



## Tanglewood Middle

44 Merriwoods Drive  
Greenville, SC 29611

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	632 Students	
<b>Principal</b>	William Price	864-355-4500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	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 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

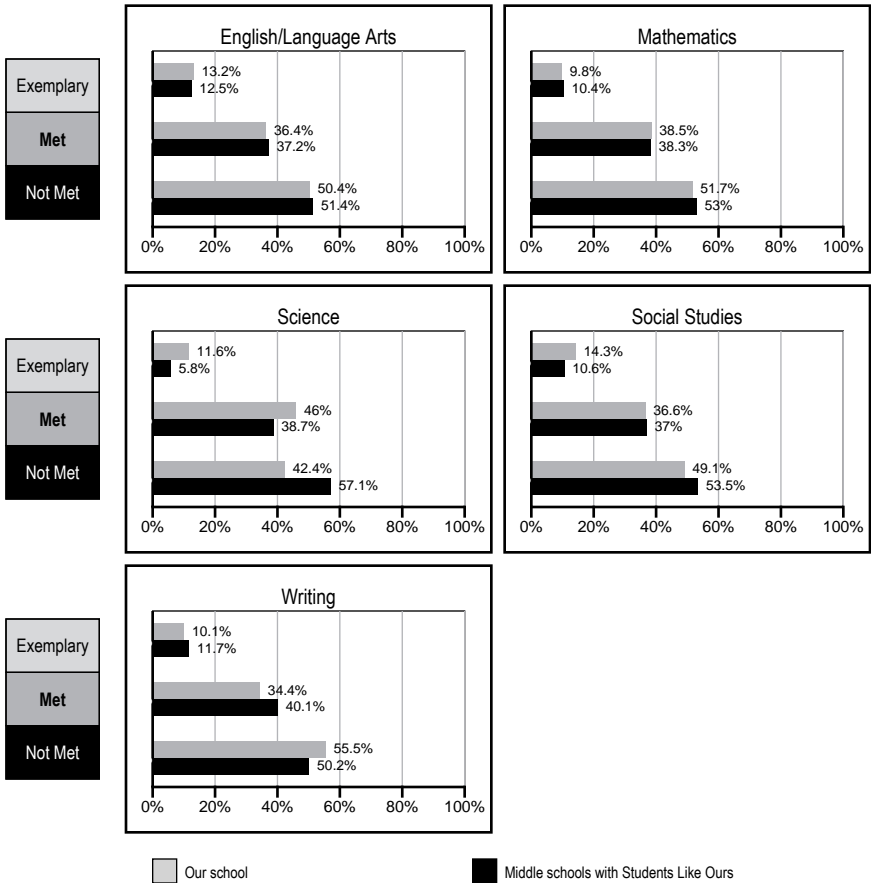
97.9%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	3	38	24

\* 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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	97.0%	86.3%
English 1	100.0%	83.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	98.2%	84.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=632)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Up from 6.9%	16.3%	21.6%
Retention rate	1.1%	Down from 1.7%	2.3%	1.2%
Attendance rate	95.9%	No Change	95.5%	95.9%
Eligible for gifted and talented	1.8%	Down from 4.7%	4.9%	14.8%
With disabilities other than speech	17.7%	Up from 17.6%	14.1%	12.6%
Older than usual for grade	2.8%	Down from 4.4%	4.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.0%	Up from 2.3%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	42.6%	Up from 39.2%	54.7%	56.9%
Continuing contract teachers	78.7%	Up from 66.7%	61.7%	72.7%
Teachers with emergency or provisional certificates	2.6%	Down from 2.9%	14.9%	5.3%
Teachers returning from previous year	86.1%	Up from 82.5%	76.4%	82.9%
Teacher attendance rate	94.8%	Down from 96.1%	94.9%	95.2%
Average teacher salary*	\$42,025	Up 4.3%	\$44,832	\$46,599
Professional development days/teacher	7.6 days	Down from 10.3 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.0 to 1	16.7 to 1	20.1 to 1
Prime instructional time	90.3%	Down from 91.0%	89.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 100.0%	96.5%	97.8%
Character development program	Average	Down from Good	Excellent	Good
Dollars spent per pupil**	\$8,581	Up 15.4%	\$10,078	\$7,645
Percent of expenditures for instruction**	58.9%	Down from 64.9%	60.6%	63.4%
Percent of expenditures for teacher salaries**	55.5%	Down from 60.8%	54.7%	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

Tanglewood Middle School is working diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work initiative. We are focusing on creating a professional collaborative culture and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. With the use of diagnostic testing, surveys, and evaluations, Tanglewood Middle has ascertained that literacy is the primary area of focus.

We have worked carefully to provide opportunities for students to be more engaged in reading, writing, and speaking. We will begin our first year of a five-year Literacy Plan developed by our language arts department in conjunction with our leadership team. We have successfully completed one year of silent sustained reading and will be implementing D.E.A.R. (Drop Everything And Read) in 2009-2010. The entire building will be reading for eighteen minutes each morning. We have also added a reading teacher to our faculty to assist struggling readers. We will be utilizing a computer-based program, FastForWord, to target needed areas of improvement in reading.

Tanglewood will also be adding two mathematics teachers to the faculty. We will be using the I Can Learn lab (ICL) to increase the mathematical potential of students in grades six through eight. The computer-based program is designed to differentiate instruction and provide extra support for students who are struggling in mathematics.

Our school will begin the PBIS (Positive Behavior Interventions and Support) model in August 2009. Our students will be learning Tanglewood's expectations through lessons taught by our staff members. We will be focusing our attention on positive interaction, character development, and mentoring. As well, our school will be implementing a new, progressive discipline plan in the fall.

Tanglewood Middle School has made academic progress over the past few years. We have many challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will continue to improve with excellent instruction and attention to data. The MAP testing this year indicates growth and progress among our students, with higher levels of proficiency noted in both reading and mathematics.

Our school is committed to the students, families, and communities we serve. It takes the combined efforts of these stakeholders to make Tanglewood Middle School a great school! Together, we will achieve performance excellence!

William C. Price, Principal  
Dr. Rick Menzer, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	172	91
Percent satisfied with learning environment	66.7%	77.2%	74.4%
Percent satisfied with social and physical environment	66.7%	80.7%	74.2%
Percent satisfied with school-home relations	19.0%	84.4%	71.9%

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

## Abbreviations for Missing Data

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## School Adequate Yearly Progress

NO

This school met 24 out of 29 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

R

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.4%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	614	99.2	51.4	36.4	12.1	60.9	84	82.8	Yes	Yes
<b>Gender</b>										
Male	315	98.7	59.9	29.6	10.5	53.1	80.8	79.3	N/A	N/A
Female	299	99.7	42.2	43.8	14	69.4	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	141	99.3	43.5	31.5	25	68.5	89.5	89.5	Yes	Yes
African American	347	99.4	53.8	37.5	8.6	60.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	125	98.4	54.1	38.5	7.3	54.1	74.8	76.5	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	107	100	84.9	14	1.1	26.9	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	110	99.1	56.9	36.3	6.9	52	74.5	75.1	No	Yes
<b>Socio-Economic Status</b>										
Subsided meals	548	99.1	53.1	35.4	11.6	59.8	74.4	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	614	98.2	52.8	38.6	8.6	59	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	315	97.8	55.8	35.9	8.3	56.9	79.6	77	N/A	N/A
Female	299	98.7	49.6	41.5	8.9	61.2	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	141	98.6	51.2	31.7	17.1	60.2	87	87.2	Yes	Yes
African American	347	99.7	56.5	39.2	4.3	55.1	66.3	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	125	93.6	45	44	11	67.9	75.3	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	107	99.1	90.2	7.6	2.2	21.7	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	110	93.6	47.1	43.1	9.8	65.7	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	548	98.2	53.5	37.7	8.8	58.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## 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
<b>Science</b>								
All Students	408	99	41.3	46.9	11.8	58.7	71.3	67.5
<b>Gender</b>								
Male	212	98.1	45.2	44.7	10.1	54.8	70.8	67
Female	196	100	36.9	49.4	13.7	63.1	71.8	68
<b>Racial/Ethnic Group</b>								
White	92	98.9	37	43.2	19.8	63	79.5	79.5
African American	229	99.1	44.2	48.2	7.6	55.8	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	86	98.8	39	48.1	13	61	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	69	97.1	76.3	22	1.7	23.7	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	75	98.7	39.4	50.7	9.9	60.6	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	366	99.2	41.5	47.2	11.3	58.5	57.5	55.1
<b>Social Studies</b>								
All Students	402	98.8	48.6	37	14.5	51.4	75.7	72.3
<b>Gender</b>								
Male	207	98.1	52	35.2	12.8	48	75.1	71.5
Female	195	99.5	44.9	38.9	16.2	55.1	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	94	97.9	43.8	33.8	22.5	56.3	81.7	80.7
African American	231	99.1	53	35.5	11.5	47	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	76	98.7	41.5	44.6	13.8	58.5	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	76	100	N/AV	N/AV	N/AV	18.5	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	67	98.5	43.3	41.7	15	56.7	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	357	98.6	48.9	37.4	13.8	51.1	63.9	62.1

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	611	98.7	54.9	34.8	10.3	45.1	72.9	70.2	95.9	96.5
<b>Gender</b>										
Male	315	97.8	63.6	29.7	6.7	36.4	66.4	63.2	95.7	96.4
Female	296	99.7	45.6	40.3	14.1	54.4	79.7	77.5	96	96.5
<b>Racial/Ethnic Group</b>										
White	141	99.3	47.7	35.9	16.4	52.3	80.5	79.1	93.7	96.3
African American	347	98.6	58.4	34.1	7.5	41.6	57.1	57.6	96.3	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	94.2	97.6
Hispanic	122	98.4	54.1	35.8	10.1	45.9	61.3	62.6	97.2	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96.2	95.2
<b>Disability Status</b>										
Disabled	100	97	N/AV	N/AV	N/AV	7.8	28.4	26.1	94.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	108	98.2	55.9	36.3	7.8	44.1	60.5	61.2	97.2	97.2
<b>Socio-Economic Status</b>										
Subsided meals	545	98.5	54.4	35.7	9.9	45.6	58.8	58.9	95.8	95.8

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	99.5	48.6	39.3	12	51.4
	7	202	99	48.6	41.1	10.3	51.4
	8	204	99	57.1	28.8	14.1	42.9
<b>Mathematics</b>							
<b>2009</b>	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	99	51.4	36.6	12	48.6
	7	202	97.5	46	43.7	10.3	54
	8	204	98	61	35.6	3.4	39
<b>Science</b>							
<b>2009</b>	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	104	98.1	51.1	40.4	8.5	48.9
	7	202	99.5	32.8	53.4	13.8	67.2
	8	102	99	47.7	40.9	11.4	52.3
<b>Social Studies</b>							
<b>2009</b>	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	103	99	43.7	48.3	8	56.3
	7	202	99.5	50.9	30.9	18.3	49.1
	8	97	96.9	48.8	38.1	13.1	51.2
<b>Writing</b>							
<b>2009</b>	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	209	98.1	54	34.8	11.2	46
	7	198	99.5	55.9	34.5	9.6	44.1
	8	204	98.5	54.9	35.2	9.9	45.1

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