

**2002-2003 No Child Left Behind-Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Gerald Witt  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Irmo High School  
(As it should appear in the official records)

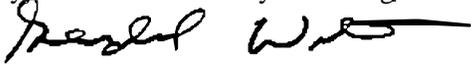
School Mailing Address 6671 St. Andrews Road  
(if address is P.O. Box, also include street address)

Columbia South Carolina 29212-2198  
city State Zip Code+4 (9 digits total)

Tel. ( 803 ) 732-8100 Fax( 803 ) 732-8074

Website/URL www.lex5.k12.sc.us/ihs/ Email www.lex5.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

 Date 4-01-03  
(Principal's Signature)

*Private Schools: If the information requested is not applicable, write NIA in the space.*

Name of Superintendent **Dr. Dennis McMahon**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  
District Five of

District Name Lexington & Richland Counties **Tel. (go-3) 732-8000**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date.

## PART II - DEMOGRAPHIC DATA

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### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       11   Elementary schools  
    4   Middle schools  
    —   Junior high schools  
    3   High schools  
  
   18   TOTAL
2. District Per Pupil Expenditure:         7,137    
  
    Average State Per Pupil Expenditure:   7,275

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4.   7   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>					<b>7</b>			
<b>1</b>					<b>8</b>			
<b>2</b>					<b>9</b>	267	229	496
<b>3</b>					<b>10</b>	224	221	445
<b>4</b>					<b>11</b>	233	192	425
<b>5</b>					<b>12</b>	170	198	368
<b>6</b>					Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								<b>1734</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>69</u> | % White                          |
| <u>26</u> | % Black or African American      |
| <u>1</u>  | % Hispanic or Latino             |
| <u>3</u>  | % Asian/Pacific Islander         |
| <u>1</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 11.83 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	79
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	139
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	218
<b>(4)</b>	Total number of students in the school as of October 1	1842
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.11834
<b>(6)</b>	Amount in row (5) multiplied by 100	11.83

8. Limited English Proficient students in the school: .009 %  
18 Total Number Limited English Proficient  
 Number of languages represented: 10  
 Specify languages: Spanish, Bulgarian, Vietnamese, Ukranian, Korean, Indian (2 types), Chinese, Russian, and Mandarin.

9. Students eligible for free/reduced-priced meals: 14.24 %

247 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.6 %  
158 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>111</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>28</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>6</u> Emotionally Disturbed	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>5</u>	<u>2</u>
Classroom teachers	<u>115</u>	<u>2</u>
Special resource teachers/specialists	<u>15</u>	<u>1</u>
Paraprofessionals	<u>15</u>	_____
Support staff	<u>52</u>	_____
Total number	<u>205</u>	_____

12. Student-“classroom teacher” ratio: 19/1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	99%	98%	98%	97%	97%
Daily teacher attendance	93.8%	93.6%	96.4%		
Teacher turnover rate	10.4%	10.6%	12.6%		
Student dropout rate	2.4%	1.1%	1.2%	1.3%	1.3%
Student drop-off rate	16.5%	26.4%	28.5%	24.31%	26.57%

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>396</u>
Enrolled in a 4-year college or university	<u>70 %</u>
Enrolled in a community college or	
Enrolled in a vocational training	<u>18 %</u>
Found employment	<u>10 %</u>
Military service	<u>2 %</u>
Other (travel, staying home, etc.)	<u>    %</u>
Unknown	<u>    %</u>
<b>Total</b>	100 %

### III-1

Welcome to Irmo High School, Columbia, South Carolina, an educational community where excellence is never compromised. As you stroll across our campus, you'll see a sampling of activities challenging our students to meet the global demands of the 21<sup>st</sup> century.

In the media center, a published author in town for the book festival is giving a group of interested readers and writers some tips on how to become published authors themselves. Down the hall, the *Stinger* staff is putting the finishing touches on next month's student newspaper. Meanwhile, the broadcast journalism class is recording daily announcements and putting together commercials to advertise Foreign Language Week. *Lagniappe* staffers pore over submissions of poetry, prose, and art for this year's literary magazine. Around the corner, the student council leadership class is hard at work planning the field day events. Humanities classes, studying literature and culture of the Middle East, are sampling authentic Middle Eastern dishes prepared by a local restaurant.

Upstairs, the science labs are humming. A ninth grade pre-chemistry class is busy measuring the thickness of aluminum foil. In a math class, co-teachers from the math and learning strategies departments use manipulatives to teach math concepts to a basic level math class. Teacher Cadets are sharing their field experiences with their classmates – going to the circus with second graders, reading to first graders, analyzing air quality with sixth graders. Students in the reading lab are catching up on the news reading daily newspapers, and a government class is preparing for the voter registration drive they are conducting with the assistance of a local elementary school.

In the "west wing," the smell of chocolate chip cookies wafts through the building – the Sting Deli, with its Grade A restaurant rating, is preparing lunch for faculty members, giving the students practice in developing life skills as they prepare and deliver the food. The auto collision repair class is getting hands-on experience, too. The drama class is rehearsing "The Importance of Being Earnest" for their upcoming show, and the foreign language classes plan the fashion show and dance exhibition for Foreign Language Week activities. Students design web pages and learn both basic and advanced technology applications in graphic design and desktop publishing classes.

Our tour concludes in the newest area on campus, our expanded arts complex and gymnasium. There you'll find art students putting together portfolios for Advanced Placement, and preparing for a display at the community library. The award-winning Bands of Irmo, the chorus, and the strings orchestra fill the air with music. The weight room is buzzing with activity, as is the basketball court. On the track, the physics class is putting their catapults to the test, while the Air Force JROTC cadets drill nearby.

Seventy-five years ago, we dared to dream. Today, our dream embraces diversity and unity, instills integrity and character, and provides opportunities for leadership and teamwork for all of our students.

#### **IV-1.**

The South Carolina High School Exit Examination was first administered in 1986 and became a requirement for a high school diploma in 1990. The exit exam, which includes subtests in the subject areas of mathematics, reading, and writing, is first administered to students in the spring of their tenth-grade year. The reading and math subtests are composed of multiple choice questions; the writing subtest requires students to produce a writing sample based on an assigned topic. Students who do not pass all sections of the examination are given four opportunities to retake any subtests they do not pass. For comparison, the data in the attached tables are for tenth grade students who are attempting the exit exam for the first time. The current state assessment only includes one criterion (passing or not passing) and is a major component of the state accountability system.

Since 2001, any student who meets the definition of a tenth grader must be tested. Before that time, students could be excluded from testing if an IEP specified that the exit exam was inappropriate for the student. Accommodations and modifications are available for students with disabilities, but must be specified in their IEP or 504 plan.

The testing data which follows is given for three areas: math, reading, and writing, one area per page. The upper portion of each table divides Irmo High School's population into various subgroups. The lower portion of each table divides the state's scores into corresponding subgroups. Scores are reported for the most recent five-year period. Comparing percentages in each subgroup in each of the three areas makes it clear that Irmo High School ranks far and above the state in every subgroup for every year reported.

While we would like to take full credit the job being done with these students, we must share with our feeder schools. Our entire district, from grade K to grade 12 is committed to "all children can learn," or as we say today, "No child left behind." This demand for excellence is present in all schools throughout this district. Children here learn because they are expected to learn -- by teachers, administrators, and the students' fellow peers.

#### IV-2.

Since there is an abundance of assessment data amassed on our students, we use the data in a number of ways to help us understand and improve student and school performance. Exit Exam scores help us identify students who need additional help, which we provide through reading, writing, and math labs. These scores are also used in determining the graduation status of our seniors.

Classroom teachers use PSAT and PLAN scores as one of the factors in determining course level recommendations during the registration process, including placement in AP courses. This information is also helpful in helping students select electives. Departments analyze test results to determine curriculum strengths and weaknesses so that modifications may be made to enhance classroom instruction.

Guidance uses the PSAT and PLAN data to help students assess their preparedness for college and to determine which entrance exam is most appropriate for individual students. This information is useful as well in individual conferences helping students evaluate career choices and related course selection.

#### IV-3.

We're proud to be a part of a community that values education, and we think it's important to maintain open lines of communication with students, parents and the community.

Parents receive copies of their students' test results and interpretations through the mail, and evening sessions explaining test results are held for all major testing. In addition, students may attend daytime sessions on test interpretation conducted by guidance counselors, who have also produced an informative video that may be used in homeroom sessions. The school website and a marquee in front of the school publicize academic as well as athletic events and accomplishments.

We share our success with the community through a number of publications as well. The student newspaper, *The Stinger*, is distributed to all students as well as to patrons in the community. Parents receive the *Jacket Journal*, a monthly newsletter about events taking place at Irmo High School. Articles about our school frequently appear in the *Irmo News*, a community newspaper, as well as the *Neighbors* section of *The State* newspaper.

To take full advantage of electronic media, we are in the process of developing a parent information system that will allow parents to have up to the minute access to their students' grades, attendance records, discipline records, and assignments.

#### **IV-4.**

Success is meant to be shared, not hoarded. As one of three high schools in a high-achieving school district, we recognize that sharing information and good ideas is a way for all of our students to benefit. Though we're "rivals," we're rivals of the "sibling sort," where we stand up for, and share with, each other. One way that we share ideas is through annual summer workshops, where teachers share specific program ideas with others in the district. One of the ideas shared in a summer workshop is curriculum mapping, which is now in its third year. Curriculum mapping gives us a specific vehicle for sharing not only specific subjects, but even specific classroom lessons as well. Through mapping, we share our successes throughout the district, as well as throughout the state.

The successes of our district generate interest from other schools outside the district. We share information with interested schools through special reports, such as the annual report published by the principal through the School Improvement Council. This report covers student performance on standardized tests compared to other high schools in the district and the state. We also send to all schools and colleges a profile which includes the number of students attending two- and four-year colleges, the number of students going into the workforce or the military, the amount of scholarship money, the number of Palmetto Fellows, National Merit finalists and semifinalists, and other honors received by our graduating class.

Our teachers are our best ambassadors of our success. Many of our teachers are members of professional organizations, and share information with colleagues both informally and in formal presentations. Our teachers have shared with such groups as the South Carolina Conference on Gifted Education, the Midlands Tech Prep Consortium, the Midlands Writing Project, the South Carolina Council of Teachers of English, various reading and journalism conferences on both a state and national level, to name just a few.

## V-1.

A comprehensive high school is like a small city composed of separate neighborhoods that seem to be distinct and isolated. However, there are connections, or highways, that link all of the various areas. Through our Humanities teams in grades nine through eleven, teachers give students the map to link social studies, English, and fine arts curricula. Students examine major historical developments, analyze key works of literature applicable to focus regions/cultures, and gain an understanding and appreciation of different arts and customs around the world.

English instruction in grades nine through twelve centers around five crucial skills: researching, reading, writing, listening, and speaking. These skills form the foundation of our state language arts standards, which are based on standards set by the National Council of Teachers of English. Since we believe that learning is a year-round endeavor, each student enrolled in core English courses is required to complete a summer reading assignment for the following year.

Each of the social studies courses has a standards-based curriculum with emphasis on reading, writing, research, and problem-solving skills. In history classes, the standards address the themes of time, continuity, and change, while our geography curriculum creates a picture of the relationships between people, places and the environment. The issues surrounding power, authority, and governance are analyzed by the standards of our government curriculum; the question of how all of these aspects affect the production, distribution, and consumption of goods is answered in the economics classes.

In grades nine through twelve, students extend their understanding and proficiency in all areas of mathematics. Our curriculum is organized under six standards: number and numeration systems; numerical and algebraic concepts/operations; patterns, relationships, and functions; geometry and spatial sense; measurement; probability and statistics. These concepts unify our math sequences at every level, from Math Tech I to AP Calculus.

While the state of South Carolina does not require students to take four science courses, at Irmo we recommend that all students take one course in each of the three core science areas (biology, chemistry, and physics) after taking physical science. The curricula of our core and elective science courses are based on state science standards that emphasize logical and mathematical ability as well as scientific ability. These standards stress patterns, relationships, propositions, complex processes, and related abstractions. Teachers also use integrated thematic instruction to allow students to make analytical connections between disciplines.

All of the core content areas offer courses at three levels of instruction: grade level, advanced, and honors/AP. During the junior and senior years, grade level classes for math, science and English follow the tech prep guidelines for our state. In these courses, students focus on workplace problem-solving strategies and meet state standards through applied, hands-on, and traditional instructional methods. Currently our school is implementing a career cluster system that allows students to choose an avenue of study based on future career goals. Selecting a career path helps guide a student's participation in internships, activities, and part-time employment. Since we are preparing our students for success in an increasingly global society, we have designed our curriculum to include foreign language instruction at all levels. Latin students build English vocabulary through study of Latin roots. Upper level French and Spanish students teach mini-lessons to elementary students and special ed students at Irmo. German students travel to the BMW plant to see the economic relevance of language study.

Every department offers electives that encourage students to take advantage of the less-traveled roads. One of the greatest strengths of a curriculum is that every student at Irmo High School can be challenged in a wide range of courses. From AP Chemistry to Computer Engineering, from Human Anatomy to Automobile Technology, from Law Education to Southern Culture, our curriculum is constructed to take a student anywhere he wants to go.

## V-2.

Our Language Arts program is flexible in making decisions and providing resources adequate for students to succeed in reading and to ensure proper academic placement of all students. Our core curriculum supports the struggling reader and provides enrichment for all students through learning experiences in reading, writing, speaking, and listening. Courses incorporate a variety of approaches to instruction in composition, grammar, vocabulary, and literary analysis. The literature includes a variety of genres, with a focus on world literature. A major emphasis is placed on improving students' analytical, creative, and critical thinking skills. Both research and evidence of best practice affirm that one factor which improves students' overall academic is the quality and volume of reading. Irmo embraces this finding and supports requiring all students in grades 9-12 to participate in a summer reading program.

We have implemented academic assistance to reduce the number of students failing to achieve the state standard, reading below grade level, and failing in the various content areas. Teachers are available three days a week after school to tutor students and to reteach and reinforce reading skills. We provide a reading lab to address skill deficiencies for students who have been identified as being significantly behind their peers in reading. This reading lab, structured as an independent self-study program, identifies and builds on individual learning styles, allowing the student to work on individually designed assignments of self-selected reading, guided reading, word building, and writing. The lab instructors collaborate with the English teacher and the parent regarding assignments, progress, and student needs.

Co-teaching is another approach to assisting the below-grade-level students. Content and learning strategies teachers jointly design, plan, and implement lessons for every student in the classroom, allowing for small group and individualized instruction. Content mastery classes are also provided for students with reading disabilities who need additional support.

## V-3.

Our mission statement begins, "Irmo High School, where excellence is never compromised." We have incorporated that statement into our curricula as a whole, but one area that we are most proud of is our Visual and Performing Arts curricula. This program supports the diversity of talent, experience, culture and achievement each student brings to the classroom. Courses in the Visual Arts range from Ceramics and Sculpture to Photography and Stained Glass to Drawing and Painting. Combined with Landscape Architecture, these various courses allow students different avenues for expression according to their need, level of experience, and prior knowledge, all of which vary widely.

In Performing Arts, we offer courses from Music Theory to Gospel Choir, from Television Production to Chamber Ensembles, and from Critical Analysis to Drama V-Honors. All of our Arts programs hold students to the highest of standards, proof of which is the number of awards each group receives at the local, state, and national levels and their warm reception when they perform for the community. Whether the students achieve the Marching Band Championship for the eighth consecutive year, the coveted Sudler Flag of Honor, or National Scholastic Art recognition for the second consecutive year, all program participants are challenged to meet standards of excellence beyond state and national standards. Regardless of their level of academic achievement or their personal knowledge and experience, all students can find challenge and success in the variety of Visual and Performing Arts programs offered at Irmo High School.

#### **V-4.**

As students have changed over Irmo's 75-year history, so have instructional methods used to engage students in learning. There is still a place for the traditional lecture and classroom discussion, but in our 90-minute class periods, we have learned that we need to use a number of strategies to keep students actively engaged.

Discovery learning is a vital part of our curriculum. For example, in AP Biology, 12-13 teachers throughout the school volunteer to participate in a food poisoning simulation; students determine which teachers have food poisoning and what agent has caused the illness. Physics students participate in the annual Physics Day activities at the State Fair, observing the principles they have studied in action.

Research is used in a number of different ways, in individual classroom settings and in cross-curricular projects. The statistics class designs surveys that are completed by randomly chosen classes; the statistics students then analyze the data collected. Economics students select stocks to "purchase" and, after careful research of the company's performance, compile their stock portfolios.

All departments promote higher order thinking skills, particularly through the use of Socratic seminars. Humanities students seek to answer the question of whether the founding fathers preferred liberty or order based on a careful reading of revolutionary period documents.

Cooperative learning is promoted in a variety of ways throughout our school. The fine arts department has invited guest artists to mentor groups of students as they produce large public art sculptures for our campus, and students have worked together to paint murals promoting teamwork.

#### **V-5.**

Staff development is carefully planned at both the school and the district levels to better prepare our faculty and staff to meet the unique needs of our students. Under the direction of the Assistant Principal for Instruction, building level staff development is crafted to help faculty members meet professional goals that directly relate to students. Department chairs meet weekly with the Assistant Principal and maintain open lines of communication with all teachers through regular department meetings to relay concerns that may be addressed through staff development.

Programs with specific purposes are conducted on a regular basis; for example, teachers attending professional seminars and workshops share information with their entire department.

Some staff development is conducted in conjunction with other schools in the district, "clustered" by grade level or by geography, or arranged to meet a specific need. Recent sessions have addressed Understanding Poverty, Active Literacy, Exit Exam Preparation, Senior Projects, Discipline Issues, AGP Certification, and ADEPT Training, to name a few. We have done extensive in-service training in the IB Program; by March, 2003, 51 teachers and administrators will have received training in either the MYP or DP programs, with 18 teachers receiving more in-depth training by the end of the summer. Since we recognize that parental involvement is key to student achievement, one of our newest initiatives is a new parent information system that allows parents to access student grades and other records. Teachers are currently receiving training on how the system is connected to their electronic gradebooks. Recognizing the teaching potential of rapidly advancing technology, training at all levels is available through summer institutes as well as throughout the year as needed. A major focus of professional development over the past 3 years has been curriculum mapping. Developing individual curriculum maps, and then working cooperatively to develop core maps for each subject, has helped us eliminate gaps and overlaps to maximize the effectiveness of our classroom teachers.

BSAP Exit Exam: 10<sup>th</sup> Grade, First Attempt Math  
Percentage Passing

	2001-02	2000-01	1999-2000	1998-99	1997-98
Testing Month	April	April	April	April	April
<b>Irmo High School SCORES</b>					
Total					
At or Above Basic	90.6	92.4	90.6	90.7	88.9
At or Above Proficient	Not Applicable until 2004				
At Advanced	Not Applicable until 2004				
Number of Students Tested	438	408	513	430	431
Percent of Total Students Tested*	97%	97.2%	97.3%		
Percent of Students Excluded	3%	2.8%	2.7%		
<b>SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	92.9	93.1	90.0	90.5	90.2
1. Gender: Female					
At or Above Basic	88.0	91.7	91.6	90.9	87.6
2. Ethnicity: White					
At or Above Basic	93.4	96.1	94.7	94.1	91.4
2. Ethnicity: African American					
At or Above Basic	81.0	82.4	76.4	77.4	73.9
3. Socioeconomic status: High					
At or Above Basic	91.7	94.1	92.4	92.3	89.3
3. Socioeconomic status: Low					
At or Above Basic	82.6	83.7	74.0	75.0	84.0
4. Disability: No IEP					
At or Above Basic	92.5	93.0	92.6	92.0	90.2
4. Disability: With IEP					
At or Above Basic	63.0	81.8	55.6	72.4	72.7
<b>South Carolina SCORES</b>					
At or Above Basic	80.2	80.5	77.3	76.1	75.1
<b>STATE SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	82.5	81.9	79.1	77.7	77.0
1. Gender: Female					
At or Above Basic	78.4	79.2	75.7	74.7	73.3
2. Ethnicity: White					
At or Above Basic	89.5	89.1	87.8	86.1	85.3
2. Ethnicity: African American					
At or Above Basic	66.0	66.5	60.4	60.4	59.1
3. Socioeconomic status: High					
At or Above Basic	86.2	86.0	83.8	82.6	81.5
3. Socioeconomic status: Low					
At or Above Basic	68.2	68.1	NA	NA	60.7
4. Disability: No IEP					
At or Above Basic	82.2	81.4	78.2	77.9	77.0
4. Disability: With IEP					
At or Above Basic	54.4	51.4	46.9	42.6	40.7

BSAP Exit Exam: 10<sup>th</sup> Grade, First Attempt Reading  
Percentage Passing

	2001-02	2000-01	1999-2000	1998-99	1997-98
Testing Month	April	April	April	April	April
<b>Irmo High School SCORES</b>					
Total					
At or Above Basic	94.1	92.9	94.7	94.0	94.9
At or Above Proficient	Not Applicable until 2004				
At Advanced	Not Applicable until 2004				
Number of Students Tested	438	409	513	430	435
Percent of Total Students Tested	97%	97.2%	97.3%		
Percent of Students Excluded	3%	2.8%	2.7%		
<b>SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	92.9	91.6	93.6	92.3	93.1
1. Gender: Female					
At or Above Basic	95.5	94.2	95.8	95.7	96.8
2. Ethnicity: White					
At or Above Basic	96.7	95.5	97.4	96.0	96.6
2. Ethnicity: African American					
At or Above Basic	86.7	87.1	84.5	85.7	85.5
3. Socioeconomic status: High					
At or Above Basic	95.6	95.3	95.7	95.4	96.0
3. Socioeconomic status: Low					
At or Above Basic	80.4	76.7	85.7	80.0	84.0
4. Disability: No IEP					
At or Above Basic	95.6	94.6	96.1	95.8	96.3
4. Disability: With IEP					
At or Above Basic	70.4	63.6	70.4	69.0	79.4
<b>South Carolina SCORES</b>					
At or Above Basic	82.0	85.0	82.7	81.9	81.5
<b>STATE SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	81.9	83.8	81.3	80.2	80.2
1. Gender: Female					
At or Above Basic	82.2	86.2	84.1	83.5	82.7
2. Ethnicity: White					
At or Above Basic	90.4	92.1	90.9	89.9	89.9
2. Ethnicity: African American					
At or Above Basic	69.3	73.6	69.8	69.7	68.6
3. Socioeconomic status: High					
At or Above Basic	88.5	90.0	88.5	87.7	87.5
3. Socioeconomic status: Low					
At or Above Basic	69.0	73.7	NA	NA	68.1
4. Disability: No IEP					
At or Above Basic	84.4	86.1	83.9	84.1	83.7
4. Disability: With IEP					
At or Above Basic	45.9	48.5	45.0	42.7	42.6

BSAP Exit Exam: 10<sup>th</sup> Grade, First Attempt Writing  
Percentage Passing

	2001-02	2000-01	1999-2000	1998-99	1997-98
Testing Month	April	April	April	April	April
<b>Irmo High School SCORES</b>					
Total					
At or Above Basic	91.5	94.6	97.1	89.8	92.8
At or Above Proficient	Not Applicable until 2004				
At Advanced	Not Applicable until 2004				
Number of Students Tested	438	407	513	430	428
Percent of Total Students Tested	97%	97.2%	97.3%	97.2%	95.6%
Percent of Students Excluded	3%	2.8%	2.7%	3.8%	4.4%
<b>SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	90.1	92.5	94.8	86.9	90.7
1. Gender: Female					
At or Above Basic	93.0	96.6	99.2	92.8	94.9
2. Ethnicity: White					
At or Above Basic	95.3	97.1	99.2	92.6	95.7
2. Ethnicity: African American					
At or Above Basic	82.7	89.3	89.8	78.6	77.9
3. Socioeconomic status: High					
At or Above Basic	92.9	96.1	97.8	91.5	94.4
3. Socioeconomic status: Low					
At or Above Basic	77.8	83.7	90.0	73.0	76.0
4. Disability: No IEP					
At or Above Basic	93.8	95.6	97.9	92.0	94.4
4. Disability: With IEP					
At or Above Basic	55.6	77.3	81.5	58.6	71.9
<b>South Carolina SCORES</b>					
At or Above Basic	84.2	85.9	86.6	82.8	83.8
<b>STATE SUBROUP SCORES</b>					
1. Gender: Male					
At or Above Basic	80.6	82.3	83.0	78.2	79.2
1. Gender: Female					
At or Above Basic	87.6	89.3	90.0	87.1	88.1
2. Ethnicity: White					
At or Above Basic	91.7	93.9	94.5	91.3	92.5
2. Ethnicity: African American					
At or Above Basic	73.2	73.4	74.3	69.7	70.8
3. Socioeconomic status: High					
At or Above Basic	89.5	91.2	91.8	88.6	89.4
3. Socioeconomic status: Low					
At or Above Basic	73.5	73.6	NA	NA	71.0
4. Disability: No IEP					
At or Above Basic	86.4	86.8	87.5	84.7	85.7
4. Disability: With IEP					
At or Above Basic	55.5	57.1	57.5	48.1	51.0

