



TANGLEWOOD MIDDLE

44 Merriwoods Drive
Greenville, SC 29611

Grades	6-8 Middle School	
Enrollment	604 Students	
Principal	William Price	864-355-4500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Average
2007	Below Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

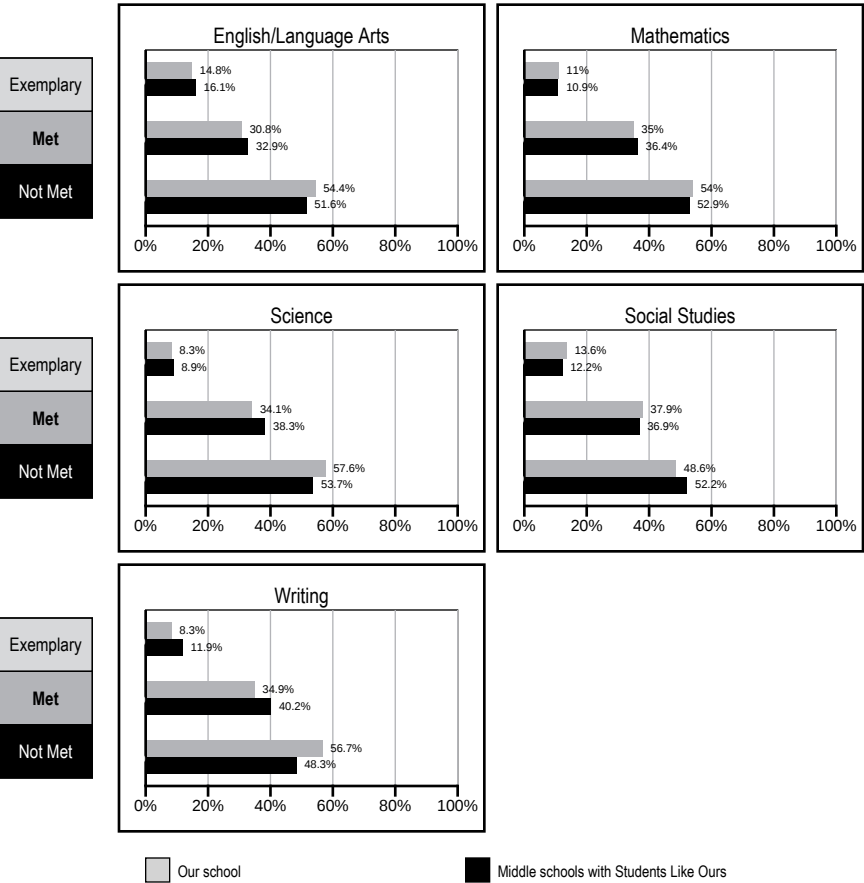
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	29	23

* Ratings are calculated with data available by 03/09/2011.

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	97.0%	88.9%
English 1	100.0%	90.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	98.0%	88.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=604)				
Students enrolled in high school credit courses (grades 7 & 8)	17.8%	Up from 14.4%	13.9%	24.2%
Retention rate	2.1%	Up from 1.1%	1.1%	0.7%
Attendance rate	95.4%	Down from 95.9%	95.4%	95.9%
Eligible for gifted and talented	4.8%	Up from 1.8%	5.2%	16.4%
With disabilities other than speech	19.9%	Up from 17.7%	14.8%	12.0%
Older than usual for grade	2.3%	Down from 2.8%	5.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 4.0%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	51.1%	Up from 42.6%	57.6%	58.5%
Continuing contract teachers	82.2%	Up from 78.7%	66.0%	80.0%
Teachers with emergency or provisional certificates	5.3%	Up from 2.6%	11.9%	4.0%
Teachers returning from previous year	86.2%	Up from 86.1%	77.4%	84.6%
Teacher attendance rate	96.1%	Up from 94.8%	95.5%	95.4%
Average teacher salary*	\$43,685	Up 4.0%	\$44,768	\$46,561
Professional development days/teacher	6.1 days	Down from 7.6 days	10.6 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.2 to 1	16.9 to 1	21.1 to 1
Prime instructional time	92.5%	Up from 90.3%	89.8%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.7%	97.1%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$7,871	Down 8.3%	\$10,543	\$7,802
Percent of expenditures for instruction**	62.3%	Up from 58.9%	60.2%	63.8%
Percent of expenditures for teacher salaries**	60.3%	Up from 55.5%	55.8%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Tanglewood Middle School is continuing to work diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work Initiative with a continued focus 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 continues to maintain literacy as the primary area of focus.

We have worked carefully to improve opportunities for students to be more engaged in reading, writing, and speaking. We are in our second 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 2010-2011. We will continue to utilize a computer-based program, Fast Forward, to target needed areas of improvement in reading. This program, as implemented at Tanglewood Middle School, reached its highest level of performances during the 2009-2010 school years.

Tanglewood will continue to use the I Can Learn lab (ICL) as a resource to increase the mathematical potential of students in grades six through eight. This computer-based program is designed to differentiate instruction and provide extra support for students who may need additional assistance in mathematics.

Our school will be in the second year of implementation of a school wide PBIS (Positive Behavior Interventions and Support) model in August 2010. Our students and community are familiar with Tanglewood's expectations which are taught and reinforced through lessons from our staff members. We will be focusing our attention on positive interaction, character development, and mentoring. As well, our school will continue to implement a progressive discipline plan in the fall.

Tanglewood Middle School has made academic progress over the past few years with an increase in our absolute Rating. We have challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will move forward and make improvements with excellent instruction and attention to data.

The MAP testing this year indicates growth and progress among our students, with higher levels of proficiency and performances noted in both reading and math.

Our School is committed to the students, families and communities we serve. It takes the combined efforts of these stakeholders to make Tanglewood Middle 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	34	167	59
Percent satisfied with learning environment	88.2%	75.9%	78.9%
Percent satisfied with social and physical environment	91.2%	80.0%	69.6%
Percent satisfied with school-home relations	54.5%	84.7%	73.2%

* Only students at the highest middle 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

School Adequate Yearly Progress

NO

This school met 25 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

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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	1.7%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	618	99	55.5	31.3	13.2	60.2	84.7	83.5	Yes	Yes
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Gender

Male	333	98.8	62.1	26.9	11	51.7	81.3	80.1	N/A	N/A
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Female	285	99.3	47.5	36.7	15.8	70.4	88.3	87	N/A	N/A
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Racial/Ethnic Group

White	122	98.4	46.9	27.6	25.5	67.3	90	89.6	Yes	Yes
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African American	337	99.4	61.8	28.7	9.6	56.3	73.4	74.6	No	Yes
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Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	94.3	92.7	I/S	I/S
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Hispanic	150	99.3	48.9	38.5	12.6	63	78.4	79.6	Yes	Yes
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
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Disability Status

Disabled	124	98.4	88.5	7.7	3.8	29.8	53.3	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	129	99.2	50.8	37.5	11.7	61.7	78.7	79	Yes	Yes
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Socio-Economic Status

Subsidized meals	563	98.9	57	31.4	11.6	59.3	76.1	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	618	98.9	55.7	35.8	8.5	59.8	82	80.4	Yes	Yes
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Gender

Male	333	98.5	58.3	32.3	9.4	55.2	80.5	78.4	N/A	N/A
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Female	285	99.3	52.5	40	7.5	65.4	83.5	82.5	N/A	N/A
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Racial/Ethnic Group

White	122	97.5	48.5	36.1	15.5	63.9	87.7	87.8	Yes	Yes
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African American	337	99.1	64	31.8	4.1	53.1	68.4	69.3	No	Yes
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Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	94.9	93.5	I/S	I/S
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Hispanic	150	99.3	43.7	44.4	11.9	71.1	78.3	78.3	Yes	Yes
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
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Disability Status

Disabled	124	97.6	85.4	12.6	1.9	22.3	46.1	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	129	99.2	45.3	45.3	9.4	70.3	79.2	78.9	Yes	Yes
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Socio-Economic Status

Subsidized meals	563	98.8	56.4	35.7	7.9	58.7	72.9	72.8	Yes	Yes
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* 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
Science								
All Students	413	97.8	57.1	34.5	8.4	42.9	70.6	67.3
Gender								
Male	227	97.8	60.3	28.4	11.3	39.7	70.1	66.9
Female	186	97.9	52.9	42.5	4.6	47.1	71.1	67.7
Racial/Ethnic Group								
White	80	97.5	44.6	33.8	21.5	55.4	80.2	79.6
African American	229	97.8	59.8	36.2	4	40.2	50.4	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	98	99	61.1	30	8.9	38.9	60.1	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	82	98.8	83.6	13.7	2.7	16.4	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	87	98.9	63.5	29.4	7.1	36.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	375	98.1	58.4	33.6	8	41.6	57.1	55.4

Social Studies

All Students	411	97.8	48.3	38.1	13.6	51.7	73.2	70.9
Gender								
Male	217	96.8	50	35.6	14.4	50	72.8	70.1
Female	194	99	46.3	40.9	12.8	53.7	73.7	71.7
Racial/Ethnic Group								
White	87	96.6	44.3	37.1	18.6	55.7	79.8	79.2
African American	220	98.2	53.4	36.6	9.9	46.6	57.9	58.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	100	98	41.1	42.2	16.7	58.9	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	82	96.3	83.8	13.2	2.9	16.2	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	86	98.8	43	41.9	15.1	57	69	68
Socio-Economic Status								
Subsidized meals	374	98.1	50.2	37.4	12.5	49.8	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable

NAV–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
Writing										
All Students	622	98.2	56.1	35.5	8.4	43.9	74	72.1	95.4	96.2
Gender										
Male	340	97.9	65.6	28.9	5.5	34.4	67.2	65.2	95.2	96.2
Female	282	98.6	44.6	43.4	12	55.4	81.1	79.2	95.5	96.3
Racial/Ethnic Group										
White	122	97.5	49	36	15	51	81.6	80.8	92.8	96.1
African American	338	98.2	58.9	33.9	7.2	41.1	58.6	59.7	95.8	96.2
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	88.8	87	98.2	97.5
Hispanic	153	98.7	56.2	38	5.8	43.8	63.1	64.6	96.7	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.5	94.8
Disability Status										
Disabled	126	95.2	90.4	7.7	1.9	9.6	29.5	27.7	92.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	130	99.2	57.7	38.5	3.8	42.3	62.9	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	567	98.2	56.7	36.8	6.6	43.3	61.1	61.9	95.2	95.6

Abbreviations for Missing Data

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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	217	99.5	55.9	33.9	10.2	44.1
	7	213	99.1	59	27.3	13.7	41
	8	188	98.4	50.9	32.9	16.1	49.1
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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	217	99.5	55.4	33.9	10.8	44.6
	7	213	98.1	57.5	35.9	6.6	42.5
	8	188	98.9	54	37.9	8.1	46
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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	108	96.3	76.1	21.7	2.2	23.9
	7	211	99.5	51.6	39	9.3	48.4
	8	94	95.7	48.2	38.6	13.3	51.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	108	94.4	35.2	51.6	13.2	64.8
	7	211	100	57.9	29.5	12.6	42.1
	8	92	96.7	41	42.3	16.7	59
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	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
2010	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	219	98.2	60.1	33	6.9	39.9
	7	212	97.6	58	33.1	8.8	42
	8	191	99	49.4	40.9	9.8	50.6

Abbreviations for Missing Data

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