

E L Wright Middle

2740 Alpine Road
Columbia, South Carolina

Grades	K-8 Elementary School	
Enrollment	1,295 Students	
Principal	Lori Marrero	803-736-8740
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	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

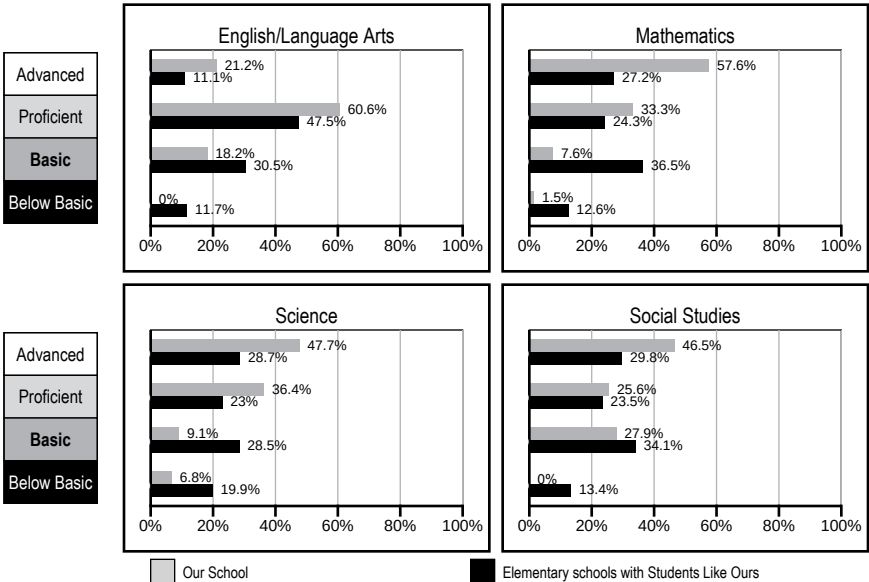
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	22	8	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,295)				
First graders who attended full-day kindergarten	97.7%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	1.5%	2.3%
Attendance rate	98.3%	Up from 97.9%	96.7%	96.3%
Eligible for gifted and talented	20.6%	Down from 21.2%	22.1%	10.4%
With disabilities other than speech	7.5%	Up from 6.8%	6.6%	7.5%
Older than usual for grade	1.0%	Down from 1.4%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.3%	Up from 0.7%	0.0%	0.0%
Teachers (n=85)				
Teachers with advanced degrees	72.9%	Up from 65.9%	60.3%	56.7%
Continuing contract teachers	68.2%	Down from 70.6%	81.1%	77.3%
Teachers with emergency or provisional certificates	4.2%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	84.0%	Up from 80.7%	88.2%	86.4%
Teacher attendance rate	96.0%	Down from 96.6%	95.3%	94.9%
Average teacher salary	\$47,699	Up 4.4%	\$47,734	\$45,345
Professional development days/teacher	8.6 days	Up from 6.1 days	12.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	4.5	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.3 to 1	20.2 to 1	18.5 to 1
Prime instructional time	92.8%	Down from 93.7%	90.4%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Up from 52.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,277	Down 7.6%	\$6,498	\$7,052
Percent of expenditures for instruction*	70.7%	Down from 71.8%	70.5%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Down from 66.3%	65.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The school year has flown quickly by, and we have had an excellent school year.

Academically, we saw more students meeting and exceeding MAP goals, particularly in reading. Of the nearly 600 students who met or exceeded academic achievement targets, many did so in more than one area.

Two of our students took top awards at the USC Region II Science and Engineering Fair. Our News Bowl Team took first place at the National News Bowl Competition.

Overall, students had better grades—gains mirrored in overall student achievement, positive attitudes, and attendance figures. We’ve continued to build a strong community of students who exhibit caring and kindness to those around them and who strive to do their best. Faculty and staff wrote numerous Commendation Notices, recognizing students for positive behavior as well as improved grades.

Technology has become a central instructional focus. We placed SMART Boards in every classroom. Teachers are beginning to build instructional podcasts to help students master academic concepts, and we plan on building a library of these mini-lessons and tutorials. Several teachers have used blogging for classroom instruction, and our entire faculty participated in technology-based collaboration for one of their GBE goals for the year.

We have also made numerous facility improvements, from repainting and refitting our Guidance office to replacing the audio system in the Gym. We repaired the mural in the Multipurpose Room, and the gym will be painted this summer. We are working hard to provide not only quality instruction but also an inviting place where learning is enjoyable.

As further evidence of our goal of providing a campus that is welcoming and inviting, we held an invitational athletic tournament for the first time in school history on our football field. Furthermore, our eighth grade students undertook the beginnings of a new tradition at E.L. Wright by decorating the stairwells of our 3-story building with inspirational quotations.

Going forward, we still have challenges. Students at times have used the internet and technology as vehicles for disagreements. As a school, that means we need to focus on how we can better assist parents in successful monitoring and managing student’s access and use of technology, as we want these tools to be used in a positive and appropriate way.

Still, in balance, I am more than pleased with this year’s progress and the groundwork it lays for achievements yet to come. Given the can-do spirit of the Warrior Community, I have no doubt that we will have more and greater successes in the future.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	68	311	122
Percent satisfied with learning environment	94.1%	68.1%	80.2%
Percent satisfied with social and physical environment	94.0%	71.5%	74.4%
Percent satisfied with school-home relations	94.1%	84.4%	76.2%

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

School Adequate Yearly Progress	NO
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This school met 27 out of 33 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. 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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	98.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	1136	99.6	20.9	40.7	28.7	9.8	51.4	54.9	48.2	Yes	Yes
Gender											
Male	570	99.8	27.8	39.4	26.8	6	43.5	47.6	41.7	N/A	N/A
Female	566	99.3	13.9	42	30.5	13.6	59.3	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	358	100	6	37.4	42.6	14	70	75.1	60	Yes	Yes
African American	643	99.4	29.6	43.4	21.6	5.3	39.8	44.1	31.7	No	Yes
Asian/Pacific Islander	66	100	13.5	26.9	28.8	30.8	67.3	74.4	70.4	Yes	Yes
Hispanic	62	98.4	25	44.6	17.9	12.5	48.2	45.4	38.4	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	91	96.7	59.8	30.5	3.7	6.1	15.9	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	82	100	31.3	37.3	19.4	11.9	40.3	51.6	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	425	99.1	35.1	43.3	16.9	4.6	32.6	37.4	34	No	Yes

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

All Students	1136	99.7	24.4	38.1	20.6	16.9	47.3	50	45.8	Yes	Yes
Gender											
Male	570	99.8	25.3	37	18.9	18.8	47.3	48.2	45.6	N/A	N/A
Female	566	99.7	23.5	39.2	22.3	15	47.3	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	358	100	8.6	32	29.1	30.3	70.3	73.9	59	Yes	Yes
African American	643	99.5	34	43	15.9	7.1	32.7	37	26.9	No	Yes
Asian/Pacific Islander	66	100	9.6	26.9	19.2	44.2	69.2	79.1	71.3	Yes	Yes
Hispanic	62	100	32.1	32.1	21.4	14.3	44.6	40.6	38.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	91	97.8	57.1	33.3	3.6	6	20.2	20.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	82	100	31.3	32.8	22.4	13.4	41.8	51.5	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	425	99.5	38.3	42.6	13.3	5.9	28.1	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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
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Science

All Students	774	99.5	24.3	30.1	16.4	29.1	45.6	43	35.7	98.3	97.3
Gender											
Male	390	99.5	25.5	27.4	15.3	31.8	47.1	44.2	37.4	98.1	97.2
Female	384	99.5	23.1	32.9	17.5	26.5	44	41.8	33.8	98.5	97.5
Racial/Ethnic Group											
White	238	99.6	9.1	25.5	22.5	42.9	65.4	68.8	49.2	98.6	97.2
African American	442	99.6	33.1	33.8	13.7	19.4	33.1	29.1	17	98	97.4
Asian/Pacific Islander	44	100	17.1	11.4	14.3	57.1	71.4	65.2	58	99.2	98
Hispanic	44	97.7	27	32.4	10.8	29.7	40.5	37.1	24.9	98.1	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	96.5
Disability Status											
Disabled	65	96.9	58.3	18.3	8.3	15	23.3	18.6	14	97.7	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	61	98.4	31.3	22.9	14.6	31.3	45.8	43.8	24.4	98.5	97.2
Socio-Economic Status											
Subsided meals	293	99.3	36.8	36.1	12.3	14.9	27.1	24.7	21.1	97.7	96.8

Social Studies

All Students	769	99.6	22.9	37.1	14.6	25.4	40	42.9	34	98.3	97.3
Gender											
Male	392	99.2	24.2	34.5	13.6	27.6	41.2	44.7	36.6	98.1	97.2
Female	377	100	21.5	39.7	15.6	23.2	38.8	40.9	31.3	98.5	97.5
Racial/Ethnic Group											
White	248	99.6	11.6	35.7	15.8	36.9	52.7	62.5	44.5	98.6	97.2
African American	427	99.8	29.3	38.7	15	17	32.1	31.9	19.1	98	97.4
Asian/Pacific Islander	44	97.7	17.6	20.6	14.7	47.1	61.8	67.9	58.9	99.2	98
Hispanic	45	100	34.1	39	4.9	22	26.8	37.4	27.5	98.1	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	96.5
Disability Status											
Disabled	66	95.5	47.5	44.1	1.7	6.8	8.5	21.3	14.4	97.7	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	57	100	43.5	23.9	8.7	23.9	32.6	45.9	27.3	98.5	97.2
Socio-Economic Status											
Subsided meals	291	100	37.7	38.5	10.9	12.8	23.8	25.3	21	97.7	96.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	20	100	0	15	70	15	85
	4	21	100	0	9.5	76.2	14.3	90.5
	5	21	100	0	23.8	57.1	19	76.2
	6	411	99.8	27	39.3	27.2	6.4	33.7
	7	389	99.7	27	41.5	26.2	5.3	31.5
	8	396	100	26.9	41	28.2	4	32.2
2008	3	23	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	0	23.8	52.4	23.8	76.2
	5	22	100	0	31.8	68.2	0	68.2
	6	332	99.7	19.7	37.1	30.5	12.7	43.2
	7	390	99.2	18.9	46.3	29.4	5.4	34.7
	8	348	99.7	28.3	42.6	19.8	9.4	29.2
Mathematics								
2007	3	20	100	0	35	30	35	65
	4	21	100	0	14.3	9.5	76.2	85.7
	5	21	100	0	19	9.5	71.4	81
	6	411	100	27.8	37.5	20.1	14.7	34.7
	7	389	99.7	22	42.9	17	18.1	35.1
	8	396	100	31.9	43.6	15.7	8.8	24.5
2008	3	23	100	0	8.7	34.8	56.5	91.3
	4	21	100	4.8	14.3	23.8	57.1	81
	5	22	100	N/AV	N/AV	N/AV	N/AV	N/AV
	6	332	100	26.9	31.3	24.1	17.7	41.8
	7	390	99.5	16.3	46.2	20.3	17.2	37.5
	8	348	99.7	35.3	41.9	15.2	7.6	22.8
Science								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	0	19	28.6	52.4	81
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	209	100	36.7	24	14.8	24.5	39.3
	7	389	99	20.3	28.2	24.6	26.8	51.4
	8	198	100	33.7	34.8	18.7	12.8	31.6
2008	3	12	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	9.5	19	33.3	38.1	71.4
	5	11	100	9.1	0	27.3	63.6	90.9
	6	166	100	40.5	20.3	15.2	24.1	39.2
	7	389	99.2	15.6	34.9	15.1	34.4	49.4
	8	175	99.4	31.8	34.7	15.3	18.2	33.5
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	0	19	23.8	57.1	81
	5	11	100	0	9.1	18.2	72.7	90.9
	6	206	99.5	13.5	40.1	27.1	19.3	46.4
	7	389	98.7	31.7	35.7	11.9	20.7	32.6
	8	200	100	25.5	49.5	16.5	8.5	25
2008	3	11	100	0	36.4	45.5	18.2	63.6
	4	21	100	0	33.3	19	47.6	66.7
	5	11	100	0	9.1	18.2	72.7	90.9
	6	166	99.4	11.4	25.3	20.3	43	63.3
	7	388	99.5	30	36.5	10.5	22.9	33.4
	8	172	100	24.7	52.5	15.2	7.6	22.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample