



Woodmont Middle

325 N. Flat Rock Road
Piedmont, South Carolina

Grades	6-8 Middle School	
Enrollment	661 Students	
Principal	Gregg Scott	864-355-8500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

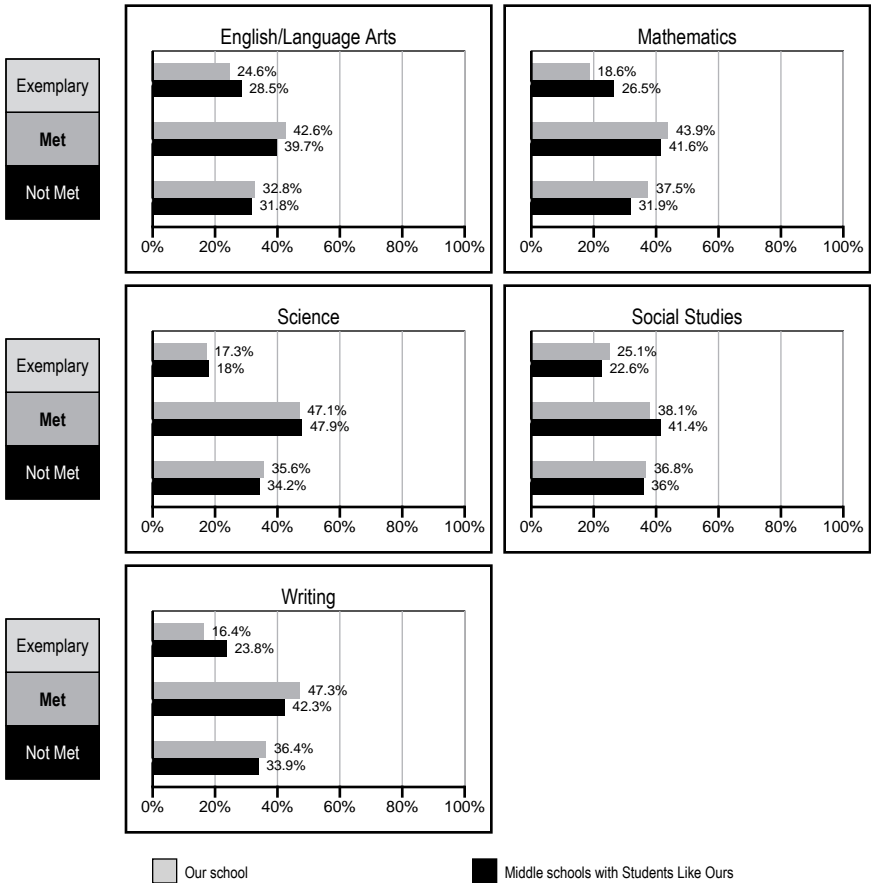
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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%	97.5%
English 1	96.0%	97.2%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	98.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=661)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Down from 18.8%	19.8%	21.6%
Retention rate	1.5%	Down from 1.6%	1.5%	1.2%
Attendance rate	95.1%	Down from 95.6%	95.7%	95.9%
Eligible for gifted and talented	10.4%	Up from 10.3%	15.8%	14.8%
With disabilities other than speech	18.0%	Up from 17.7%	13.7%	12.6%
Older than usual for grade	1.8%	Down from 3.9%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	53.5%	Up from 43.5%	55.4%	56.9%
Continuing contract teachers	79.1%	Up from 58.1%	76.3%	72.7%
Teachers with emergency or provisional certificates	12.5%	Up from 12.2%	4.1%	5.3%
Teachers returning from previous year	69.9%	Down from 77.3%	84.1%	82.9%
Teacher attendance rate	94.0%	Down from 96.2%	95.3%	95.2%
Average teacher salary*	\$46,915	Up 10.7%	\$46,107	\$46,599
Professional development days/teacher	13.2 days	Up from 6.5 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Down from 27.1 to 1	20.6 to 1	20.1 to 1
Prime instructional time	88.9%	Down from 90.8%	89.8%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 100.0%	97.9%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,462	Up 4.5%	\$7,400	\$7,645
Percent of expenditures for instruction**	61.6%	Down from 64.8%	64.6%	63.4%
Percent of expenditures for teacher salaries**	57.7%	Down from 61.5%	59.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** 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 enjoyed another great year of academic success in 2008-2009. We were awarded the Palmetto Silver Award for excellent results in closing the achievement gap by the State Department of Education. In addition, we implemented benchmark tests in the core academic subjects this year. The data was analyzed to help drive classroom instruction.

Once again this year, literacy was a school-wide focus. As the research validates, the more a child reads, the more he/she builds vocabulary and increases fluency and comprehension. In addition, these same students perform better on standardized tests and develop a love for reading. With that in mind, we implemented a school-wide reading initiative this year. Our students and faculty were challenged to read 2009 books by May 1, 2009, and our principal agreed to kiss a pig if we met our school goal. The students and faculty rose to the occasion by reading a total of 2,154 books. The success culminated with an assembly for students with a guest author as our speaker and our principal kissing!

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 Cultural Night Extravaganza in May.

This year we increased our after-school enrichment opportunities for students. Our students participated in activities such as Beta Club, book club, future city club, stock market club, yearbook club, step team, fashion show, middle school sports, and drama. Our drama students provided the students and community with an extraordinary performance of "Annie" this spring. The students and faculty who participated in the fashion show did so to raise money for charity.

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

We are extremely appreciative of the support we have received from the parents and community of Woodmont Middle School. Through our continued partnership and commitment to our students, we are sure to continue on the path to create life-long learners.

Gregg Scott, Principal
Dr. Phyllis Prince, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	189	45
Percent satisfied with learning environment	59.5%	62.8%	77.3%
Percent satisfied with social and physical environment	72.1%	68.5%	69.8%
Percent satisfied with school-home relations	44.2%	82.6%	68.2%

* 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 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	650	99.9	33.9	42.3	23.8	77.6	84	82.8	Yes	Yes
Gender										
Male	363	99.7	41.9	40.4	17.8	72	80.8	79.3	N/A	N/A
Female	287	100	23.8	44.8	31.4	84.7	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	356	99.7	25.7	42.8	31.4	84.4	89.5	89.5	Yes	Yes
African American	247	100	45.7	40.7	13.6	67.9	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	39	100	38.7	41.9	19.4	74.2	74.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	116	100	81.6	15.3	3.1	45.9	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	35	30	35	80	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	99.8	41.5	43.8	14.6	71.9	74.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	650	99.9	38.8	45.4	15.9	70.5	80.9	78.9	Yes	Yes
Gender										
Male	363	99.7	47.6	38.3	14.2	62.3	79.6	77	N/A	N/A
Female	287	100	27.6	54.4	18	80.8	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	356	99.7	31.4	49.1	19.5	76.6	87	87.2	Yes	Yes
African American	247	100	51.6	38.9	9.5	60.2	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	39	100	29	54.8	16.1	77.4	75.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	116	100	N/AV	N/AV	N/AV	24.5	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	20	50	30	85	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	99.8	48.1	41.3	10.6	63.9	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	446	100	35.3	47.3	17.4	64.7	71.3	67.5
Gender								
Male	250	100	41.5	43.2	15.3	58.5	70.8	67
Female	196	100	27.4	52.5	20.1	72.6	71.8	68
Racial/Ethnic Group								
White	245	100	29	47.2	23.8	71	79.5	79.5
African American	170	100	45.8	46.4	7.8	54.2	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	24	100	27.8	61.1	11.1	72.2	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	73	100	83.6	13.1	3.3	16.4	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	30.8	53.8	15.4	69.2	60.4	59.6
Socio-Economic Status								
Subsided meals	260	100	45.3	43.6	11.1	54.7	57.5	55.1
Social Studies								
All Students	439	100	37	38	25	63	75.7	72.3
Gender								
Male	246	100	39.3	36.2	24.6	60.7	75.1	71.5
Female	193	100	34.1	40.3	25.6	65.9	76.3	73.2
Racial/Ethnic Group								
White	237	100	31.7	37.9	30.4	68.3	81.7	80.7
African American	166	100	44.6	37.8	17.6	55.4	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	30	100	43.5	39.1	17.4	56.5	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	90	100	79.5	15.4	5.1	20.5	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	14	100	41.7	33.3	25	58.3	69	67.9
Socio-Economic Status								
Subsided meals	267	100	44.9	35.2	19.9	55.1	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	659	99.7	36.2	47.4	16.4	63.8	72.9	70.2	95.1	96.5
Gender										
Male	368	100	47.8	40.7	11.5	52.2	66.4	63.2	94.3	96.4
Female	291	99.3	21.2	56.1	22.7	78.8	79.7	77.5	96	96.5
Racial/Ethnic Group										
White	359	99.7	30.9	48.1	21.1	69.1	80.5	79.1	94.7	96.3
African American	252	99.6	45.2	46.5	8.3	54.8	57.1	57.6	95.6	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.9	97.6
Hispanic	40	100	29	48.4	22.6	71	61.3	62.6	94.7	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	97.7	95.2
Disability Status										
Disabled	119	100	N/AV	N/AV	N/AV	11	28.4	26.1	93	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	24	100	25	55	20	75	60.5	61.2	94.6	97.2
Socio-Economic Status										
Subsidized meals	400	99.8	45	43.9	11.2	55	58.8	58.9	94.5	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	100	34.5	41.2	24.2	65.5
	7	236	100	37.2	42.3	20.5	62.8
	8	206	99.5	29.3	43.5	27.2	70.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	100	37.6	45.4	17	62.4
	7	236	100	39.5	42.8	17.7	60.5
	8	206	99.5	39.1	48.4	12.5	60.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	107	100	39.4	51.5	9.1	60.6
	7	236	100	37.7	45.6	16.7	62.3
	8	103	100	25.5	46.8	27.7	74.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	101	100	18.9	53.7	27.4	81.1
	7	236	100	47.4	28.4	24.2	52.6
	8	102	100	31.1	44.4	24.4	68.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	213	100	34.5	45.5	20	65.5
	7	236	100	39	48.6	12.4	61
	8	210	99.1	34.6	48.1	17.3	65.4

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