



## Tanglewood Middle

44 Merriwoods Drive  
Greenville, SC 29611

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	614 Students	
<b>Principal</b>	William Price	864-355-4500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2008</b>	<b>At-Risk</b>	<b>Average</b>
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Average
2004	Below Average	Good

## 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.

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

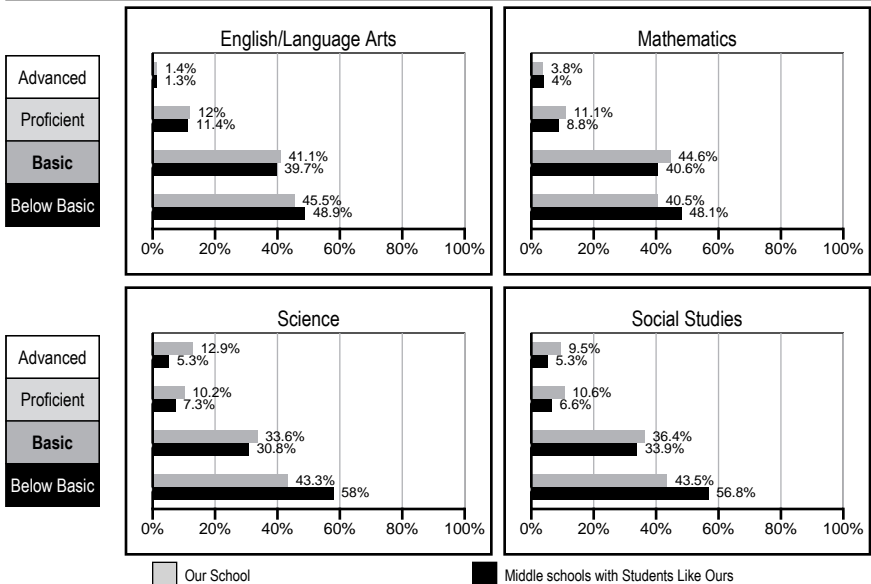
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	53

\* 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	84.4
English 1	0	80.9
Physical Science	0	37.9
All Subjects	100.0	81.3

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=614)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.9%	Down from 11.1%	11.8%	19.4%
Retention rate	1.7%	Down from 4.5%	3.4%	1.8%
Attendance rate	95.9%	Up from 95.3%	95.2%	95.8%
Eligible for gifted and talented	4.7%	Down from 4.9%	5.8%	15.3%
With disabilities other than speech	17.6%	Down from 18.2%	13.4%	12.9%
Older than usual for grade	4.4%	Up from 3.2%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Up from 2.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	39.2%	Down from 50.0%	53.5%	55.0%
Continuing contract teachers	66.7%	Down from 68.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	2.9%	Down from 8.8%	18.9%	5.4%
Teachers returning from previous year	82.5%	Up from 79.5%	76.5%	83.4%
Teacher attendance rate	96.1%	No Change	94.7%	94.9%
Average teacher salary	\$40,275	Up 3.7%	\$43,109	\$44,706
Professional development days/teacher	10.3 days	Down from 16.3 days	12.1 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 19.9 to 1	16.3 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 90.4%	88.8%	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 98.9%	96.4%	98.0%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil*	\$7,436	Down 8.8%	\$8,665	\$7,097
Percent of expenditures for instruction*	64.9%	Up from 64.0%	63.2%	64.4%
Percent of expenditures for teacher salaries*	60.8%	Up from 56.2%	56.9%	59.4%

\* 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 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. Our school will be developing a literacy plan to respond to the language needs.

We have worked diligently to provide opportunities for students to be more engaged in Mathematics. We added an I Can Learn Lab for our struggling math students in the last school year and have since created a second lab due to its success in the classroom. Through hands-on applications and tangible lessons, our students are refocusing and truly enjoy learning the concepts of mathematics. As well, the RIT scores have greatly improved in the area of mathematics due to this implementation.

We partnered with Grove Elementary this year to engage in sustained professional development as a united group of teachers and administrators to bridge the gaps between the elementary and middle schools. Our teachers shared in vertical articulation, planning, and various workshops designed to introduce new strategies to improve teaching and learning. We are looking forward to continuing our partnership with our feeder schools next year.

We believe our students can attain any goal they set for themselves. Therefore, we focus our professional development efforts on the continued application of best teaching practices and strategies in the classroom. Classroom instruction is always a work in progress, thus requiring coaches, administrators, and teachers to hold regular consulting sessions with their peers, students, and parents to ensure that every student is inspired to excel.

Parent and community involvement continues to grow through the efforts of our PTSA and SIC. Membership in these groups is at an all-time high, and the community is becoming more involved in our school programs, volunteering, and extracurricular activities.

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. 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  
Becky Hughes, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	155	63
Percent satisfied with learning environment	88.2%	77.8%	82.3%
Percent satisfied with social and physical environment	90.2%	84.7%	79.4%
Percent satisfied with school-home relations	51.0%	81.9%	72.6%

\* 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 17 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

Restructure

## 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	2.5%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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I/S–Insufficient Sample

## 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
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	646	99.7	45.4	41.2	12	1.5	21.8	52.4	48.2	No	Yes
<b>Gender</b>											
Male	332	99.7	54.6	37.1	7.5	0.7	13.9	46.1	41.7	N/A	N/A
Female	314	99.7	35.8	45.4	16.6	2.2	29.9	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	150	100	31.6	48.9	15.8	3.8	32.3	62.3	60	No	Yes
African American	367	100	48.5	40	10.5	1	18.4	31.7	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	123	98.4	52.3	35.8	11.9	0	19.3	36.7	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	120	100	83.8	13.1	3	0	3	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	113	99.1	56.4	33.7	9.9	0	15.8	36.1	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	551	99.8	46.9	41.7	11	0.4	19.8	34.3	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	647	99.9	42.3	44.3	9.9	3.4	22.8	49.5	45.8	No	Yes
<b>Gender</b>											
Male	332	99.7	45.2	41.6	8.9	4.3	19.9	49.9	45.6	N/A	N/A
Female	315	100	39.3	47.1	11	2.6	25.7	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	150	100	38.3	39.8	13.5	8.3	28.6	59.4	59	No	Yes
African American	367	99.7	45.9	47.2	5.6	1.3	16.4	27.2	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	124	100	36.9	41.4	18	3.6	34.2	37.4	38.1	Yes	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
<b>Disability Status</b>											
Disabled	120	100	75.8	19.2	2	3	7.1	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	114	100	39.8	40.8	17.5	1.9	30.1	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	552	99.8	43.5	43.9	9.6	3	22.3	32.2	31.4	No	Yes

\* Adj - 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

## 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
<b>Science</b>											
All Students	433	100	43.4	33.4	10.2	12.9	23.2	39.3	35.7	95.9	96.5
<b>Gender</b>											
Male	225	100	46.4	33.9	4.7	15.1	19.8	41.6	37.4	95.7	96.4
Female	208	100	40.2	33	16.2	10.6	26.8	36.9	33.8	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	96	100	40.2	23	8	28.7	36.8	49.7	49.2	94.3	96.4
African American	247	100	46.8	34.6	10.7	7.8	18.5	18.2	17	96.2	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.9	97.7
Hispanic	85	100	38.2	40.8	11.8	9.2	21.1	23.7	24.9	96.8	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.2	95.3
<b>Disability Status</b>											
Disabled	90	100	81.1	10.8	0	8.1	8.1	16.3	14	95.2	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	78	100	41.4	41.4	8.6	8.6	17.1	22.6	24.4	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	376	100	43.9	35.4	8.8	11.9	20.7	21.3	21.1	95.8	95.8
<b>Social Studies</b>											
All Students	431	99.5	43.3	36.5	10.6	9.5	20.2	38.1	34	95.9	96.5
<b>Gender</b>											
Male	214	99.5	43.9	32.2	12.8	11.1	23.9	41	36.6	95.7	96.4
Female	217	99.5	42.8	40.6	8.6	8	16.6	35	31.3	96.1	96.6
<b>Racial/Ethnic Group</b>											
White	98	100	40.9	33	11.4	14.8	26.1	46.1	44.5	94.3	96.4
African American	250	100	41.5	38.5	12.7	7.3	20	20.5	19.1	96.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.9	97.7
Hispanic	81	97.5	50	36.1	4.2	9.7	13.9	27.7	27.5	96.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.2	95.3
<b>Disability Status</b>											
Disabled	72	100	77.2	15.8	1.8	5.3	7	17.1	14.4	95.2	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	76	98.7	51.5	36.8	2.9	8.8	11.8	27.6	27.3	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	367	99.7	44.7	36.9	9.7	8.7	18.4	22.8	21	95.8	95.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	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	206	98.5	50.8	32	14.4	2.8	17.1
	7	240	100	39.2	42.9	16.5	1.4	17.9
	8	220	99.6	38.2	45.2	14	2.7	16.7
<b>2008</b>	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	213	100	47.1	42	8.6	2.3	10.9
	7	219	99.5	45.7	40.3	13.4	0.5	14
	8	214	99.5	43.5	41.4	13.6	1.6	15.2
<b>Mathematics</b>								
<b>2007</b>	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	206	98.5	38.7	42.5	15.5	3.3	18.8
	7	240	100	39.6	50	8.5	1.9	10.4
	8	220	99.6	43.5	48.4	4.8	3.2	8.1
<b>2008</b>	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	213	100	41.4	36.8	13.8	8	21.8
	7	220	100	38.8	50.5	8.5	2.1	10.6
	8	214	99.5	46.6	45	7.9	0.5	8.4
<b>Science</b>								
<b>2007</b>	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	101	98	47.1	35.6	6.9	10.3	17.2
	7	238	100	34.6	38.4	18.5	8.5	27
	8	112	99.1	41.3	34.8	15.2	8.7	23.9
<b>2008</b>	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	106	100	52.9	21.8	5.7	19.5	25.3
	7	219	100	38	38.5	10.7	12.8	23.5
	8	108	100	45.4	34	13.4	7.2	20.6
<b>Social Studies</b>								
<b>2007</b>	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	105	100	30.9	48.9	14.9	5.3	20.2
	7	238	100	50.7	41.7	6.2	1.4	7.6
	8	112	100	40	53.3	6.7	0	6.7
<b>2008</b>	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	107	100	25.3	36.8	23	14.9	37.9
	7	219	99.5	53.8	31.2	4.3	10.8	15.1
	8	105	99.1	39.4	46.8	11.7	2.1	13.8

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