



## WOODMONT MIDDLE

325 N. Flat Rock Road  
Piedmont, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	664 Students	
<b>Principal</b>	Gregg Scott	864-355-8500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	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 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>

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

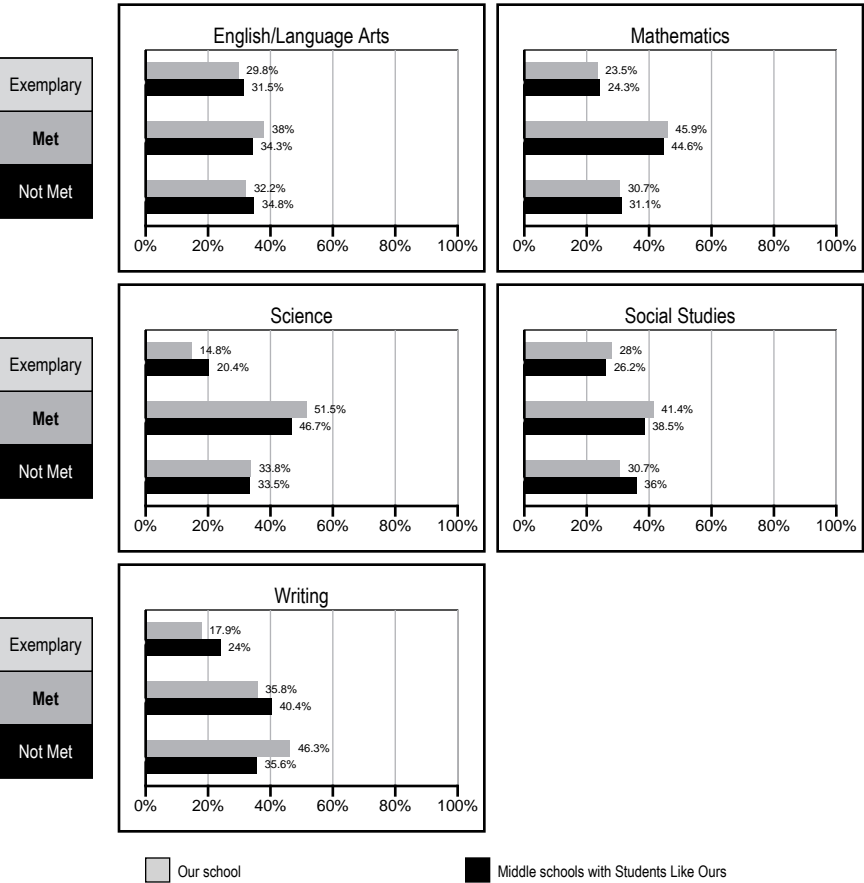
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	5	42	5	0

\* 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%	96.1%
English 1	100.0%	92.8%
Biology 1/Applied Biology 2	N/A	91.6%
Physical Science	N/A	75.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=664)				
Students enrolled in high school credit courses (grades 7 & 8)	32.9%	Up from 18.8%	30.7%	24.5%
Retention rate	1.1%	Up from 0.4%	0.9%	0.7%
Attendance rate	95.2%	Up from 95.0%	95.7%	95.9%
Served by gifted and talented program	11.5%	Down from 12.2%	17.4%	17.8%
With disabilities other than speech	17.3%	Up from 16.8%	9.4%	9.2%
Older than usual for grade	1.7%	Down from 2.2%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.8%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Up from 57.1%	57.2%	60.0%
Continuing contract teachers	89.5%	Down from 90.5%	86.4%	82.6%
Teachers returning from previous year	77.0%	Up from 73.5%	83.8%	85.6%
Teacher attendance rate	92.1%	Down from 96.7%	95.1%	95.3%
Average teacher salary*	\$48,617	Up 1.7%	\$45,412	\$46,300
Professional development days/teacher	17.5 days	Up from 14.9 days	9.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	27.2 to 1	Up from 25.7 to 1	21.2 to 1	21.5 to 1
Prime instructional time	89.4%	Down from 91.8%	89.6%	90.1%
Opportunities in the arts	Fair	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.8%	96.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,891	Down 9.3%	\$7,465	\$7,634
Percent of expenditures for instruction**	59.4%	Up from 56.8%	62.0%	64.0%
Percent of expenditures for teacher salaries**	58.0%	Up from 54.7%	59.4%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Woodmont Middle School completed another successful year of academic progress in 2010-2011. We were selected as one of twenty finalists in the Twelfth Annual Panasonic National School Change process, sponsored by the Panasonic Corporation of North America. Our facility provides a welcoming and state-of-the-art learning environment for the students. With a Promethean Board in every classroom, Activotes, Activslates, three computer labs, 130 wireless laptop computers, document cameras and digital cameras, our students are exposed to and have the opportunity to use and integrate technology into the learning process regularly.

As an authorized International Baccalaureate Middle Years Programme (MYP), the MYP is the driving force throughout the school. This program is a framework of academic rigor 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 annually through our student-led conferences in the fall and Cultural Night in the spring.

Increasing literacy skills and a love of reading continued to be a focus this school year. With this in mind, we implemented our third annual school-wide reading initiative, "Reading with the Stars." Our school wide reading initiative began in the fall of 2010. Our goal was for the students and faculty to read one million pages by May of 2011. The students and faculty rose to the occasion by reading a total of 1,086,463 pages, exceeding our goal. The success culminated with an assembly for students in which the principal and assistant principal performed a dance routine for the students.

A focus of the School Improvement Council (SIC) was to create and implement a transition program to assist students as they transition from elementary to middle and middle to high school. During the summer, students were invited to attend a Summer Success Workshop that focused on rising 6th graders and their transition to middle school. During the school year, eighth grade teachers met with and shared ideas with ninth grade teachers at our feeder high school. These initiatives have proven to be successful in preparing students for the upcoming school year.

Parental and community involvement has played an important role in supporting the initiatives at Woodmont Middle School. We appreciate the support we have received from all stakeholders. Through our continued partnership and commitment to our students, we are sure to continue on the path to create life-long learners so they can become contributing members of our global society.

Mr. Gregg Scott, Principal  
Mrs. Dorothy Tesnear, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	179	84
Percent satisfied with learning environment	73.2%	60.1%	76.5%
Percent satisfied with social and physical environment	82.9%	73.4%	65.4%
Percent satisfied with school-home relations	52.5%	78.7%	68.8%

\* 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 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	1.7%	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	2.8%	0.0%	No
Student attendance rate	95.2%	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 = 79.4% (Met or Exemplary)**

All Students	650	100	32.2	38	29.8	79.2	84.1	82.4	No	Yes
<b>Gender</b>										
Male	354	100	40.3	35.2	24.5	72.7	80.8	78.7	N/A	N/A
Female	296	100	22.1	41.6	36.3	87.3	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	362	100	26.5	38	35.5	83.4	89.7	88.9	Yes	Yes
African American	243	100	40.6	37.5	21.9	73.2	72.2	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	35	100	39.4	39.4	21.2	72.7	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	121	100	72	22.4	5.6	43	48.6	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	22.2	50	27.8	83.3	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	443	100	37.9	38.7	23.4	75.8	75.7	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	650	100	30.7	45.9	23.5	81.1	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	354	100	37	43.3	19.7	77.3	82.9	79.9	N/A	N/A
Female	296	100	22.8	49.1	28.1	85.8	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	362	100	26.8	43.7	29.5	82.2	89.4	88.9	Yes	Yes
African American	243	100	38.4	48.2	13.4	77.7	72	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	35	100	24.2	48.5	27.3	87.9	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	121	100	70.1	28	1.9	45.8	47.1	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	22.2	55.6	22.2	88.9	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	443	100	36.4	44.6	19	77.1	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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	435	99.5	33.8	51.5	14.8	66.3	71.6	68.6
Gender								
Male	236	100	37.7	46.4	15.9	62.3	71.4	68.3
Female	199	99	28.9	57.8	13.3	71.1	71.9	68.9
Racial/Ethnic Group								
White	232	100	28.5	53.7	17.8	71.5	81	80.7
African American	172	99.4	42	47.8	10.2	58	52.3	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	24	100	30.4	60.9	8.7	69.6	61.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	69	100	74.6	23.8	1.6	25.4	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	10	I/S	58.3	33.3	8.3	41.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	298	99.7	39	49.3	11.8	61	58.4	57.3

Social Studies								
All Students	442	100	30.7	41.4	28	69.3	76.1	72.5
Gender								
Male	240	100	35.3	33.9	30.8	64.7	75.9	72
Female	202	100	25.1	50.3	24.6	74.9	76.2	73.1
Racial/Ethnic Group								
White	261	100	28.5	39.3	32.2	71.5	82.8	81
African American	152	100	31.7	47.2	21.1	68.3	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	22	100	47.6	23.8	28.6	52.4	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	83	100	68.9	23	8.1	31.1	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	8	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	299	100	35.2	43.2	21.6	64.8	65.2	62.9

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
Writing										
All Students	210	98.6	45.5	36.4	18.2	54.5	76	73.2	95.3	96.4
Gender										
Male	123	98.4	52.3	31.5	16.2	47.7	70.2	67.2	95	96.3
Female	87	98.9	35.5	43.4	21.1	64.5	82.1	79.4	95.6	96.4
Racial/Ethnic Group										
White	109	99.1	42.1	37.9	20	57.9	83.1	81.5	94.6	96.2
African American	91	97.8	49.4	34.9	15.7	50.6	62.2	61.3	96.3	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	87	97.9	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.3	66.7	94.4	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	91.9	95.8
Disability Status										
Disabled	50	98	76.7	18.6	4.7	23.3	26.5	26	94.7	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	5	I/S	I/S	I/S	I/S	I/S	65.3	65.7	95.6	97.2
Socio-Economic Status										
Subsidized meals	151	99.3	47.4	37.8	14.8	52.6	63.7	63.2	94.8	95.9

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
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	232	100	24.3	43.2	32.4	75.7
	7	215	100	36.6	34	29.4	63.4
	8	229	100	40.3	31.3	28.4	59.7
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	217	100	27.9	36	36	72.1
	7	227	100	32.7	37.9	29.4	67.3
	8	206	100	36	40.3	23.7	64
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	232	100	31.5	42.8	25.7	68.5
	7	215	100	49.5	36.1	14.4	50.5
	8	229	100	43.6	41.2	15.2	56.4
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	217	100	27.9	43.7	28.4	72.1
	7	227	100	29	42.5	28.5	71
	8	206	100	35.5	52.2	12.4	64.5
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	115	100	35.8	55	9.2	64.2
	7	215	100	30.4	55.7	13.9	69.6
	8	115	100	33	40.6	26.4	67
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	106	100	38.5	52.1	9.4	61.5
	7	227	100	31.3	53.7	15	68.7
	8	102	98	34.4	45.6	20	65.6

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
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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	117	100	16.8	54	29.2	83.2
	7	215	99.5	42.3	34	23.7	57.7
	8	114	100	40	38.1	21.9	60
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	111	100	17.8	52.5	29.7	82.2
	7	227	100	35.5	36	28.5	64.5
	8	104	100	33.3	41.7	25	66.7

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	239	99.6	32.9	43.4	23.7	67.1
	7	213	99.5	35.6	41.2	23.2	64.4
	8	231	99.6	35.4	46.7	17.9	64.6
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	210	98.6	45.5	36.4	18.2	54.5

Abbreviations for Missing Data

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