

Woodmont Middle

325 N. Flat Rock Road
Piedmont, South Carolina

Grades	6-8 Middle School	
Enrollment	959 Students	
Principal	Gregg Scott	864-355-8500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**Below Average**
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Woodmont Middle	03/02/09-2301052

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

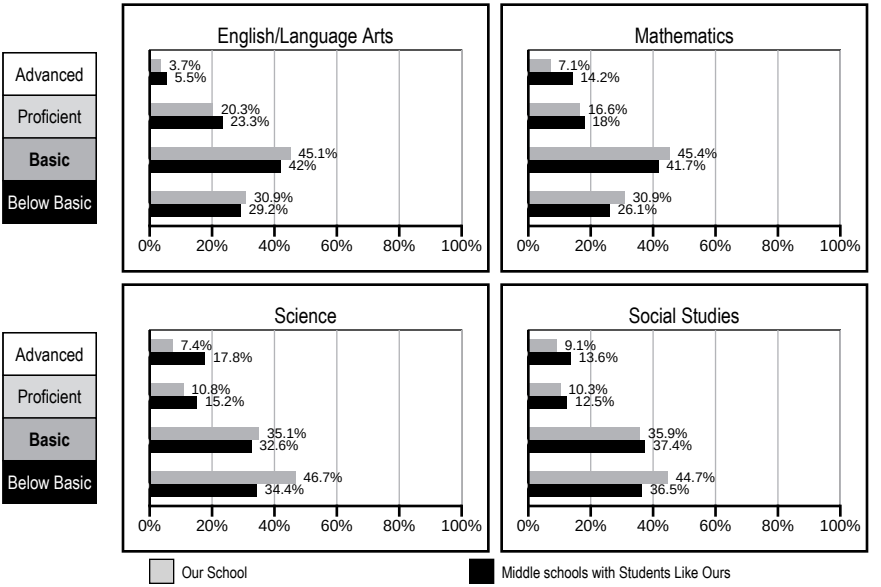
Percent of students tested in 2007-08 whose 2006-07 test scores were located	95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	28	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.9
English 1	97.0	97.6
Physical Science	0	48.7
All Subjects	98.9	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=959)				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Down from 34.1%	23.3%	19.4%
Retention rate	1.6%	Down from 3.1%	1.5%	1.8%
Attendance rate	95.6%	Up from 94.7%	95.9%	95.8%
Eligible for gifted and talented	10.3%	Down from 11.2%	17.8%	15.3%
With disabilities other than speech	17.7%	Up from 17.4%	14.3%	12.9%
Older than usual for grade	3.9%	Up from 2.5%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.1%	0.5%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	43.5%	Down from 53.4%	53.7%	55.0%
Continuing contract teachers	58.1%	Down from 63.8%	74.1%	70.6%
Teachers with emergency or provisional certificates	12.2%	Up from 5.1%	5.6%	5.4%
Teachers returning from previous year	77.3%	Down from 81.8%	84.8%	83.4%
Teacher attendance rate	96.2%	Up from 95.7%	94.9%	94.9%
Average teacher salary	$42,394	Down 2.3%	$44,202	$44,706
Professional development days/teacher	6.5 days	Down from 12.4 days	11.5 days	11.8 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	27.1 to 1	Up from 25.9 to 1	20.6 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 89.3%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	97.5%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	$6,183	Up 5.0%	$7,061	$7,097
Percent of expenditures for instruction*	64.8%	Down from 66.5%	63.7%	64.4%
Percent of expenditures for teacher salaries*	61.5%	Down from 62.4%	59.5%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Woodmont Middle School, located in southern Greenville County, is an authorized International Baccalaureate Middle Years Programme school serving 953 students. Over the last year and half, our building has undergone an extensive renovation and expansion. On January 3, 2008, Woodmont Middle School officially opened its doors to students in our "new" building. In addition to the renovations and addition of a new wing, we have new outdoor facilities such as track and tennis/basketball courts. Our facility provides a welcoming and state-of-the-art learning environment for the students. With a Promethean Board in every classroom, Activotes, Activslates, three computer labs, 130 wireless laptop computers, document cameras, and digital cameras, our students are exposed to and have the opportunity to use and integrate technology into the learning process regularly.

The 2007-2008 school year presented many challenges, the major being the goal to improve the academic achievement of our students on the Palmetto Achievement Challenge Test (PACT). To this end, we have worked diligently to create a dynamic learning environment for our students and have implemented many strategies school-wide to meet our goal. A school-wide focus on IB and literacy in all content areas has played a major role in our success this year.

The International Baccalaureate Programme (IB) is a driving force in the school. This program is a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world. This enables the students to become critical and reflective thinkers. The IB Programme is student centered, as highlighted through our fall and spring Student-Led Conferences and Cultural Night Extravaganza.

Our work has been recognized through many awards this year. WMS was the proud recipient of the 2007-2008 Attendance Blitz Middle School Award. Our students were honored through such awards as Beta Club State Convention and PTA Reflection Contest Winners. The 2007-2008 school year marked the first annual Top Cat Awards. Each nine weeks this year, students were selected and recognized by their teachers for exemplifying the IB Learner Profile in action. Our faculty's work was recognized through an Alliance for Quality Education and a 3M Ingenuity Grant. Four of our teachers were selected to present at the IB North America Annual Regional Conference in July 2008. In addition, one of our teachers received her National Board Certification this year.

Recognizing that education is a team effort between the school, students, parents, and community, our school welcomed several new business partners this year who donated time and resources to benefit our students.

It is the belief of our staff that by educating students, we create a better world. Woodmont is enthusiastic about the coming 2008-2009 school year, as we continue to strive for academic excellence.

Mr. Gregg Scott, Principal
Mrs. Patricia Lemons, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	260	70
Percent satisfied with learning environment	75.0%	63.3%	81.2%
Percent satisfied with social and physical environment	81.3%	75.1%	64.3%
Percent satisfied with school-home relations	59.6%	80.6%	71.0%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress	NO

This school met 18 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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Woodmont Middle											03/02/09-2301052
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	921	99.9	31.8	45.5	20	2.7	35.3	52.4	48.2	Yes	Yes
Gender											
Male	487	99.8	40.7	42.1	15.4	1.8	27.8	46.1	41.7	N/A	N/A
Female	434	100	21.7	49.4	25.2	3.7	43.7	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	568	99.8	25.6	48.1	23	3.3	40.8	62.3	60	Yes	Yes
African American	300	100	44.5	41.9	12.1	1.5	22.8	31.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	40	100	28.6	45.7	25.7	0	34.3	36.7	38.4	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	154	100	84.2	14.3	1.5	0	3	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	33.3	48.1	18.5	0	25.9	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	492	99.8	40.4	43.6	14.8	1.1	25.4	34.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	920	99.9	31.5	46.5	15.7	6.3	30.8	49.5	45.8	No	Yes
Gender											
Male	487	99.8	33.9	43	15.6	7.5	30.4	49.9	45.6	N/A	N/A
Female	433	100	28.7	50.5	15.8	5	31.2	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	568	99.8	26.9	46.2	18.4	8.5	35.8	59.4	59	No	Yes
African American	299	100	43.2	46.1	9.2	1.5	17.7	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	40	100	14.3	57.1	25.7	2.9	42.9	37.4	38.1	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	153	100	81.1	17.4	1.5	0	2.3	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	28	100	18.5	55.6	22.2	3.7	48.1	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	491	99.8	38.3	46.6	11.5	3.6	25	32.2	31.4	Yes	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Woodmont Middle											03/02/09-2301052
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	623	99.8	46.6	35.1	10.8	7.4	18.2	39.3	35.7	95.6	96.5
Gender											
Male	334	99.7	50.6	28	11.1	10.2	21.3	41.6	37.4	95.2	96.4
Female	289	100	41.9	43.4	10.5	4.1	14.6	36.9	33.8	96	96.6
Racial/Ethnic Group											
White	381	99.7	37.8	38.9	13.6	9.7	23.3	49.7	49.2	95.3	96.4
African American	206	100	63.8	27.7	5.3	3.2	8.5	18.2	17	96	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.7	97.7
Hispanic	30	100	44.4	37	14.8	3.7	18.5	23.7	24.9	96.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.9	95.3
Disability Status											
Disabled	103	99	85.4	13.5	1.1	0	1.1	16.3	14	93.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	18	100	55.6	33.3	11.1	0	11.1	22.6	24.4	97.5	97.2
Socio-Economic Status											
Subsized meals	328	99.7	55.2	32.7	9.1	3	12.1	21.3	21.1	94.9	95.8
Social Studies											
All Students	609	99.8	44.7	35.9	10.3	9.1	19.4	38.1	34	95.6	96.5
Gender											
Male	318	99.7	45.9	29.6	11.6	12.9	24.5	41	36.6	95.2	96.4
Female	291	100	43.3	42.6	9	5.1	14.1	35	31.3	96	96.6
Racial/Ethnic Group											
White	374	99.7	37.9	38.7	12.5	10.9	23.4	46.1	44.5	95.3	96.4
African American	199	100	59	31.5	6.2	3.4	9.6	20.5	19.1	96	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.7	97.7
Hispanic	25	100	52.2	21.7	13	13	26.1	27.7	27.5	96.8	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.9	95.3
Disability Status											
Disabled	95	99	75.3	22.2	1.2	1.2	2.5	17.1	14.4	93.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	18	100	50	33.3	5.6	11.1	16.7	27.6	27.3	97.5	97.2
Socio-Economic Status											
Subsized meals	338	99.7	53.2	34.5	7.4	4.8	12.3	22.8	21	94.9	95.8

***** Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Woodmont Middle 03/02/09-2301052

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	299	99.3	41.9	40.8	14.1	3.2	17.3
	7	293	99.7	33.3	49.3	16.3	1.1	17.4
	8	319	99.1	38.9	48.6	11.1	1.4	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	309	100	29.3	42.9	23.7	4.2	27.9
	7	317	100	32.3	47.1	19.9	0.7	20.5
	8	295	99.7	33.8	46.5	16.4	3.3	19.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	299	99.3	31.4	49.1	14.8	4.7	19.5
	7	293	99.7	28.9	51.9	14.8	4.4	19.3
	8	319	98.8	47.3	45.2	5.7	1.8	7.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	309	100	26.8	39	22.3	11.8	34.1
	7	317	100	27.3	52.5	14.1	6.1	20.2
	8	294	99.7	40.9	47.8	10.6	0.7	11.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	149	98.7	56.2	32.1	8.8	2.9	11.7
	7	293	99	49.1	31.6	12.6	6.7	19.3
	8	158	98.7	44.9	39.9	13.8	1.4	15.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	159	100	64	19.3	10	6.7	16.7
	7	315	99.7	37.3	44.7	9.8	8.1	18
	8	149	100	47.8	31.6	14	6.6	20.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	150	99.3	41	41	13.7	4.3	18
	7	293	99.7	57.4	31.1	4.4	7	11.5
	8	161	98.8	55.3	38.3	4.3	2.1	6.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	149	100	21.2	39.4	21.2	18.2	39.4
	7	316	99.7	55.4	29.4	6.8	8.4	15.2
	8	144	100	44.9	46.4	7.2	1.4	8.7

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