as content area teachers and in grade-level teams
- Become involved in implementing college and career ready skills in our individual classrooms
- Collect authentic assessment data so we can use it for action research
- Continue a non-threatening process for peer coaching
- Continue to share our work through our professional learning communities, so that every child in the school can benefit from each teacher's talents
- Provide continuing PowerSchool and PowerTeacher data training to more staff members
- Continue the International Baccalaureate Middle Years Program.

Data Analysis and Needs Assessment

What the Data Tells Us

We can see that our demographics have changed. We know from census data in addition to this information that our population will continue to change. It will be critical for us to stay aware of our student and community populations so we can prepare to meet their needs.

Our goals of Woodmont International Baccalaureate High School are:

Goal 1: Raise the academic performance of each student
Goal 2: Ensure quality teachers in all class rooms.
Goal 3: Provide a school environment supportive of learning.

Our student achievement results indicate that we are doing an good job in all measured areas, except graduation rate. We can always improve our scores and will work diligently towards improving our achievement goals. Concern over our continued low graduation rate has made this a priority. New strategies along with former strategies with proven results will be put into place that will not only improve our graduation rate, but also help improve all facets of student achievement.

With the hard work of Woodmont High School staff, our students are beginning to show successes academically as we believe they can be. However, when we compared our students' standardized test scores to school's like ours, we are aware that our students can improve. Overall, the females seem to score slightly better on the HSAP math and English language arts section than the males and there is a very significant achievement gap between white and black student in ELA and math. In addition, there exists a gap with our disabled and subsidized meal subgroups.

Staff members believe that improved achievement can result from continued approaches, including:

- Professional learning communities
- Continuing standards-based instruction
- Planning Rigorous Instruction
- Common pacing guides and common assessments
- High Schools That Work's "Best Practices"
- International Baccalaureate Programme – MYP and DP
- Freshman Academy
- Freshman Academy Boot Camp – *The 8.5 Academy*
- Michelin Tutors (provision made for underachieving students)
- HSAP and EOCEP Tutorial Programs (provision made for underachieving students)
- Students scoring below basic on the 7th grade PASS test in English and Math are identified for basic level courses and at-risk programs.

The data also indicates that Woodmont High School's implementation of each of our academic programs would offer the possibility of increasing student achievement. By emphasizing the day to day goals on meeting the requirements of the state Report Card, we feel that our results will be positive. The IB Programme instated a rigorous curriculum for honors level students. The High Schools That Work program targets the average students that are sometimes overlooked. Focusing on improving graduation rate, increasing the percentage of students passing the state End of Course Tests, raising first attempt and longitudinal HSAP scores, and meeting AYP will help every student in the school. To do this teachers must be exposed to and use best practices.

Multiple forms of data were gathered to list our strengths and weaknesses:

Strengths

- 8.5 Freshman Summer Academy
- Consistent faculty and staff
- Continued collaboration and professional development
- Increased rigor for all levels of instruction
- Increased the number of AP/IB students and number of exams given
- Increased the percentage of AP exams with scores of 3+

Weaknesses

- 25% of the teaching staff only has 0-5 years of experience.
- The Poverty Index is rising
- Additional technology equipment is needed for both students and teachers
- Improvement needed for student course assignments by teacher recommendations

Next Steps

We must continue to gather and analyze our student achievement data, along with our questionnaire results and demographic data. In addition, we must filter the student achievement analyses down to the classroom levels, and make sure each teacher has her/his classroom's historical results on the first day of school. Staff members need to attend in-service sessions to help address implementing continuous quality improvement strategies for our school.

STUDENT ACHIEVEMENT OUTCOMES

SDE School Report Card

The school report card is the primary evaluation tool of a school's student achievement. This evaluation instrument measures high schools in the state by first attempt passage rate of the HSAP, longitudinal (over time) passage rate of the HSAP, passage rate of End of Course Tests, and the graduation rate. Until 2014, Woodmont High School has shown annual growth

in the absolute ratings for the last three years with an improvement rating of a steady "Good" for two years to the 2013 historic Absolute Rating of "Excellent". The Woodmont High School faculty was excited in 2013 to see the improvements of– first attempt proficient and advanced and overall end of course tests. We worked diligently to show continuous improvement so that the absolute rating for the 2013 report card of "Excellent". As our 2014 EOC scores declined, our goal is to reinstate both the efforts and the results of the 2013 SRC as well as to improve the ESEA grade.

NCLB - Number AYP objectives vs. number met last three years (most recent first):	Year	Number	Number Met
	2014	ESEA:50	ESEA:25
	2013	ESEA:49	ESEA:27
	2012	21	12
	2011	21	12
Report card rating last 3 years absolute / growth(most recent first):	Year	Absolute	Growth
	2014	Good	At-Risk
	2013	Excellent	Good
	2012	Good	Good
	2011	Average	Below Average

HSAP Passage Rate– 1st Attempt

The first-time passage rate for HSAP (both ELA and math) in 2013 was 74.2% - a 4.2 point decrease - and still six points lower than that of schools with students similar to those at Woodmont. The three-year trend is shown below. The HSAP first attempt results of the *Occupational Diploma* students at Woodmont High School have been included in these data tables.

Our overall scores are progressing with an occasional decrease in both subject areas. The most significant decrease in scores has been math. Overall, the females seem to score slightly better on the HSAP math and English language arts section than the males and there is an achievement gap between Caucasian and African American students in ELA and math. In addition, there exists a gap with our disabled and subsidized meal subgroups. Our plan to improve our first attempt passage rate from 79.7% to back to 83% was unsuccessful.

1st attempt – passed both parts

From the 2012 to the 2014 academic school years, the passing rate for the first-attempt decreased by 1.6%.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students						
	Our High School			High Schools with Students Like Ours		
Percent	2012	2013	2014	2012	2013	2014
Passed both subtests	75.8%	78.8%	74.2%	81.8%	84.8%	80.1%
Passed one subtest	14.5%	11.3%	16.4%	11.6%	10.1%	13.7%
Passed no subtests	9.7%	9.8%	9.4%	7.1%	5.6%	6.8%

ELA – 1st attempt – pass

From the 2012 to the 2014 academic school years, the passing rate for the first-attempt in ELA increased by 1.4%.

Math – 1st attempt – pass

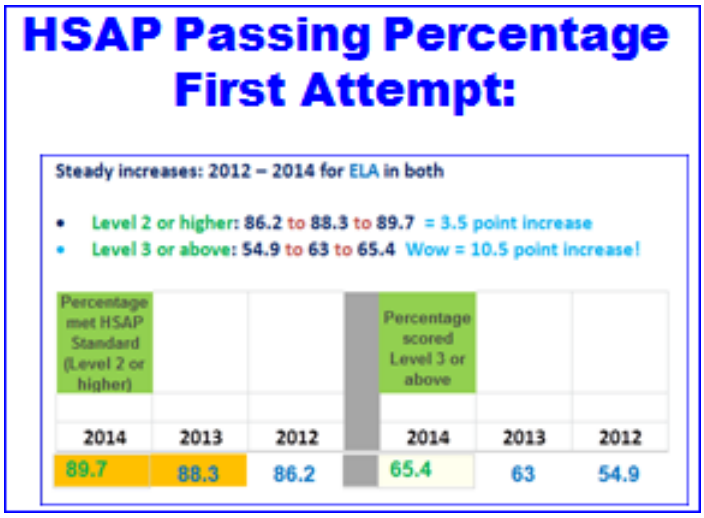
From the 2012 to the 2014 academic school years, the passing rate for the first attempt in Math decreased overall by 6%. (See chart below)

HSAP English passing % 1st attempt last 3 yrs. (most recent first): – English/Language Arts	2014 = 89.7
	2013 = 88.3
	2012 = 89.2
HSAP Math passing % 1st attempt last 3 yrs. (most recent first): - Math	2014 = 74.7
	2013 = 80.2
	2012 = 80.7

1st attempt – passed both part: Proficient and Advanced

In addition to an improvement in the percent of students scoring basic or higher in ELA, the percent of students scoring "proficient" and "advanced" increased in ELA by 9.5% from 2012 to 2014. The Math percentage remained the same in 2012 and 2013. (Please refer to charts below.)

Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	407	96.3	11.4	31.8	37.5	19.4	56.8
	2013	411	95.9	11.4	23.9	32.0	32.7	64.7
Mathematics								
All Students	2012	407	95.3	20.6	29.1	26.0	24.2	50.3
	2013	411	95.9	18.3	31.5	25.9	24.4	50.3



Other improvements observed are the increase in the HSAP ELA mean scores for grades 9 and 10 in ELA. The HSAP Math mean scores slightly decreased.

2013:

Two-Year High School Grades Trend Data							
	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
[redacted]	9	35	206.8	80.8	35	198.5	80.8
	10	342	230.9	98.1	342	225.5	98.1
	11	1	I/S	I/S	1	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S

2014:

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
[redacted]	9	46	209.6	94.1	46	195.1	94.1
	10	385	231.7	99.3	385	223.8	99.3
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S

HSAP Passage Rate – *Longitudinal*

The longitudinal passage rate for 2013 was 89.8% for all students, 2.2% lower than that of schools with similar students to WHS and 2% lower than 2012. The 2014 rate was lower in comparison to both 2013 scores and to 2014 schools with similar students to ours.

HSAP Passage Rate by Spring 2013		
	Our High School	High Schools with Students Like Ours
Percent	89.8%	92.0%

HSAP Passage Rate by Spring 2014		
	Our High School	High Schools w/ Students Like Ours
Passage Rate	85.4%	93.2%

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis. All students at Woodmont High School that are enrolled in a course requiring an EOC test are required to take that test at the end of the course. Results for middle school students that take an EOC test are not included in these data tables even though these middle school students are future Woodmont High School students and will not repeat the course. In each subject area tested, the percent of students scoring 70 or higher increased during the period 2011-2013. The chart below shows the passage rate in each subject from 2010-2014. . The total passage rate for the 2013 tests were the highest the school has received to date. We had an 8.5 % overall passage rate increase from 2012- 2013. Students from STAR and other programs historically have a low passage rate on EOC exams. Even though those students are not on our campus during their first year of high school, their scores are included in our overall EOC passage rate.

Beginning with the 2006-2007 school year, the SC State Department of Education added the percentage of students passing End of Course Tests as 20% of the School Report Card. Students take these state tests in English I, Algebra I, Biology I, and US History. Physical Science testing ended with the 2011 school year. US History has been our most consistent subject for improvement. Our US History scores had been continually dismal but we experienced an exciting 13.6 % increase for 2012 and nearly a 20% increase for 2013. Unfortunately, the scores for all EOC courses decreased for 2014. All EOC PLC groups have met consistently with hopes of greatly improving our results. Each content area improved results and we have been able to improve our overall passage rate until 2014. In comparison with schools like ours across the state, we find that we are comparable. However, our realistic goal for this year is to move back to a 77.6% passage rate. We feel confident that the continued PLC meetings and the year long schedule will help us to achieve our target goal.

End of Course % passing - Biology 1/Applied Biology 2	2014 = 81.8 2013 = 83.2 2012 = 81.9
Passing % over last 3 years (most recent first): – Algebra I	2014 = 72.2
	2013 = 74.2
	2012 = 73.4
EOC passing % over last 3 years (most recent first): – English I	2014 = 72.2
	2013 = 73.1
	2012 = 68.1
EOC passing % over last 3 years (most recent first): – Physical Science 2010-11 was the last year of administration	2014 = NA
	2013 = NA
	2012 = NA
EOC passing % over last 3 years (most recent first): – US History	2014 = 66.3
	2013 = 75.1
	2012 = 69.1

2013:

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	75.6%	79.6%
English 1	74.9%	76.2%
Biology 1/Applied Biology 2	84.8%	81.7%
US History and the Constitution	75.9%	66.0%
All Tests	77.6%	75.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

2014:

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	71.9%	85.2%
English 1	72.2%	75.2%
Biology 1/Applied Biology 2	81.8%	82.0%
US History and the Constitution	66.3%	69.9%
All Subjects	73.8%	78.2%

* High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the school.

Graduation Rate

While we did not meet our 2014 target, we did increase our graduation rate by 1.2 percent. Our system for record keeping has improved. In addition, there is an administrative system in place for an exit conference for students that withdraw from school. Our graduation rate is the lowest overall for our males, African Americans, Hispanics, and disabled subgroups.

Four-Year Cohort Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	447	418	288	317
Number of Graduates in Cohort	289	273	221	241
Rate	64.7%	65.3%	76.1%	77.2%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	453	442	293	310
Number of Graduates in Cohort	293	298	228	238
Rate	64.7%	67.4%	77.4%	78.0%

Four-Year Cohort Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2013	2014*	2013	2014
Number of Students in Four-Year Cohort	418	406	317	319
Number of Graduates in Cohort	273	269	241	255
Rate	65.3%	66.3%	77.2%	80.9%

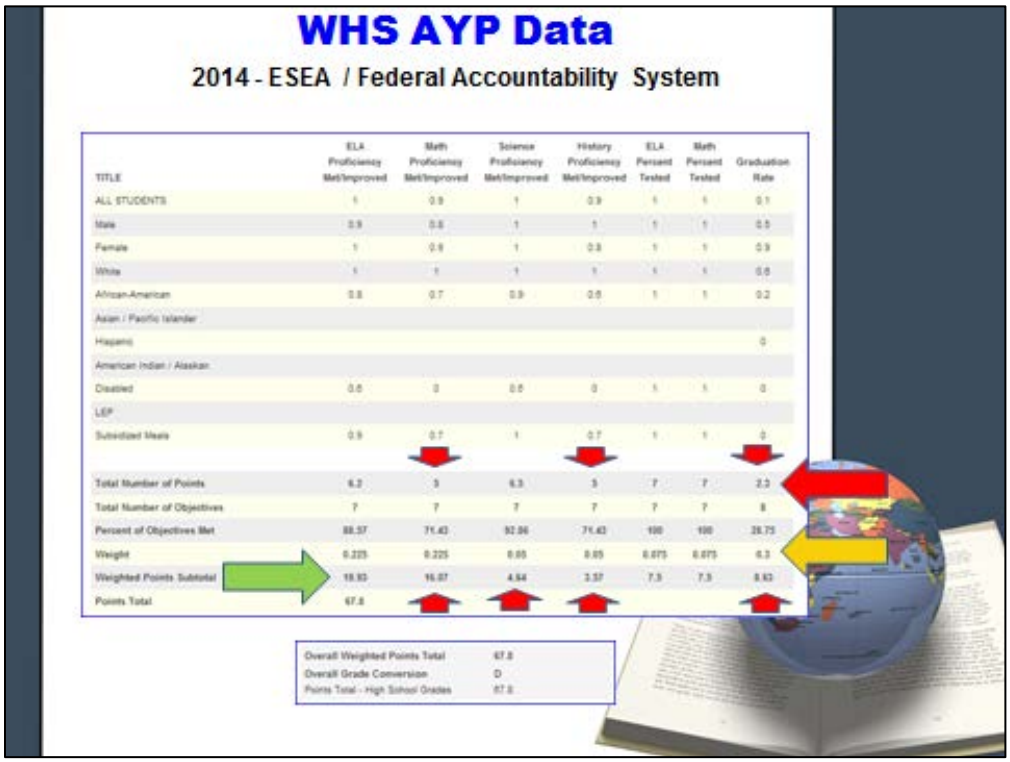
*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Cohort Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	442	419	310	327
Number of Graduates in Cohort	298	278	238	263
Rate	67.4%	66.3%	78.0%	81.4%

ESEA/Federal Accountability Rating – 2014

The 2014 ESEA Grade was maintained at a letter grade of D. We attribute that to the lower EOC test scores as well as the small gain in the graduation rate.

We improved our 2013 ESEA Overall Grade Conversion 15.7 points in just one year to a letter grade of D. It was disappointing for us to miss the grade of C by .3 points. It should be noted that four of the criteria are based on the 2014 data while three other criteria use data from the 2013 school year.



Woodmont High School 11/6/2014 2301023

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal High and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	**67.8**
Overall Grade Conversion	**D**

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Peformance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	N/A
Classes in high poverty schools not taught by highly qualified teachers	N/A	N/A

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	90.2%	94.0%*	No

	State
Professional qualifications of all High and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all high and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year

Woodmont High School 11/6/2014 2301023

Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 9-12								
All Students	229.4	220.7	83.2	73.9	98.9	98.9	100.0	66.3
Male	224.5	219.3	83.0	74.9	98.8	98.8	100.0	60.9
Female	235.3	222.4	83.4	72.8	99.0	99.0	100.0	73.7
White	233.2	226.4	86.1	75.5	98.7	98.7	100.0	67.4
African American	220.1	207.3	76.5	70.6	99.2	99.2	100.0	63.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	100.0	62.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
With disabilities	205.6	192.8	70.1	66.5	95.7	95.7	100.0	25.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Subsidized Meals	223.6	213.1	79.4	72.5	98.9	98.9	100.0	48.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

Woodmont High School						11/6/2014	2301023
Two-Year High School Grades Trend Data							
	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	9	35	206.8	80.8	35	198.5	80.8
	10	342	230.9	98.1	342	225.5	98.1
	11	1	I/S	I/S	1	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	90	N/A	100.0	0	I/S	I/S
	10	152	81.9	100.0	42	71.4	100.0
	11	28	71.4	100.0	272	77.0	100.0
	12	15	74.2	100.0	17	73.2	100.0

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	9	46	209.6	94.1	46	195.1	94.1
	10	385	231.7	99.3	385	223.8	99.3
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	161	89.3	100.0	0	I/S	I/S
	10	225	81.8	100.0	32	69.7	100.0
	11	60	73.6	100.0	274	74.4	100.0
	12	15	76.4	100.0	22	73.9	100.0

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

Advanced Placement

The number of AP classes has increased. We have fifteen trained teachers for thirteen courses in our AP Program. We currently have 453 students in grades 9-12 in AP classes. The passage rate for all rigorous core courses is good. The number of exams, the AP students of scores of 3+, and the percent of total AP students with scores 3+ have increased over a five -year trend. We have steadily increased AP scores of 3 or higher for four of the last five years with the 2012 AP scores being the highest in the last five years.

Our success on AP/IB exams is increasing. We compare favorably with other schools like ours as we have increased to 4.3% higher in AP/IB enrollment. The 9.4% decrease in our scores for 2014 put us at 10.8% points lower than schools like ours.

In May 2014, we tested 43 sections of both AP and IB tests. That is a slight increase from 2013. There were 296 individual students taking 614 individual AP and/or IB exams. There were a total of 254 different students that sat 385 AP exams - a 23.3 %increase from 2013. There were 87 IB students that took 229 IB exams

For May 2015, there is a 44.0% increase. There are 332 individual students taking 884 individual AP and/or IB exams. There were a total of 303 different students that sat 582 AP individual exams. There are 105 IB students that will take 356 individual IB exams.

Number of AP classes last 3 years (most recent first) :	Type class schedule:
➢ 2015 = 13 AP and 21 IB Classes ➢ 2014 = 11 AP and 23 IB Classes ➢ 2013 = 10 AP and 12 IB Classes ➢ 2012 = 8 AP and 13 IB Classes	2015 = **Traditional: 7 Period Day** 2014 = **Traditional: 7 Period Day** 2013 = **Traditional: 7 Period Day** 2012 = 4 X 4 HYBRID

	2014	2013
Enrolled in AP/IB programs	25.6%	Up from 23.6%
Successful on AP/IB exams	40.6%	Down from 50.0%

AP Results – Course Information				
	Total Number of AP Students	**Number of AP Exams**	**Number of Tests with Scores of 3 or Higher**	**Percentage of Tests with Scores of 3 or Higher**
2014	251	383	142	37.0
2013	193	279	97	50.3
2012	137	203	74	54.0
2011	145	225	70	48.3
2010	160	247	61	38.1

Our AP School Scholar Roster continues to grow in both total and average score for the exceptional AP scores of our students.

Year	Total	Average
	Scholars	Score
2014	30	3.40
2013	24	3.34
2012	22	3.17
2011	11	3.11

International Baccalaureate Program

We have been approved to be a school that houses the International Baccalaureate Diploma Programme since 2004. Implementation for this initiative took place for two years before the application for approval was submitted. Select teachers have been trained for the purpose of implementing the program. For 2012, GCS and WHS trained nine additional Middle Years Programme teachers - one teacher in the eight MYP subject areas of Language A, Language B, Math, Science, Humanities, PE, Art, Technology and Head of School. Another two teachers received training in February 2015. This is an initiative we are continue working on with Woodmont Middle School as it is for grades 6 through 10.

Keeping teachers that have been trained in the IB Diploma Programme Curriculum must be a major focus. We have thirteen trained teachers for twenty-one courses in our IB Diploma Programme. We have a teacher that has trained within the last two years. One area of training is for IB Theatre. That makes us unique within GCS.
Not only is expense of training a factor, but also years teaching the course is critical to student success on written exams. Recently, overall teacher retention has improved, especially with our IB trained teachers. We believe the program is working for the advanced students and is motivating marginal students to push themselves in trying one or two IB courses.

What is most exciting is the growth that we are experiencing in the program. We currently have 363 students in grades 11-12 in IB classes. Woodmont had the second highest number of students and tests with number and percentage of tests with Scores of 4 or Higher for GCS. We also had the second highest percentage of diplomas awarded in GCS for 2014. And, for 2014-2015, we have 11 fully immersed seniors which historically is the highest number of seniors in the program. We also have 14 fully immersed juniors.

As of July 2014, Woodmont High has a total of 27 full diploma graduates.

WHS IB Data

International Baccalaureate Results – Course Information				
	Number of Students Taking at Least 1 Exam	Number of IB Subject Tests Taken	Number of Tests with Scores of 4 or Higher	Percentage of Tests with Scores of 4 or Higher
2013	63	133	79	59
2012	37	86	36	42
2011	39	122	81	66
2010	37	95	82	86
2009	33	115	75	65
2008	33	68	40	59

	Students taking at least one IB exam	Number of IB exams taken	Number of Tests with Scores of 4 or Higher	Average Scores of all IB Exams taken
2014	86	148	112	4.38
2013	62	146	105	4.19
2012	47	100	89	4.50
2011	51	142	108	4.50

International Baccalaureate Results – Diploma Information				
	Number of IB Diplomas Attempted	Number of IB Diplomas Awarded	Percentage of IB Diplomas Awarded	
2014	11	5	46%	
2013	193	279	97	50.3
2012	137	203	74	54.0
2011	145	225	70	48.3
2010	160	247	61	38.1

We have successfully embedded our AP program within the matriculation for our IB Diploma Programme. At WHS, AP and IB classes support each other within the curriculum. The chart below explains the course of study.

		Fully Immersed IB Matriculation Chart			
			2015-2016		
	Students who want the IB Diploma must take 3 HL classes and 3 SL classes				
		Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
Subject 1		SCCC English 2H	AP English Language	IB English HL 1 (AP Lit)	IB English HL 2
		SCCC English 1H	SCCC English 2H	IB English HL 1 (AP Lit)	IB English HL 2
Subject 2		Spanish 2	Spanish 3H	IB Language SL 1	IB Language SL 2
		Spanish 1	Spanish 2	IB Spanish ab initio SL 1	IB Spanish ab initio SL 2
		French 1	French 2	IB French ab initio SL 1	IB French ab initio SL 2
Subject 3		World Geo H	AP European History	IB HoA HL 1 (AP US History)	IB History of Americas HL 2
		AP World History	Gov/Econ H	IB HoA HL 1 (AP US History)	IB History of Amercias HL 2
			AP Econ		
			AP Gov		
Subject 4		Biology 1 H	Chemistry 1 H	IB Biology SL	AP Biology
		Biology 1 H	Chemistry 1 H	IB Chemistry SL	AP Chemistry
					AP Physics
Subject 5	Path 1	SCCC Algebra 2 H	IB Math 1 SL	IB Math HL 1/AP Cal AB	IB Math HL 2/AP Cal BC
	Path 2	SCCC Algebra 2 H	IB Math 1 SL	IB Math SL 2	AP Calculus AB
	Path 3	SCCC Algebra 2 H	IB Math 1 SL	IB Math Studies SL	AP Statistics
	Path 4	SCCC Geometry H	SCCC Algebra 2 H	IB Math SL 1	IB Math SL 2
	Path 5	SCCC Algebra 1H	SCCC Geometry H	Alg 2 H	IB Math Studies SL
Subject 6		PE/JROTC	Physics H or AP Phy	Sixth Subject 1 HL*	Sixth Subject 2 HL*
				AP Psychology	
Subject 7		Keyboard/Com Apps	Language 3H (if needed)	Theory of Knowledge	Theory of Knowledge
Note: Honors courses are advised but not mandatory. The teachers will help the student decide if higher level classes are appropriate.					
*Sixth Subject HL is a choice between Psychology,Art and Theatre					
*Students that have Algebra I in Ninth Grade will have to double math classes in Tenth Grade (Guidance approval needed.)					
For more information contact, Carol Ann Blackmon, WHS IB/AP coordinator 355-8674 or cblackmo@greenville.k12.sc.us					

SAT and ACT

Although not included in the State's report card rating system, the SAT and ACT averages are another way to check a school's student achievement. Some of our students take the Stanford Achievement Test (SAT). These students work to make a score that would make them eligible for admission to college. The ACT is structures a little differently and asks more questions about different topics than the SAT. Our students seem to prefer the ACT over the SAT.

The SAT has been a weak point for our school but scores are beginning to improve even as more students take the test. We are pleased with the increase in test scores over the past two years for both the SAT and the ACT.

ACT average last 3 years: (most recent first)	2014 = 21.5
	2013 = 19.4
	2012 = 20.5
SAT average. last 3 years: (most recent first)	2014 = 1385
	2013 = 1374
	2012 = 1354

Senior ACT Composite Scores

Year	Test Takers	Score	Difference
2014	79	21.5 SC = 20.2	+1.9
2013	75	19.4	-.9
2012	77	20.5	+.3
2011	71	21.0	+.2
2010	64	20.7	+1.6

Senior SAT Composite Scores				
Year	**Test Takers**	**% Tested**	**Score**	**Difference**
2014	**159**	**49%**	**1385** **SC = 1429**	**+11**
2013	**165**	**53%**	**1374**	**+20**
2012	**193**	**55%**	**1354**	**-51**
2011	160	47%	1405	**+34**
2010	142	39%	1371	**+20**

Overall Progress

Woodmont High School has been successful in acquiring new programs to help increase student achievement. The three main initiatives that Woodmont High School continues to work on are: strengthening curriculum (common pacing guides, common assessments, increasing rigor, implementing the Learning Focused Model), the IB Programme, and High Schools That Work. Over the last few years, Woodmont High School has taken on many new initiatives. Even though these programs have proven results to help student success, the new initiatives have not shown immediate gains within our school. These large scale programs are massive and initiating too many at the same time has proven detrimental to our success. For several years, staff development centered around these initiatives as well as Baldrige's Continuous Improvement and the Middle Years Progamme, but little attention was given to the school goals and improving already established day to day procedures. The faculty seemed overwhelmed but worked hard to implement the programs.

With the change in new administration in the 2004-2005 school year, Woodmont High School decided to cut the Baldrige Program. After the latest HSTW Technical Visit, more energy was spent trying to better implement the program. HSTW's "best practices" are still used by the faculty but most of the attention is on the school goals as they relate to the state Report Card and the Nation's No Child Left Behind Act.

The focus on new initiatives and programs has merit, but we feel our faculty must first focus on the day to day instruction and interaction with their students. The philosophy has been to help the teachers help their students so that they can meet the expectations required by the State Department of Education.

What the Data Tells Us

The data indicates that Woodmont High School's implementation of each program would offer the possibility of increasing student achievement. By emphasizing the day to day goals on meeting the requirements of the state Report Card, we feel that our results will be positive. The IB Programme instated a rigorous curriculum for honors level students. The High Schools That Work program targets the average students that are sometimes overlooked. Focusing on improving graduation rate, increasing the percentage of students passing the state End of Course Tests, raising first attempt and longitudinal HSAP scores, and meeting AYP will help every student in the school. To do this teachers must be exposed to and use best practices.

Strengths

- All three initiatives promote student achievement.
- One of the programs provides funding for staff development. Strengthening curriculum can be done in house and costs are minimal.
- All three relate to one another through a focus on rigor and higher order thinking skills.

Weaknesses

- It is difficult for a faculty to implement three programs at one time successfully.
- Different teachers are trained for each program thus causing divisiveness among the faculty.
- Ample time is needed for teachers to collaborate and write common curriculum.
- Student teacher ratio

Next Steps

- Increased Content Area collaboration through lunch meetings
- Continue training for all three initiatives
- Share data with the faculty and use data to make informed decisions regarding instruction and setting school goals
- Continue Rigor, Relevance, and Relationships as the key to every initiative

Teacher and Administrator Quality: Data Analysis

The staff includes both veteran teachers and those relatively new to the profession.
The chart below shows data related to faculty and staff for the past four years.

	2009-10	2010-11	2011-12	2012 - 2013	2013 - 2014
Teacher retention	89.0	88.2	90.2	90.2	90.5
Teacher attendance	96.7	91.3	93.9	93.8	93.8
Teachers with Advanced degrees	57.5	55.4	56.5	56.3	54.0
Teachers with Continuing Contracts	81.6	88.0	NAV	87.4	80.5
Emergency/Provisional Certification	5.1	NAV	NAV	NAV	NAV

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15
High Qualified				
Projected	**X**	**X**	**96%**	**97%**
Actual	**95%**	**92**		
Endorsements and Certifications				
HSTW	93%	95%	95%	95%
Learning Focused	11%	15%	16%	16%
Gifted and Talented	15%	18%	18%	19%
Advanced Placement	20%	25%	**45%**	**46%**
Middle Years Programme	17%	20%	21%	**22%**
Diploma Programme	14%	15%	**45%**	**46%**
National Board	12%	14%	15%	16%
Balridge School of Excellence	NAV	NAV	TBD	TBD
Technology Proficiency	95%	91%	93%	**99%**

Progress is stagnant for us as 98.2% of our teachers are highly qualified. Most of the problems are stemming from the time it takes PACE teachers to satisfy their professional development requirements and passing their Praxis assessment. Our teachers with advanced degrees have declined slightly and continuing contract teachers have also decreased to a four-year low of 80.5%. Improvement in teachers returning from previous year continues at 90.5%. One identified and continued area in need of improvement is teacher attendance.

As noted in the School Profile, 28% of the faculty has been in teaching less than five years. In addition, 50% of our faculty is new to WHS. It is imperative, therefore, that consistent, meaningful support be given to these educators. At the same time, the needs of veteran teachers must continue to be addressed. Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be increasing rigor in all content areas and the implementation of the State Standards. The emphasis on reading and writing skills identified in College and Career Ready skills that began in professional development at WHS during 2012-13 will continue in 2015-16 and beyond. The 2015 -1016 point of emphasis will be technology and student centered teaching.

Woodmont High School Professional Development Plan 2015 – 16

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Freshman Academy (bi-weekly)	Freshman Academy AP: Winney	x	x	x	x	x	x	x	x	x	x	x
New Teacher Orientation	CRT: Norris	x	x	x	x	x	x	x	x	x	x	x
Administrative Cabinet Meeting (weekly – Monday mornings)	Principal: Imperati	x	x	x	x	x	x	x	x	x	x	x
PDT: Department Chairs meeting (week 1)	Principal; CRT	x	x	x	x	x	x	x	x	x	x	x
Departments (week 2) PLCs (week 4)	CRT; APs; Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Faculty meetings (week 3)	Principal; CRT	x	x	x	x	x	x	x	x	x	x	x
GCS District Meetings	CRT; Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Technology Trainings: • PowerTeacher • Google • Rubicon Atlas • Promethean Board • Edmodo • Windows 8.1 • USA Testprep	 CRT Bill Horn, GCS, David Quigley, Lance Curry GCS Williams		x	x	x		x		X	x	x	

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
PAS-T In-service: Induction and ADEPT Teachers	**CRT**	X	**x**	**x**	**X**	**x**		**x**	**x**	**x**	**x**	**x**
PAS-T Goal-Setting Conferences – PLCs and Individual teachers with Administrators and CRT	**Principal, APs and CRT**		**x**	**x**			**x**				**x**	**x**
Continuous Improvement Strategies for Rigor	**CRT and Department Chairs**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
Strategies for Workkeys and ACT	**CRT and Department Chairs**				**X**	**x**	**x**	**x**	**x**	**x**	**x**	
Continuous Improvement EOC Courses: English, Algebra 1, Biology 1, US History	**CRT, Principal, APs and Department Chairs**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
Continuous Improvement for AP/IB	**Principal, IB/AP Coordinator, Depart Chairs**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
Third Thursdays (Induction Teachers and ADEPT Teachers)	**CRT**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
GCS Professional Development: ELA, Math, Science, Social Studies, CATE, WL, Fine Arts	**Academic Specialists**		**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**		

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Continuous Improvement : Skills for Research	CRT, Media Specialists	x	x	x	x	x	x	x	x	x	x	x
Student Centered Teaching	Principal, CRT	x	x	x	x	x	x	x	x	x	x	x
Inclusive Schools	WHS Cohort: APs, CRT, Teachers of SpEd, Math, Science, Guidance GCS Specialists	x	x	x	x			x	x			x
MYP Training	APs, IB Coordinator, CRT, Teachers of Social Studies, Science											

Woodmont High School Professional Development Plan 2014 – 15

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Freshman Academy (bi-weekly)	Freshman Academy AP: Winney	x	x	x	x	x	x	x	x	x	x	x
New Teacher Orientation	CRT: Norris	x	x	x	x	x	x	x	x	x	x	x
Administrative Cabinet Meeting (weekly – Monday mornings)	Principal: Imperati	x	x	x	x	x	x	x	x	x	x	x
PDT: Department Chairs meeting (week 1)	Principal; CRT	x	x	x	x	x	x	x	x	x	x	x
Departments (week 2) PLCs (week 4)	CRT; APs; Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Faculty meetings (week 3)	Principal; CRT	x	x	x	x	x	x	x	x	x	x	x
GCS District Meetings	CRT; Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Technology Trainings: • PowerTeacher • Google • Rubicon Atlas • Promethean Board • Edmodo • Refresh Training	CRT Bill Horn, GCS, David Quigley, Lance Curry		x	x	x		x		X	x	x	

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
PAS-T In-service: Induction and ADEPT Teachers	CRT	X	x	x	X	x		x	x	x	x	x
PAS-T Goal-Setting Conferences – PLCs and Individual teachers with Administrators and CRT	Principal, APs and CRT		x	x			x				x	x
Continuous Improvement Strategies for Rigor	CRT and Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Strategies for Workkeys and ACT	CRT and Department Chairs				X	x	x	x	x	x	x	
Continuous Improvement EOC Courses: English, Algebra 1, Biology 1, US History	CRT, Principal, APs and Department Chairs	x	x	x	x	x	x	x	x	x	x	x
Continuous Improvement for AP/IB	Principal, IB/AP Coordinator, Depart Chairs	x	x	x	x	x	x	x	x	x	x	x
Third Thursdays (Induction Teachers and ADEPT Teachers)	CRT	x	x	x	x	x	x	x	x	x	x	x
GCS Professional Development: ELA, Math, Science, Social Studies, CATE, WL, Fine Arts	Academic Specialists		x	x	x	x	x	x	x	x		

ACTIVITY	Leader	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Continuous Improvement : Skills for Research	CRT, Media Specialists	x	x	x	x	x	x	x	x	x	x	x
Student Centered Coaching	Principal, CRT				x	x	x	x	x	x	x	x
Inclusive Schools	WHS Cohort: APs, CRT, Teachers of SpEd, Math, Science, Guidance GCS Specialists			x	x			x	x			x
MYP Training	APs, IB Coordinator, CRT, Teachers of Social Studies, Science							x				

Greenville County School District Professional Development

Professional Development Areas of Emphasis: 2014- 2015

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Greenville County School District Professional Development

Professional Development Areas of Emphasis: 2014 - 2015

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

Explicit Skills Needing Instruction to Support the Demands of College and Career Readiness

Thinking Skills	Speaking and Listening	Research	Technology Implementation	Reading	Writing
Self-direction	Self-awareness and control	Self-direction	Self-direction	Self-direction	Self-direction
Evaluate what we read, write or hear	Collaborative discussion skills and techniques	Media and information literacy	Keyboarding skills	Balance literary genres	Explicit writing instruction for three genres: narrative, informational, and argumentative
Compare and contrast texts, opinions, media presentation, theories	Awareness of audience, purpose, and task when speaking or listening to others	Evaluate sources for bias and accuracy	Locating information online	Balance literature with informational text	Writing routinely for short and extended periods of time
Analyze content, structure, purpose, bias, perspective, …	Formal speaking/ presentation skills	Synthesize multiple sources to provide support for written and oral opinions	Media Literacy	Self-selected and self-directed reading	Embedded language and vocab instruction to improve written communication
Synthesize ideas, information, sources, etc. …	Listening and responding skills	Methods of documentation/citations for information found in research	Creation of media products	Embedded vocab study Text based questions Text based responses Embedded language (grammar) lessons Connections between texts and mediums Content Integration	Drawing evidence outside of personal experiences to support claims or ideas Writing across content areas

School Climate Needs Assessment

The primary concern from the data below is the continued decline in student attendance over the past four years. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. An improvement in the increase in the student/teacher ratio contributes to our increase in student achievement.

School Report Card Data 2008-2012

	2009-10	2010-11	2011-12	2012 - 2013	2013 - 2014
Student Attendance	92.8	92.6	92.5	92.4	N/AV
OSS/Expulsions for violence	1.3	1.3	.7	1.3	2.5
Parent attendance at conferences	87.9	88.1	37.3	90.9	100
Student/Teacher ratio in core courses	31.5 to 1	35.9 to 1	34.3 to 1	32.6 to 1	33.7

Survey Results: 2013-14 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

Our questionnaire results from were somewhat inconsistent across students, staff, and parents. There were more student and teacher participants in the 2014 survey. Due to the SCI Grant funding, all grade levels were included in the student survey. Results were overall, positive amongst teachers and satisfactory amongst students and parents. The lowest overall score was by the parents regarding satisfaction with school-home relations.

The parents and the students reported that they were most satisfied with the social and physical environment along with a higher percentage (92.3%) of teachers. The students were most satisfied with school-home relations

Our teachers responded with the most favor in all responses and displayed a higher percentage of satisfaction in two of the three areas. The largest gain of satisfaction for the teachers was with the learning environment. The teachers were least satisfied with school-home relations.

2012

SDE 2013 Evaluations by Teachers, Students, and Parents	Teachers	Students*	Parents*
Percent satisfied with learning environment	**81.3%**	**77.7%**	**87.9%**
Percent satisfied with social and physical environment	**81.3%**	**80.5%**	**84.4%**
Percent satisfied with home-school relations	**59.2%**	**85.5%**	**87.5%**

***Only eleventh grade students and their parents were included.**

2013

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	87	259	61
Percent satisfied with learning environment	79.3%	65.6%	78.7%
Percent satisfied with social and physical environment	89.7%	72.6%	76.6%
Percent satisfied with school-home relations	71.2%	84.9%	70.7%

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

2014* *Due to the SCI Grant funding, all grade levels were included in the student survey.*

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	90	1281	54
Percent satisfied with learning environment	82.2%	69.6%	77.8%
Percent satisfied with social and physical environment	92.3%	73.3%	79.7%
Percent satisfied with school-home relations	72.2%	83.2%	59.3%

* Only students at the highest High school grade level and their parents were 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

<u>STUDENT</u> survey item:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.4	13.9	48.2	29.5

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
18	20.9	43	18.1

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
14.8	15.7	46.6	23.0

Student survey item: ***I feel safe at my school during the school day.***

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
4.2	4.8	31.5	59.4

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.5	11.5	37.6	42.3

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
9.2	10.4	38.5	41.9

<u>PARENT</u> survey item:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
3.0	9.1	63.6	24.2

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.5	10.9	55.9	25.4

2014:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
7.4	14.8	55.6	22.2

Parent survey item: ***My child feels safe at school.***

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	6.1	57.6	30.3

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
5.0	6.7	61.7	26.7

2014:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
1.8	3.6	65.5	27.3

<u>TEACHER</u> survey item: I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.3	8.3	47.9	33.3

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
5.7	14.9	41.4	37.9

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
6.7	10.0	42.2	40.0

Teacher survey item: ***I feel safe going to and coming from my school.***

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	2.0	22.4	75.5

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	4.6	18.4	77.0

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
0.0	1.1	15.4	82.4

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

Technology

Our building was part of a 2015 and a 2012 GCS Technology Refresh Plan which has greatly helped ease the staff frustration regarding the lack of up-to-date computers and technology for instructional use.

In the 2015 analysis of our most recent needs assessment in the area of technology integration we determined the following:

#1 Need: Access to updated technology for Woodmont students
#2 Need: Fill the gap between the have(s) and the have-not(s)
#3 Need: Every student needs to have access to a device in the classroom on a regular basis.
#4 Need: Multilevel training in technology for teachers

We established the following goals following the analysis of our needs:

- Year #1 Goal: Teachers and students will be introduced and become proficient using cloud-based platforms.
- Year #2 Goal: In order to help prepare students for the 21st century workforce, students will become proficient using real-world devices to accomplish curricular tasks.
- Year #3 Goal: Students and teachers will become responsible digital citizens

The use of technology should be an integral part of how teachers teach and how students learn at Woodmont high to help prepare our students for the workforce and their life after high school. The technology needs of our school are great, but through creative use of the technology teachers can create engaging lessons that will teach students how to use the appropriate technology to find and use information to solve real-world problems. Within three years, teachers are able to use the available technology to organize their classrooms, create their lessons, and evaluate student learning. Also, students are able to use the technology to gather information, produce a finished product and disseminate the information learned to others. In order for the technology to be used effectively, teachers will need to be trained each year on the latest technologies that become available for them to use such as Chrome books, iPads, apps, web-based programs, and the latest Microsoft office.

Since going through two computer refresh cycles in three years, the technology capabilities in our building have improved greatly. In the past year, our building was installed with wireless hubs, and we have added enough Promethean Boards so that every classroom teacher has a mounted board in their room. Also, teachers are all equipped with new Dell laptops that are running Windows 8.1 and Office 2013. This capability will allow for more hands-on professional development sessions to be offered to the staff.

The recent computer refresh has allowed us to create three additional student laptop carts using repurposed teacher laptops. This allows our students to have access to five laptop carts with at least 25 student laptops that are running Windows 7 and Office 2010.

Each administrator has use of a laptop and an iPad. We have a PITSCO computer lab that is used with at risk Math students for five periods of each day.

The students will also have access to two general use computer labs of 38 networked computers in the media center along with a lab of 30 networked computers on the main floor. In addition to the laptops, our school has two iPad carts with 35 iPads each and two Chromebook carts with 35 Chromebooks each.

We also have the following additional equipment available for check-out by teachers:

LCD Projectors

SMART boards

TV with DVD and VHS, not all have a working DVD or VHS player

Hue HD Webcams (6)

SMART Document Camera (1)

CPS Units (6)

Smart Slates (10)

Overhead projectors

Students also are able to check-out the following technologies:

TI-83 and TI-84 calculators on a first come/ first serve basis

CD players

Playaways (Audiobooks)

MP3 Player

Kindles

Currently the percentage of our eligible teachers on staff who have completed the requirements for technology proficiency is 97%. The uncertified teachers are currently working on attaining proficiency. In order to increase the percentage of teachers who are technology proficient, professional development training for next year will continue with training on technologies that will benefit the classrooms, such as more sessions on the Promethean Board, Google, Edmodo, Windows 8.1, using iPads in classrooms, Classflow, and other technology integration tools.

Woodmont
International Baccalaureate High School
Action Plan
2013-14 through 2017-18

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups on ACT each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Writing	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT % TESTED

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

ELA – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

Math – School - High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

ACT WorkKeys

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): WorkKeys report produced by ACT

School Name	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

☒**Student Achievement** ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from _68.1__% in 2012 to __79.9__% in 2018.

ANNUAL OBJECTIVE: Increase by __1__ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.9	76.9	77.9	78.9	79.9
School Actual	68.1	74.9	72.2				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4				

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

*This data also includes Star Academy students.

EOCEP % ALGEBRA I

☒**Student Achievement** ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from _73.4_% in 2012 to _79.5___% in 2018.

ANNUAL OBJECTIVE: Increase by __1__ percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.5	76.5	77.5	78.5	79.5
School Actual	73.4	75.6	71.9				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7				

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

*This data also includes Star Academy students.

EOCEP % BIOLOGY I

☒**Student Achievement** ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from _81.9_ % in 2012 to __86__% in 2018.

ANNUAL OBJECTIVE: Increase by _1___ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82	83	84	85	86
School Actual	81.9	84.8	81.8				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5				

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

*This data also includes Star Academy students.

EOCEP % US HISTORY AND THE CONSTITUTION

☒**Student Achievement** ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from _55.3_ % in 2012 to _70.6___ % in 2018.

ANNUAL OBJECTIVE: Increase by _2.5___ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	60.40	62.95	65.50	68.05	70.60
School Actual	55.3	75.9	66.3				
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

Advanced Placement

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from _48.3_ % in 2011 to __62__ % by 2018.

ANNUAL OBJECTIVE: Increase by __1__ percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		58	59	60	61	62
School Actual	48.3	54.0	50.3	37				
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54				

SAT

☒**Student Achievement** ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by _2___ points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by __2__ points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	462	464	466	468	470
Critical Reading Actual	460	466	467				
Math Projected	X	X	461	463	465	467	469
Math Actual	459	466	479				
Writing Projected	X	X	437	439	441	443	445
Writing Actual	435	442	439				
Composite Projected	X	X	1360	1366	1372	1378	1384
Composite Actual	1354	1374	1385				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499				
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496				
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472				
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467				

GRADUATION RATE

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by __2__ percentage points each year, from _64.7_ % in 2012 to __75__ % in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by __2__ percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.1	75.1	76.1	77.1	78.1
School Actual	64.7	65.3	66.3				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Select and use ACT and Workkeys workbooks and tutorial guides that will be used as a resource by grade 10 and 11 teachers	March 2015 – March 2018	• ELA/Math/Science/Social Studies faculty	$1500	ACT 135 SDE School Climate Improvement Grant	Workbooks Unit Plans Analysis of Test Scores
Secure copies of a Released Sample of the ACT and Workkeys Exams to use as a Practice Test for all students scheduled to take the Spring Exam	February 2015 – February 2018	• CRT	$1500	Class Accounts	Copy of Practice HSAP Exam Purchase Order
Conduct an ACT Practice Exam Grading Event to determine students in need of remediation	February 2016 – March 2018	• CRT • Teachers	0	SDE SCI Grant	List of Students for Remediation Data Analysis of Results
Develop and communicate After School ACT and Workkeys Review Sessions to students and parents	March 2015 – March 2018	• CRT • Teachers	0		Copy of Letter to Parent Copy of Review Session Calendar
Pay stipends to teachers for grading and ACT Practice Tests if possible	March 2015 – March 2018	• Principal	$2500	SDE SCI Grant	Payroll List
Pay stipends to teachers for conducting ACT Practice review if possible	March 2015 – March 2018	• Principal	$5000	SDE SCI Grant	Payroll List
ACT diagnostic test using a WHS created test	March 2015 – March 2018	• Grade 10 and 11 teachers	$ 0	n/a	
ACT Practice test for 1st time takers	March 2015 – March 2018	• Administration	$ 0	n/a	
Renew USA TestPrep Software: ACT Prep and Workkeys	March 2015 – March 2018	• CRT	$2500	SDE SCI Grant	Usage Analysis

Provide professional development to ELA/Math/Science/Social Studies teachers and CRT	March 2015 – March 2018	• CRT • GCS Consultants	$0	n/a	
Attend GCS meetings for ACT preparation	March 2015 – March 2018	• Administrators • CRT • English/Math staff	$0	n/a	Listing of GCS Professional Development Sessions
Conduct monthly Department and PLC meetings for English 2, 3, Math, Algebra 1 and Geometry	March 2015 – March 2018	• Administrators, • CRT • English/Math staff	$0	n/a	English/Math Departments and PLC Minutes
Increase the number of English and Math teachers	August 2014 – June 2018	• Principal			
Determine students with attendance issues and relay importance of attendance for ACT and Workkeys testing	March 2013-April 2014	• ACT Testing Coordinator • Guidance			
Research students who do not attend WHS but whose scores impact WHS	August 2014 - August 2018	• Guidance • Group Home	$ 0	n/a	Evaluate ACT and Workkeys participation data
Use of phone messenger to remind parents of ACT and Workkeys Testing dates to ensure attendance	April 2015 – April 2018	• Administration	$ 0	n/a	
Promote the importance of ACT as graduation requirement	March 2016 – April 2018	• Guidance • Teachers • Administration	$ 0	Educational Fund	Letter to parents promoting the importance of ACT and Workkeys testing for graduation and future employment

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Conduct EOCEP Benchmark Tests for English, Math, US History, and Biology	3 x year	• English, Math, US History, Biology teachers	$200	SDT SCI Grant	Data analysis of results
8.5 Academy	Summer 2015	• Freshman Academy Coordinator • Principal		SDT SCI Grant	Data analysis of results
EOC Teacher-led Review Sessions	Each Spring	• EOC Teachers	$30/hr.	SDT SCI Grant	Data analysis of results
Renew site license for USA Test Prep	Fall 2015	• Administration	$2500.00	SDT SCI Grant	Data Usage
GCS Benchmark Test-based class activities	Throughout the school year	• English, Math, US History, Biology teachers	$0	n/a	Data analysis of results
Teacher attendance at District EOCEP Professional Development	Ongoing	• Freshman Academy Coordinator • CRT • English, Math, Biology, US History teachers • Principal	$0	n/a	Individual Teacher PD Records
Conduct monthly Freshman Academy, department, and PLC meetings (vertical articulation)	August 2013-August 2018	• Administrators • CRT • Teachers	$0	n/a	Attendance records
		•			
		•			

Continue use of student data and grades to determine placement	August 2013-August 2018	• Principal • Guidance • Data Team	$0	n/a	PowerTeacher Enrich
Determine students in need of remediation through teacher recommendation and data	August 2013-August 2018	• Administration • Faculty • Guidance • Data Team	$0		Data analysis of results
Pay stipends to teachers for conducting and evaluating EOCEP Practice Test Results August 2013-August 2018 if possible	August 2013-August 2018	• Principal	$30/hr.	SDE SCI Grant	Attendance records
Schedule and communicate after school EOCEP review sessions to students and parents	August 2013-August 2018	• Teachers • CRT		SDE SCI Grant	Parent letter and list of invitees
Highly qualified teachers for EOC courses	August 2013-August 2018	• Administration		SDE SCI Grant	Data analysis of Teacher's EOC results
Creation of 5-10 question "Review" quizzes weekly *	April 2013-June 2015	• Teachers	$0		
Multiple 60 question tests*	August 2013-June 2015	• US History Teachers	$0		Posting results on s/s Edmondo page
Build unit assessments with embedded questions from prior units to create growing cumulative assessments	March 2015 – August 2018	• US History Teachers	$0		Benchmark Test results
Purchase EOCEP Prep books	August 2013-June 2015	• CRT • Administration			Unit Plans Observations
Re-schedule students as misplaced no later than the end of the 1st Quarter or within two weeks of identification	April 2014 – June 2015	• Administration • Guidance	$ 0	n/a	List of students identified as misplaced. New schedule or misplaced students
Use the GCS Benchmark test for English 1, Algebra I EOC (grade 9), Biology, US History a minimum of three per year	April 2013 – April 2018	• Freshman Administrator • CRT • English/Math/Biology/US History staff	$200	SDE SCI Grant	Data Analysis of Results

Identify at-risk students who need to be tested	August 2013 - April 2016	• Admin • Teachers • Guidance			Evaluation of PASS results Meet with students
Incentive for EOC scores	May 2018	• Freshman Academy Coordinator • Guidance	$ 1000	General Fund	Evaluate participants in EOC Exams
Conduct the Summer 8.5 Transitions Academy	2 weeks in early August	• Freshman Academy Administrator		SDE SCI Grant	

SCI = School Climate Improvement

Grant Act 135

*These tests and quizzes are already in development and in use. They do not count towards grades.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Practice tests for SAT, AP and IB assessments	August 2013 – August 2018	• Math teachers • Science teachers • English teachers • Social Studies	• McGraw-Hill's *10 ACT Practice Tests* $13.06 • Barron's *6 ACT Practice Tests* $11.18 • Copies for class sets of practice if books/computers are not available • *The Official SAT Teacher's Guide, 2nd Edition* $31.49	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations
Practice warm-ups for SAT and AP 2-5 days per week	August 2013-June 2018	• Content area teachers	• *The Real ACT (CD) 3rd Edition (Real Act Prep Guide)* by Inc. ACT-$21.78 • *1,296 ACT Practice Questions, 2nd Edition (College Test Preparation)* by Princeton Review $19.99 • USA TestPrep	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations

Practice writing prompts for SAT and AP	August 2013-June 2018	• Content area teachers	• *SAT/PSAT*/IB by Topics Entertainment $21.94 • *Cracking the ACT with DVD, 2013 Edition (College Test Preparation)* by Princeton Review $17.26 • *Cracking the ACT, 2013 Edition (College Test Preparation)* by Princeton Review $15.98	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations
School-wide focus on research process	August 2013-June 2015	• Teachers	$ 0	n/a	Unit Plans/Classroom Observations
School-wide focus on grammar/mechanics	August 2013-June 2018	• Teachers	$ 0	n/a	Unit Plans/Classroom Observations
Use nonfiction texts for critical/close reading	August 2013-June 2018	• Teachers	$ 0	n/a	Unit Plans/Classroom Observations
Vocabulary development	August 2013-June 2018	• Teachers	$ 0	n/a	Unit Plans/Classroom Observations
Focus on lab/lab reports	August 2013-June 2018	• Science teachers	$ 0	n/a	Unit Plans/Classroom Observations
Focus on word problems	August 2013-June 2015	• Math teachers	$ 0	n/a	Unit Plans/Classroom Observations
Focus rhetorical skills	August 2013-June 2015	• English teachers	$ 0	n/a	Unit Plans/Classroom Observations
Increase teacher training	August 2013-August 2018	• Administrators			
Increase teacher retention	August 2013-August 2018	• Administrators			
Vertical teaching/Feeder patterns	August 2013-August 2018	• Teachers			
Smaller classes	August 2013-August 2018	• Administrators			
Coordinated mock exams/review sessions	August 2013-August 2018	• Teachers • AP Coordinator			

Publicize the increase of IB/AP successes	August 2013-August 2018	• Administration • Faculty • Guidance • PTSA • SIC			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Reinstate the Freshmen Academy	August 2014 – August 2018	• Freshmen Academy Coordinator • CRT	$1500	ACT 135, SDE School Climate Improvement Grant	Data Analysis of Results
Strengthen Vertical Articulation	February 2014 – June 2018	• Administrators, • CRT	$1500	Class Accounts	Meeting Schedule
Continue a credit recovery program	March 2014 – June 2018	• Principal	0		List of Students
Continue the JAG program	March 2014 – June 2018	• Principal	0		Copy of Letter to Parent
Re-establish mentor programs	March 2014 – June 2018	• Principal	$2500	SDE SCI Grant	Records
IGPs through Guidance	March 2014 – June 2018	• Principal	$5000	SDE SCI Grant	Records
Guard the accuracy of the student database	March 2014 – June 2018	• Principal • Guidance			Database and Grad Rate Cohort Records
Develop a "Drop-Out Prevention" system	March 2014 – June 2018	• CRT • English II staff			Data Analysis of Results
Continue utilization of Michelin Tutor Program	March 2014 – June 2018	• All Staff			Attendance Records
Dedicate a 9th grade Guidance Counselor to the Freshman Academy if possible	March 2014 – June 2018	• Principal			Counselor Portfolio
Provide professional development to the Freshman Academy Staff	March 2014 – June 2018	• Freshmen Academy Coordinator • CRT			
Attend GCS monthly meetings on core subject areas and SC Standards	August 2014 – May 2018	• CRT • GCS Consultant			Listing of GCS Professional Development Sessions

Conduct monthly Freshmen Academy, Department, and PLC meetings	August 2014 – May 2015	• Administrators • CRT			Freshmen Academy, Department and PLC Minutes
Conduct the Summer 8.5 Transitions Academy	2 weeks in early August	• Freshman Academy Administrator		SDE SCI Grant	
Utilize the GCS Programs of Non-Traditional Schools and Satellite Programs including Life-Long Learning	August 2014 – June 2018	• Guidance and Administration			Student Transcripts and Data Analysis of Results

PROFESSIONAL DEVELOPMENT

☐Student Achievement ☒**Teacher/Administrator Quality** ☐School Climate ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of Highly Qualified Teachers to 100%.

ANNUAL OBJECTIVE: Increase the number of Highly Qualified Teachers by one percentage points from 95 percent in 2012 to 100.0 percentage points in 2018.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
High Qualified							
Projected	**X**	**X**	**96%**	**97%**	**98%**	**99%**	**100%**
Actual	**95%**	**92**					
Endorsements and Certifications							
HSTW	93%	95%	95%	95%	95%	95%	95%
Learning Focused	11%	15%	16%	16%	17%	17%	18%
Gifted and Talented	15%	18%	18%	19%	19%	20%	20&
Advanced Placement	20%	25%	**45%**	**46%**	25%	25%	25%
Middle Years Programme	17%	20%	21%	**22%**	21%	21%	21%
Diploma Programme	14%	15%	**45%**	**46%**	16%	16%	16%
National Board	12%	14%	15%	16%	17%	18%	19%
Balridge School of Excellence	NAV	NAV	TBD	TBD	TBD	TBD	TBD
Technology Proficiency	95%	91%	93%	**99%**	97%	99%	100%

Professional Development Strategies

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue PLCs	August 2014 – June 2018	• CRT • Administration			
Development of Unit Plans through the use of Rubicon Atlas	August 2014 – June 2018	• CRT • Administration			
Provide training on the GCS Policy on Acceptable Use of Technology	August 2015	• Media Specialists			Portal Records
Provide professional development opportunities on digital citizenship	Fall 2015	• Media Specialists			Portal Records
Notify teachers of upcoming district technology professional development opportunities	August 2014 – June 2018	• CRT • Media Specialists			Portal Records
Provide professional development opportunities on web 2.0 technologies	August 2014 – June 2018	• Media Specialists			Portal Records
Provide 6 professional development opportunities annually	August 2014 – June 2018	• CRT • Media Specialists			Portal Records
Communicate with teachers regarding their certification status and recertification requirements	August 2014 – June 2018	• CRT • Administration			GCS Technology Proficiency Report
Communicate GCS technology courses – Intel 2 or A.L.I.V.E.- available to teachers to earn Technology Proficiency	March 2014 – August 2018	• CRT			Record of communication
Provide *Technology Day* on the fall GCS professional development day (if possible)	March 2014 – June 2018	• CRT • Media Specialists • Staff			Portal Records
Provide training in Office 2013, Windows 8.1, Web 2.0, ActivInspire	March 2014 – June 2018	• CRT • ITFs			Portal Records
Provide training for USA TestPrep for ACT, Workkeys, and EOC to all teachers	March 2014 – June 2018	• CRT			Portal Records
Woodmont Faculty and Staff Book Club meetings	March 2014 – June 2018	• CRT • Media Specialists			Portal Records

Provide training in Google and Edmodo	March 2015 – June 2018	• CRT • Media Specialists • Staff			Portal Records
Communicate GCS PD opportunities for the June Upstate Technology Conference & Summer Academy	March 2015 – June 2018	• CRT • Media Specialists			Record of communication
Communicate HSTW Summer Conference	March 2015 – August 2018	• HSTW Coordinator • CRT	0		Record of communication
Communicate G&T and AP course opportunities	March 2015 – June 2018	CRT and AP/IB Coordinator	0		Record of communication
Communicate MYP and DP training opportunities	March 2015– June 2018	AP/IB Coordinator, Administrators	0	District, APIB Grant	Record of communication
Continue training in Rigorous Instruction to Faculty	October 2013 – June 2018	Administrators, CRT, AP/IB Coordinator	TBD	APIB Grant	Portal Records of Professional Development
Curriculum Mapping of College and Career Ready Critical Skills lesson plans and assessments	December 2013 – June 2018	All Faculty			Maps; PLC Records

STUDENT ATTENDANCE

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.5	92.4	N/AV				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion and out-of-school expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain a student expulsion and out-of-school expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	0.7%	1.3%	2.5				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6				

PARENT SATISFACTION – LEARNING ENVIRONMENT

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from _87.9_ % in 2012 to _90.9___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by _.5___ percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	89.4	89.9	90.4	90.9
School Actual	87.8	78.7	77.8				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

STUDENT SATISFACTION – LEARNING ENVIRONMENT

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from _77.7_ % in 2012 to __82.7__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1___ percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.7	79.7	80.7	81.7	82.7
School Actual	77.7	65.6	79.6				
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5				

TEACHER SATISFACTION – LEARNING ENVIRONMENT

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from _81.2__% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.2	84.2	85.2	86.2	87.2
School Actual	81.2	79.3	82.2				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from _93.9_ % in 2012 to _96.4___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _.5___ percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.9	95.4	95.9	96.4
School Actual	87.9	86.9	92.8				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

STUDENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from _91_% in 2012 to __93__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _.5___ percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.5	92.0	92.5	93.0	93.0
School Actual	90.9	80.3	80.4				
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2				

TEACHER SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒**School Climate** ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from _89.8__% in 2012 to __98.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __2__ percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92	94	96	98	98.5
School Actual	89.8	94.3	95.6				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Administrative attendance intervention review	August 2013- August 2018	• Grade level administrators • Guidance counselors	n/a	n/a	Intervention Plan
Calls made home after 3 consecutive absences	August 2013- August 2018	• Teachers • Grade level administrators • Guidance counselors • Attendance clerk	n/a	n/a	Documentation of calls
Establish an Attendance Improvement Committee tasked to: • Clarify/publicize state/district/school policy on attendance to parents/community • Reward/recognize students whose attendance has improved • Establish/build relationship with community businesses which students frequent to get their support in keeping kids in school during school hours	August 2013- August 2018	• Committee members • Administrators • Guidance counselors • Attendance clerk	n/a	n/a	Documentation Incentive events (similar to Freshman incentives) Posters hung in area businesses supporting school attendance
Reinstate Freshman Academy Incentives	March 2015 – August 2018	• Freshman Academy Coordinator	TBD	SDE SCI Grant	Freshman Academy Schedule and Records
Provide a School Wide Incentive Program	March 2014 – June 2018	• Administrators • Staff	$ 0	SDE SCI Grant	Incentive Records
Provide a School Wide Orientation Program	March 2014– August 2018	• Administrators • Staff	TBD	SDE SCI Grant	Orientation Schedule

Strengthen ISS Program	March 2014– June 2018	• Administrators	$ 0	District	ISS Records
Continue Freshman Academy Incentives	March 2014 – August 2018	• Freshman Academy Coordinator	TBD	SDE SCI Grant	Freshman Academy Schedule and Records
Implement a Life skills Program in the Freshman Academy	March 2014 – August 2013	• Freshman Academy Coordinator	$10,000	SDE SCI Grant	Unit Plans Observations
Freshman Orientation	August 2014	• Administrators • Staff			
Open House	September 2014	• Administrators • Staff			
Conduct an IB Program Open House	Fall 2014	• Administrators • Staff • IB Coordinator			
School Messenger	August 2014- August 2018	• Administrators • Staff			
Web-based Parent Access	August 2014- August 2018	• Administrators • Staff			
Implementing student “showcase” nights for various programs	August 2014- August 2018	• Administrators • Staff			
Implement a school climate initiative team consisting of Administrators, Teachers, Students, and Parents	April 2014- August 2018	• School Climate Coordinator	$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
The team will set SMART goals to improve the learning environment	April 2014- August 2018	• School Climate Coordinator	$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
		•			
Partner with local businesses in surrounding area to assist with student achievement and transition	April 2014- August 2018	• Administrators • Staff	$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
Continue to provide a school wide orientation program	August 2014- August 2018	• Counselors • Administrators • PTSA officers	Varies	SDE SCI Grant	Orientation schedule

Upgrade classrooms to include at least one computer for student use	August 2014- August 2018	• Administrator	Approximately $900 per computer	Various sources	Record of classroom computer
Upgrade laptop carts and purchase additional carts for classroom use	August 2014- August 2018	• Media Specialist	Carts are $1500; Each laptop $930	Various sources	Record of computer carts
Buy class sets of learning materials (workbooks and books) to be kept in the Media Center for classroom use, including use in special education classrooms	August 2014- August 2018	• Media Specialist	Varies	Various sources	Record of instructional materials available for classroom teachers
Provide optional, relevant professional development	August 2014- August 2018	• CRT	$ 0	n/a	Portal records of Professional Development
Increase incentives for PTSA membership	August 2014- August 2018	• Administration • PTSA officers	$ 0	n/a	Meeting Calendar
Communicate MYP and DP training opportunities	August 2014- August 2018	• AP/ IB Coordinator • CRT • Administrators	$ 0	n/a	Record of communication
Conduct a Curriculum Night	October 2014; Spring 2015	• Guidance Department	$ 0		Agenda of Meeting
Conduct an IB Curriculum Night	October 2014; Spring 2015	• AP/ IB Coordinator • CRT Administration	$ 0		Agenda of Meeting
Showcase the MYP Projects	Spring 2014 - 2018	• P/ IB Coordinator • Administrators			
Develop a School-Wide Incentive Program for ACT, Workkeys and EOC score results	Spring 2014- 2018	• Administration and Guidance			Communication of Award Winners

2013-14 SC Annual School Report Card
https://ed.sc.gov/data/report-cards/2014/high/c/h2301023.pdf

2013 – 14 ESEA (Federal Accountability Rating System)
http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301023

Woodmont High School

2831 West Georgia Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,692 Students	
Principal	Darryl Imperati	864-355-8600
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA
2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	**Good**	**At-Risk**
2013	Excellent	Good
2012	Good	Good
2011	Average	Below Average
2010	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://www.eoc.sc.gov

Woodmont High School	11/6/2014	2301023

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
23	9	1	0	1

NOTE: Ratings are calculated with data available by 11/06/2014.

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

	Our High School			High Schools with Students Like Ours		
Percent	2012	2013	2014	2012	2013	2014
Passed both subtests	75.8%	78.8%	74.2%	81.8%	84.8%	80.1%
Passed one subtest	14.5%	11.3%	16.4%	11.6%	10.1%	13.7%
Passed no subtests	9.7%	9.8%	9.4%	7.1%	5.6%	6.8%

HSAP Passage Rate by Spring 2014

	Our High School	High Schools w/ Students Like Ours
Passage Rate	85.4%	93.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014*	2013	2014
Number of Students in Four-Year Cohort	418	406	317	319
Number of Graduates in Cohort	273	269	241	255
Rate	65.3%	66.3%	77.2%	80.9%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	442	419	310	327
Number of Graduates in Cohort	298	278	238	263
Rate	67.4%	66.3%	78.0%	81.4%

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	71.9%	85.2%
English 1	72.2%	75.2%
Biology 1/Applied Biology 2	81.8%	82.0%
US History and the Constitution	66.3%	69.9%
All Subjects	73.8%	78.2%

* High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the 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

Woodmont High School			11/6/2014	2301023
School Profile				
	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n = 1,692)				
Retention Rate	5.8%	Up from 5.3%	1.9%	3.0%
Attendance Rate	90.2%	Down from 92.4%	92.8%	94.1%
Served by gifted and talented program	24.7%	Up from 21.7%	23.2%	17.7%
With disabilities	16.1%	Up from 16.0%	10.9%	11.5%
Older than usual for grade	9.7%	Down from 10.1%	6.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 1.3%	1.4%	1.1%
Dual Enrollment	N/A	N/A	N/A	N/A
Enrolled in AP/IB programs	25.6%	Up from 23.6%	21.3%	15.4%
Successful on AP/IB exams	40.6%	Down from 50.0%	51.4%	52.8%
Eligible for LIFE Scholarship	29.0%	Up from 15.3%	39.3%	30.6%
Career/technology students in co-curricular organizations	10.4%	Down from 11.5%	4.4%	5.3%
Enrollment in career/technology courses	939	Up from 807	538	423
Students participating in work-based experiences	1.2%	Up from 1.0%	21.9%	13.1%
Career/technology students attaining technical skills	68.4%	Up from 66.5%	85.3%	84.5%
Career/technology students completers placed	100.0%	No change	99.1%	98.7%
Annual dropout rate	5.1%	Up from 3.8%	2.6%	2.1%
Dropout Recovery Rate	3.4	N/A	4.0	4.0
Teachers (n = 87)				
Teachers with advanced degrees	54.0%	Down from 56.3%	66.4%	64.3%
Continuing contract teachers	80.5%	Down from 87.4%	84.0%	77.3%
Teachers returning from previous year	90.5%	Up from 90.2%	88.3%	85.5%
Teacher attendance rate	93.8%	No change	95.6%	95.5%
Average teacher salary*	$48,570	Up 0.9%	$50,489	$48,414
Professional development days/teacher	33.4 days	Up from 19.8 days	10.3 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.8	3.0
Student-teacher ratio in core subjects	33.7 to 1	Up from 32.6 to 1	28.4 to 1	26.0 to 1
Prime instructional time	83.0%	Down from 85.3%	87.8%	88.1%
Dollars spent per pupil**	N/AV	N/A	N/A	N/A
Percent expenditures for teacher salaries**	N/AV	N/A	N/A	N/A
Percent of expenditures for instruction**	N/AV	N/A	N/A	N/A
Opportunities in the arts	Excellent	No change	Excellent	Excellent
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.9%	98.2%	98.6%
Character development program	Good	No change	Good	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

Woodmont High School 11/6/2014 2301023

Performance By Student Groups

	HSAP Passage Rate by Spring 2014		End of Course Tests Passage Rate		On-time Graduation Rate, 2014	
	n	%	t	%	n	%
All Students	336	85.4%	1,432	73.8%	406	66.3%
Gender						
Male	187	80.2%	748	73.7%	235	60.9%
Female	149	91.9%	684	74.0%	171	73.7%
Racial/Ethnic Group						
White	217	88.5%	945	79.7%	258	67.4%
African American	102	76.5%	394	59.4%	129	63.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0%	85	75.3%	16	62.5%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	43	34.9%	208	42.8%	56	25.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	45	68.9%	N/A	N/A
Socio-Economic Status						
Subsidized meals	160	75.6%	648	68.1%	170	48.2%

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

Woodmont High School 11/6/2014 2301023

District Superintendent's Report

Woodmont High School is an International Baccalaureate World School and one of 14 high schools in the School District of Greenville County. Our state-of-the art facility boasts nearly 300,000 square feet and is situated on a picturesque 69 acre campus in rural southern Greenville County. The school serves a diverse population of nearly 1,700 students (67% white, 26% African American, 5% Hispanic, and 2% other) in grades 9-12. The school's Poverty Index is currently at 62% with approximately half of all students participating in the Free & Reduced Lunch Program. Woodmont High features a strong and experienced staff of administrators and teachers with a five year staff retention rate of 95 percent. More than half of the faculty have advanced degrees. The distinguished faculty includes award-winning individuals such as the District Teacher of the Year, SC Bar Association Mock Trial Teacher of the Year, SC Outstanding Young Agriculture Educator of the Year, Mentor Teacher of the Year and the SC Governor's Council on Physical Fitness Individual Award Teacher. Fifteen members of the faculty are National Board Certified Teachers.

Robin Carlow – SIC Chair
Darryl Imperati - Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	90	1281	54
Percent satisfied with learning environment	82.2%	69.6%	77.8%
Percent satisfied with social and physical environment	92.3%	73.3%	79.7%
Percent satisfied with school-home relations	72.2%	83.2%	59.3%

* Only students at the highest High school grade level and their parents were 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

Woodmont High School 11/6/2014 2301023

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal High and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	67.8
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Peformance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Woodmont High School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	N/A
Classes in high poverty schools not taught by highly qualified teachers	N/A	N/A

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	90.2%	94.0%*	No

	State
Professional qualifications of all High and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all high and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year

Abbreviations for Missing Data

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

Woodmont High School							11/6/2014	2301023
Performance By Group - ESEA/Federal Accountability								
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 9-12								
All Students	229.4	220.7	83.2	73.9	98.9	98.9	100.0	66.3
Male	224.5	219.3	83.0	74.9	98.8	98.8	100.0	60.9
Female	235.3	222.4	83.4	72.8	99.0	99.0	100.0	73.7
White	233.2	226.4	86.1	75.5	98.7	98.7	100.0	67.4
African American	220.1	207.3	76.5	70.6	99.2	99.2	100.0	63.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	100.0	62.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
With disabilities	205.6	192.8	70.1	66.5	95.7	95.7	100.0	25.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Subsidized Meals	223.6	213.1	79.4	72.5	98.9	98.9	100.0	48.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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

Woodmont High School — 11/6/2014 — 2301023

Two-Year High School Grades Trend Data

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	9	35	206.8	80.8	35	198.5	80.8
	10	342	230.9	98.1	342	225.5	98.1
	11	1	I/S	I/S	1	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	90	N/A	100.0	0	I/S	I/S
	10	152	81.9	100.0	42	71.4	100.0
	11	28	71.4	100.0	272	77.0	100.0
	12	15	74.2	100.0	17	73.2	100.0

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	9	46	209.6	94.1	46	195.1	94.1
	10	385	231.7	99.3	385	223.8	99.3
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	161	89.3	100.0	0	I/S	I/S
	10	225	81.8	100.0	32	69.7	100.0
	11	60	73.6	100.0	274	74.4	100.0
	12	15	76.4	100.0	22	73.9	100.0

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

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 Group - ESEA/Federal Accountability (District)							11/6/2014	2301023
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	653.2	656.8	635.5	654.3	100.0	100.0	99.9	N/A
Male	648.2	656.6	636.6	655.4	100.0	100.0	99.9	N/A
Female	658.6	657.0	634.3	653.2	100.0	100.0	99.9	N/A
White	667.1	672.0	650.8	665.7	100.0	100.0	99.9	N/A
African American	627.0	624.4	607.2	631.6	100.0	100.0	99.9	N/A
Asian/Pacific Islander	682.1	699.7	661.2	682.9	100.0	100.0	100.0	N/A
Hispanic	635.0	640.4	616.0	640.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	658.7	663.3	638.6	662.8	100.0	100.0	100.0	N/A
With Disabilities	605.9	602.3	592.0	615.3	99.9	99.9	99.8	N/A
Limited English Proficient	638.0	648.1	620.5	642.9	100.0	100.0	100.0	N/A
Subsidized Meals	632.4	632.1	614.4	634.8	100.0	100.0	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	634.8	639.1	642.2	645.5	99.9	100.0	99.9	N/A
Male	627.4	637.8	642.8	648.2	99.9	100.0	99.8	N/A
Female	642.5	640.6	641.5	642.7	100.0	100.0	99.9	N/A
White	649.3	653.0	658.7	658.8	100.0	100.0	99.9	N/A
African American	607.1	609.2	609.1	618.1	99.9	99.9	99.8	N/A
Asian/Pacific Islander	664.5	687.8	680.0	682.8	100.0	100.0	100.0	N/A
Hispanic	615.9	623.3	623.3	629.6	100.0	100.0	99.9	N/A
American Indian/Alaskan	641.9	643.7	645.0	657.3	100.0	100.0	100.0	N/A
With Disabilities	576.3	584.3	585.8	593.5	99.8	99.8	99.7	N/A
Limited English Proficient	615.6	626.9	624.2	632.1	99.9	100.0	99.9	N/A
Subsidized Meals	612.4	616.2	617.8	622.9	99.9	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	233.8	226.3	84.8	78.0	99.7	99.6	100.0	82.5
Male	229.9	226.4	85.0	78.9	99.6	99.4	100.0	78.6
Female	237.8	226.2	84.5	77.1	99.7	99.8	100.0	86.7
White	239.4	233.0	88.2	80.6	99.7	99.7	100.0	86.5
African American	221.9	210.7	77.4	72.3	99.6	99.4	100.0	74.1
Asian/Pacific Islander	245.0	249.9	91.3	83.5	100.0	100.0	100.0	93.2
Hispanic	226.4	218.8	79.5	73.7	99.7	99.8	100.0	77.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	84.6
With Disabilities	205.9	197.1	71.8	69.4	99.1	98.5	100.0	43.1
Limited English Proficient	219.9	213.5	77.0	71.4	99.8	100.0	100.0	70.5
Subsidized Meals	222.8	213.5	78.6	72.9	99.4	99.4	100.0	70.8
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

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 Group - ESEA/Federal Accountability (State)							11/6/2014	2301023
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

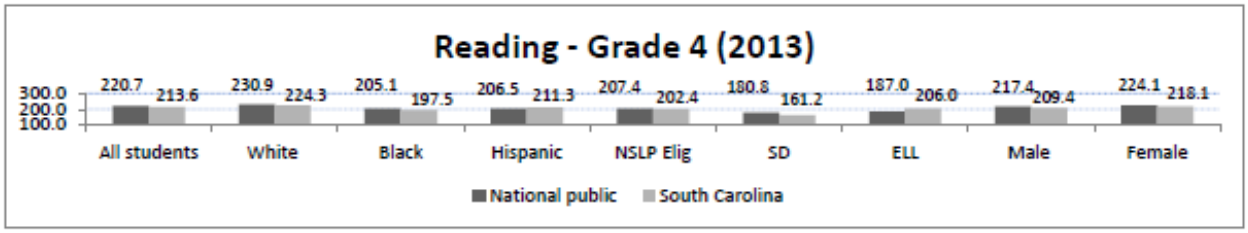
* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

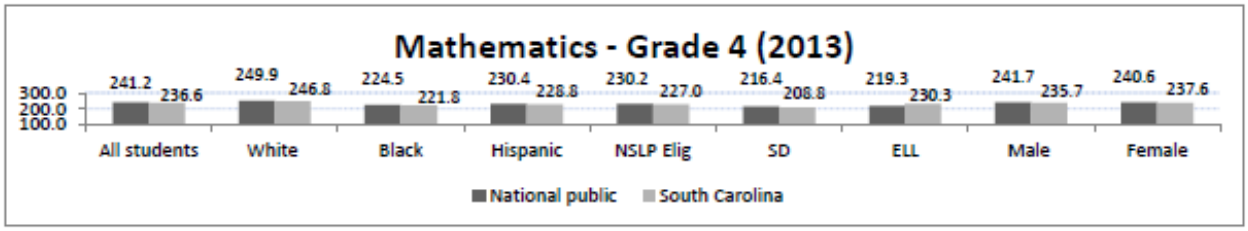
Abbreviations for Missing Data

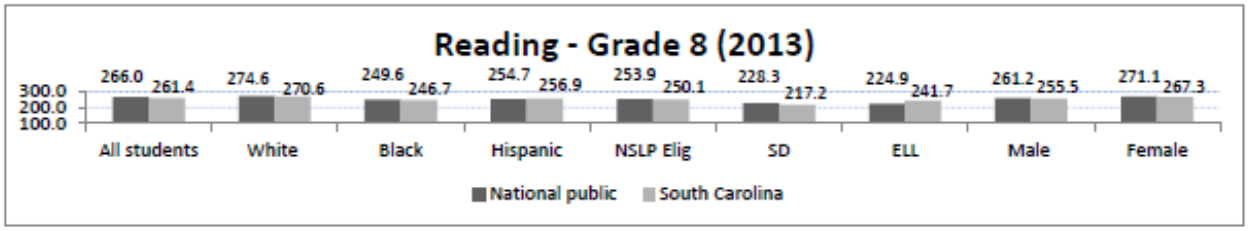
N/A-Not Applicable | N/AV-Not Available | N/C-Not Collected | N/R-Not Reported | I/S-Insufficient Sample

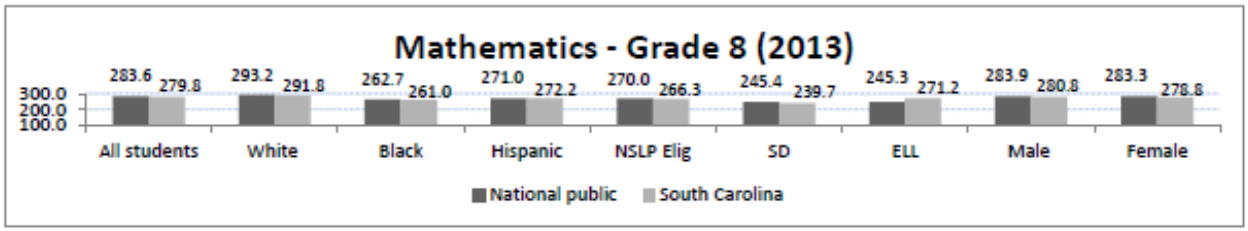
NAEP* Average Scale Scores - ESEA/Federal Accountability 2301023

**Performance reported for SC and nation, data not available at school level.*









Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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