

TANGLEWOOD MIDDLE

44 Merriwoods Drive
Greenville, SC 29611

Grades	6-8 Middle School	
Enrollment	555 Students	
Principal	William Price	864-355-4500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Average**
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Average
2007	Below Average	Below 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 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.

http://ed.sc.gov
http://.eoc.sc.gov

TANGLEWOOD MIDDLE	11/09/11-2301088

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

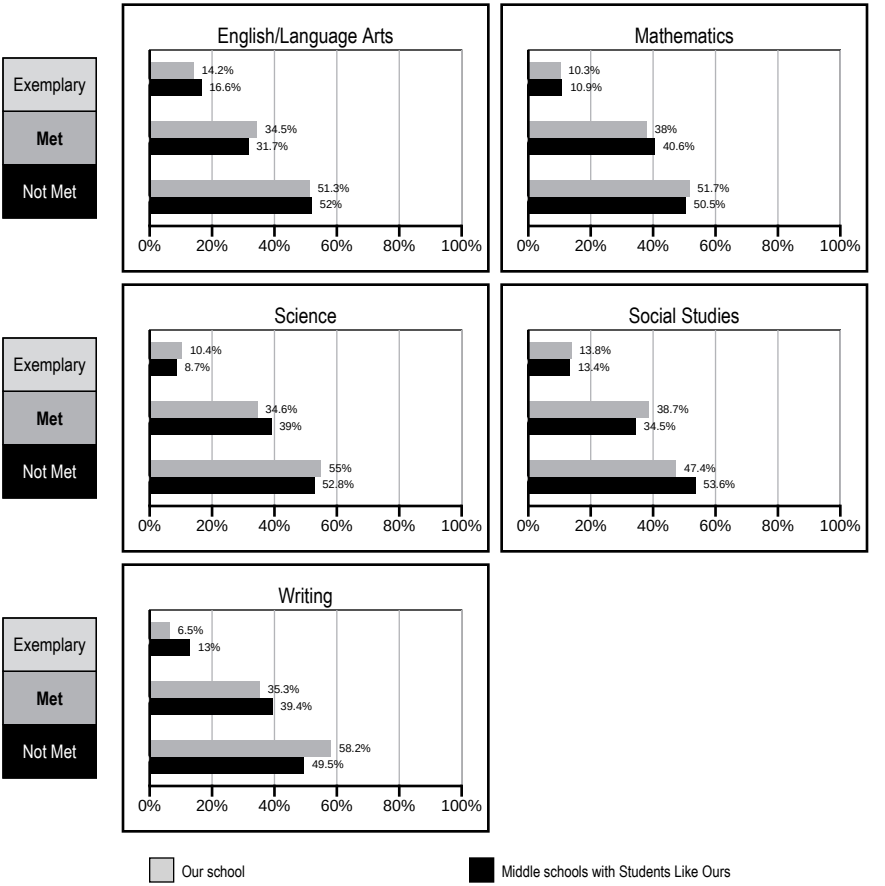
Percent of students tested in 2010-11 whose 2009-10 test scores were located	98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	25	25

* Ratings are calculated with data available by 11/09/2011.

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	100.0%	88.2%
English 1	87.5%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	91.7%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=555)				
Students enrolled in high school credit courses (grades 7 & 8)	13.1%	Down from 17.8%	13.2%	24.5%
Retention rate	1.2%	Down from 2.1%	1.0%	0.7%
Attendance rate	95.2%	Down from 95.4%	95.3%	95.9%
Served by gifted and talented program	3.9%	Down from 4.8%	5.4%	17.8%
With disabilities other than speech	18.1%	Down from 19.9%	11.2%	9.2%
Older than usual for grade	2.3%	No Change	3.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.8%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Up from 51.1%	59.8%	60.0%
Continuing contract teachers	88.9%	Up from 82.2%	67.3%	82.6%
Teachers returning from previous year	87.3%	Up from 86.2%	77.3%	85.6%
Teacher attendance rate	94.7%	Down from 96.1%	95.4%	95.3%
Average teacher salary*	$44,510	Up 1.9%	$44,262	$46,300
Professional development days/teacher	13.0 days	Up from 6.1 days	10.4 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.0 to 1	17.9 to 1	21.5 to 1
Prime instructional time	89.8%	Down from 92.5%	89.2%	90.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	98.0%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	$8,185	Up 4.0%	$10,043	$7,634
Percent of expenditures for instruction**	62.9%	Up from 62.3%	60.1%	64.0%
Percent of expenditures for teacher salaries**	61.0%	Up from 60.3%	55.8%	61.2%

* 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 continuing to work diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work initiative with a continued focus on creating professional learning communities and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. Our teachers work closely together in teams and plan collaboratively to maximize success.

In 2011-2012, our professional focus will be working to increase rigor in the classrooms. Teachers and administrators will be working directly with the Greenville County Chamber of Commerce to implement Continuous Quality Improvement (CQI) tools designed to assist students with goal setting and problem solving. We will also be using the Springboard curriculum to prepare our students for advanced placement classes.

We will continue to utilize a computer-based program, Fast ForWord, to target needed areas of improvement in reading. This program, as implemented at Tanglewood Middle School, reached its highest level of performances during the 2010-2011 school year. Students participating in the program yielded an average growth rate of 1.5 years in reading in one semester.

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 third year of implementation of a school wide PBIS (Positive Behavior Interventions and Support) model focusing on the acronym PRIDE. (Prepared to Learn; Respectful; Interacting positively; Dressed for success; Engaged) Our students and community are familiar with Tanglewood''s expectations which are taught and reinforced through lessons from our staff members. We continue to focus our attention on positive interaction, character development, and mentoring.

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.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	111	13
Percent satisfied with learning environment	74.4%	75.7%	61.5%
Percent satisfied with social and physical environment	91.9%	77.1%	53.8%
Percent satisfied with school-home relations	33.3%	78.3%	69.2%

* 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 20 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

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.2%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

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TANGLEWOOD MIDDLE										11/09/11-2301088
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 = 79.4% (Met or Exemplary)										
All Students	564	99.5	51	34.6	14.4	59.7	84.1	82.4	No	Yes
Gender										
Male	311	99.4	57.6	28.6	13.8	53.4	80.8	78.7	N/A	N/A
Female	253	99.6	41.9	42.9	15.3	68.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	117	100	40.8	34	25.2	71.8	89.7	88.9	Yes	Yes
African American	299	100	56.7	31.7	11.5	51.2	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	148	98	48.1	40.5	11.5	66.4	79.2	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	105	100	85.6	10	4.4	26.7	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	128	98.4	47.6	42.1	10.3	67.5	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	517	99.4	51.9	34.2	13.9	59.5	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	564	99.7	51.7	38	10.3	62.6	84.4	81.9	No	Yes
Gender										
Male	311	99.4	54.4	33.6	12	57.2	82.9	79.9	N/A	N/A
Female	253	100	48	44.1	7.8	70.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	117	100	44.7	40.8	14.6	68	89.4	88.9	Yes	Yes
African American	299	100	59.1	34.9	6	54	72	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	148	98.7	43.2	41.7	15.2	75	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	105	100	N/AV	N/AV	N/AV	28.9	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	128	99.2	42.5	42.5	15	76.4	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	517	99.6	52	38.2	9.8	62.5	76.5	74.9	No	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	389	98.7	55.1	34.5	10.4	44.9	71.6	68.6
Gender								
Male	226	97.8	57.3	32	10.7	42.7	71.4	68.3
Female	163	100	51.5	38.5	10	48.5	71.9	68.9
Racial/Ethnic Group								
White	71	100	51.6	29.7	18.8	48.4	81	80.7
African American	219	98.6	57.1	35.9	7.1	42.9	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	99	98	53.4	35.2	11.4	46.6	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	79	97.5	82.1	14.9	3	17.9	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	83	98.8	53.7	36.6	9.8	46.3	61.8	60.7
Socio-Economic Status								
Subsidized meals	356	98.6	55.7	35.2	9.1	44.3	58.4	57.3
Social Studies								
All Students	380	99.2	47.3	38.9	13.9	52.7	76.1	72.5
Gender								
Male	202	98.5	47.6	36.8	15.7	52.4	75.9	72
Female	178	100	46.9	41.5	11.6	53.1	76.2	73.1
Racial/Ethnic Group								
White	76	98.7	29.2	41.5	29.2	70.8	82.8	81
African American	196	100	58	32	10.1	42	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	89
Hispanic	108	98.2	40.8	49	10.2	59.2	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	67	98.5	77.2	19.3	3.5	22.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	93	98.9	40	50.5	9.5	60	70.5	69.7
Socio-Economic Status								
Subsidized meals	344	99.1	47.7	39.7	12.6	52.3	65.2	62.9

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TANGLEWOOD MIDDLE										11/09/11-2301088
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	175	98.9	57.9	35.5	6.6	42.1	76	73.2	95.2	96.4
Gender										
Male	93	98.9	65.9	30.6	3.5	34.1	70.2	67.2	94.9	96.3
Female	82	98.8	47.8	41.8	10.4	52.2	82.1	79.4	95.7	96.4
Racial/Ethnic Group										
White	42	97.6	42.1	44.7	13.2	57.9	83.1	81.5	94	96.2
African American	90	98.9	67.1	28.9	3.9	32.9	62.2	61.3	95.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	97.5	97.6
Hispanic	43	100	55.3	39.5	5.3	44.7	64.3	66.7	96.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	3.7	26.5	26	94.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	38	100	57.1	40	2.9	42.9	65.3	65.7	97	97.2
Socio-Economic Status										
Subsidized meals	161	99.4	58.2	35.5	6.4	41.8	63.7	63.2	95.3	95.9

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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							
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
2011	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	185	100	51.3	40.4	8.3	48.7
	7	205	98.5	47.5	34.3	18.2	52.5
	8	174	100	55	28.9	16.1	45
Mathematics							
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
2011	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	185	100	51.9	42.3	5.8	48.1
	7	205	99	48.4	34.6	17	51.6
	8	174	100	55.7	37.6	6.7	44.3
Science							
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
2011	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	96	96.9	N/AV	N/AV	N/AV	33.8
	7	205	99	51.4	35.5	13.1	48.6
	8	88	100	52.6	32.9	14.5	47.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	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	89	98.9	46.1	47.4	6.6	53.9
	7	205	99	47.5	35.5	16.9	52.5
	8	86	100	47.9	38.4	13.7	52.1
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	175	98.9	57.9	35.5	6.6	42.1

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