

E L WRIGHT MIDDLE

2740 Alpine Road
Columbia, South Carolina

Grades	K-8 Elementary School	
Enrollment	1,271 Students	
Principal	Lori Marrero	803-736-8740
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

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

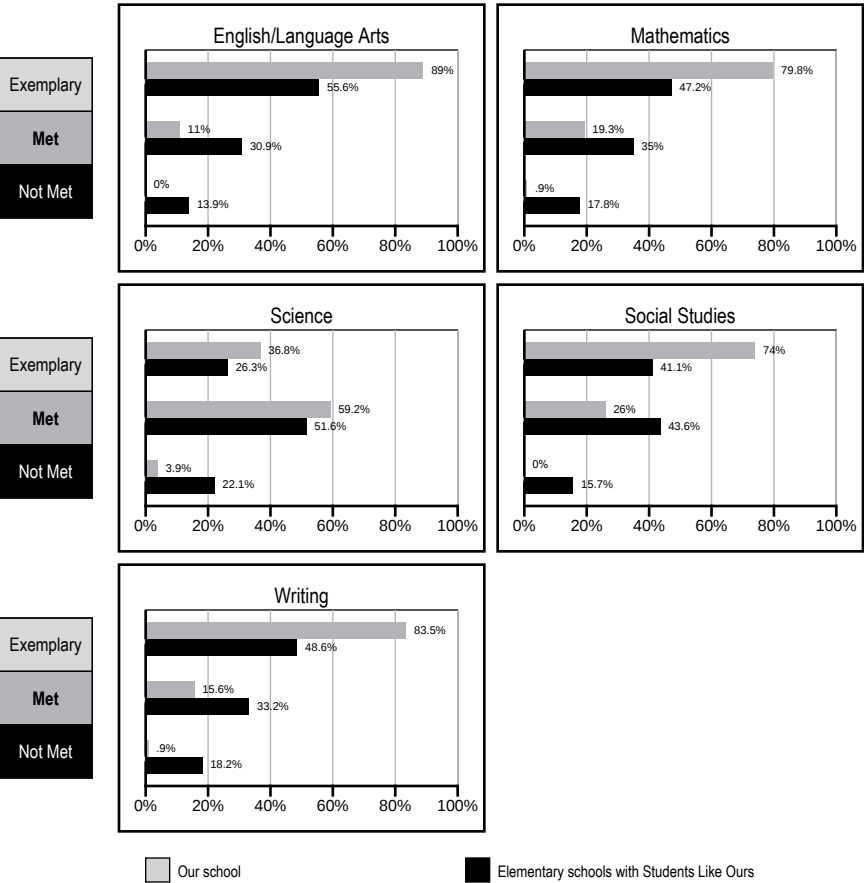
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	13	2	1	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,271)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.5%	0.9%	1.2%
Attendance rate	98.3%	No Change	96.4%	96.1%
Eligible for gifted and talented	20.4%	Up from 16.7%	20.8%	11.7%
With disabilities other than speech	8.6%	Down from 9.2%	6.9%	8.0%
Older than usual for grade	1.2%	Up from 0.9%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.6%	Down from 5.9%	0.0%	0.0%
Teachers (n=87)				
Teachers with advanced degrees	75.9%	Down from 79.3%	65.1%	60.5%
Continuing contract teachers	72.4%	Up from 70.1%	88.9%	84.6%
Teachers with emergency or provisional certificates	1.3%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 85.5%	88.5%	87.0%
Teacher attendance rate	94.6%	Up from 92.3%	95.8%	95.4%
Average teacher salary*	\$50,563	Up 0.4%	\$48,568	\$47,288
Professional development days/teacher	9.0 days	Up from 8.0 days	10.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.0 to 1	21.0 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 89.4%	92.2%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.1%	Down from 86.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,471	Up 0.7%	\$7,033	\$7,548
Percent of expenditures for instruction**	70.5%	Up from 69.8%	70.6%	68.7%
Percent of expenditures for teacher salaries**	65.4%	Up from 63.8%	68.5%	65.1%

* 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

E. L. Wright, a comprehensive middle school located in suburban Columbia, SC, is dedicated to successfully transitioning our students from elementary school to high school, through a focus on academic excellence and a commitment to community involvement. We continue to develop our curriculum in order to provide a comprehensive and challenging educational program for all students with a safe and nurturing environment. In addition, we strive to cultivate and maintain an emphasis on technology in an effort to meet students where they are in terms of media literacy and fluency.

We believe that instructional technology is a key component in helping students become productive and successful students in the 21st Century. As a result, our teachers utilize a number of instructional strategies centered on technology to best instruct and assess student achievement. Students and faculty alike utilize Smartboard lessons, podcasts, Blackboard, wikis and blogs, mobile computer labs, and numerous interactive software programs and games aimed to improve academic skills.

While teachers continued to grow their technology skills, they also spent time this year working with student and district data to determine best instructional practices to meet student needs. We also continued our commitment to Learning Centered Schools, working on Skillful Observation Coaching to enable us to work collaboratively to improve instructional methodology. As teachers continue to grow in these areas, our students' continue to reap the benefit of their teachers' expanded knowledge.

At E. L. Wright, we continue to value innovation and initiative when it comes to finding better ways to meet the challenges that our students lay before us. We welcome you to visit and see the exciting things E. L. Wright Middle School offers.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	69	12	109
Percent satisfied with learning environment	82.4%	90.9%	83.8%
Percent satisfied with social and physical environment	89.9%	90.9%	72.9%
Percent satisfied with school-home relations	86.8%	72.7%	75.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 31 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. 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	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	98.3%	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	1138	99.5	27.8	31.2	41	81.7	85.9	83.5	Yes	Yes
Gender										
Male	584	99.3	31.9	30.5	37.6	78.2	82.7	80.1	N/A	N/A
Female	554	99.6	23.5	31.9	44.6	85.4	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	354	99.7	10.2	24.2	65.6	93.9	94	89.6	Yes	Yes
African American	664	99.3	38.6	36.8	24.6	74.1	81.9	74.6	Yes	Yes
Asian/Pacific Islander	60	100	10.3	13.8	75.9	94.8	94	92.7	Yes	Yes
Hispanic	55	100	36.5	30.8	32.7	76.9	80.3	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	111	98.2	77.3	15.5	7.2	37.1	52.7	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	27.5	18.8	53.8	81.3	83.4	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	466	99.4	46.9	35.4	17.6	67.6	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1138	99.4	32.9	34.7	32.4	77.4	82.4	80.4	Yes	Yes
Gender										
Male	584	99.1	36.5	30.6	32.8	73.2	80	78.4	N/A	N/A
Female	554	99.6	29.2	38.9	31.9	81.8	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	354	99.7	14.3	28.3	57.4	92.7	93.2	87.8	Yes	Yes
African American	664	99.1	44.6	39.1	16.3	67.8	76.8	69.3	Yes	Yes
Asian/Pacific Islander	60	100	12.1	17.2	70.7	93.1	95.8	93.5	Yes	Yes
Hispanic	55	100	38.5	46.2	15.4	73.1	77.2	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	111	97.3	85.6	8.2	6.2	26.8	47.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	27.5	31.3	41.3	81.3	83.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	466	99.1	53.1	35.7	11.3	59.4	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	760	98.8	28.6	43.5	28	71.4	72.1	67.3
Gender								
Male	390	98.2	28.3	40.7	31	71.7	70.9	66.9
Female	370	99.5	28.8	46.3	24.9	71.2	73.3	67.7
Racial/Ethnic Group								
White	227	99.1	11.4	40.9	47.7	88.6	89.6	79.6
African American	451	98.5	38.5	46.4	15.1	61.5	63.1	49.7
Asian/Pacific Islander	44	100	11.6	30.2	58.1	88.4	88.2	84.4
Hispanic	34	100	36.4	39.4	24.2	63.6	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	74	96	77.4	19.4	3.2	22.6	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	51	100	27.1	28.8	44.1	72.9	70.5	58.6
Socio-Economic Status								
Subsidized meals	317	97.8	46.7	41.2	12	53.3	58.6	55.4

Social Studies								
All Students	759	99.1	26.1	36	37.9	73.9	77.1	70.9
Gender								
Male	396	99	28.3	32.3	39.5	71.7	75.3	70.1
Female	363	99.2	23.8	40	36.2	76.2	79.1	71.7
Racial/Ethnic Group								
White	244	99.6	10.6	28.8	60.6	89.4	88.6	79.2
African American	437	98.9	34.9	42.9	22.2	65.1	71.1	58.4
Asian/Pacific Islander	39	100	13.2	15.8	71.1	86.8	91	86.8
Hispanic	38	97.4	42.9	22.9	34.3	57.1	71.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	76	96.1	73.5	20.6	5.9	26.5	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	49	98	27.3	18.2	54.5	72.7	78.1	68
Socio-Economic Status								
Subsidized meals	306	98.4	45.9	37.1	17	54.1	66.2	60.8

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	1138	98.5	23.2	39.2	37.6	76.8	76.7	72.1	98.3	97
Gender										
Male	586	98	29.2	38.7	32.1	70.8	70.2	65.2	98	96.9
Female	552	99.1	17.1	39.7	43.3	82.9	83.4	79.2	98.5	97.1
Racial/Ethnic Group										
White	354	98.9	7.6	32.6	59.8	92.4	87.9	80.8	98.7	97.1
African American	666	98.2	32	44.2	23.8	68	71.3	59.7	97.9	96.9
Asian/Pacific Islander	58	100	8.9	23.2	67.9	91.1	89.8	87	99.3	97.9
Hispanic	53	98.1	38.5	42.3	19.2	61.5	66.4	64.6	97.8	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.4	99.9	96.5
Disability Status										
Disabled	107	89.7	81.6	14.9	3.4	18.4	32	27.7	97	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	71	98.6	25.9	32.1	42	74.1	71.7	63.7	99.1	97.2
Socio-Economic Status										
Subsidized meals	427	97.7	39.5	42.9	17.6	60.5	65.8	61.9	97.5	96.3

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
English/Language Arts							
2009	3	41	100	N/AV	N/AV	N/AV	100
	4	22	100	N/AV	N/AV	N/AV	100
	5	22	100	N/AV	N/AV	N/AV	100
	6	349	99.1	27.2	37.8	35	72.8
	7	341	100	26.4	41.7	31.8	73.6
	8	368	98.9	33.2	38.7	28.1	66.8
2010	3	43	100	N/A	N/A	N/A	100
	4	44	100	N/A	N/A	N/A	100
	5	22	100	N/A	N/A	N/A	100
	6	341	100	30.3	37.9	31.8	69.7
	7	344	99.1	28.4	36.3	35.4	71.6
	8	344	99.1	34.3	26.2	39.6	65.7
Mathematics							
2009	3	41	100	N/AV	N/AV	N/AV	100
	4	22	100	N/AV	N/AV	N/AV	100
	5	22	100	4.5	18.2	77.3	95.5
	6	349	99.1	37.2	36.8	26	62.8
	7	341	100	26.1	43	30.9	73.9
	8	368	98.6	41.7	31	27.3	58.3
2010	3	43	100	2.3	20.9	76.7	97.7
	4	44	100	N/A	N/A	N/A	100
	5	22	100	N/A	N/A	N/A	100
	6	341	99.7	37.3	41.4	21.3	62.7
	7	344	99.1	35.7	36.3	28	64.3
	8	344	99.1	36.8	31.8	31.5	63.2
Science							
2009	3	21	100	4.8	38.1	57.1	95.2
	4	22	100	N/AV	N/AV	N/AV	100
	5	11	100	9.1	63.6	27.3	90.9
	6	172	99.4	33.3	54.1	12.6	66.7
	7	341	100	22.4	47	30.6	77.6
	8	183	98.9	39.1	39.7	21.3	60.9
2010	3	21	100	14.3	52.4	33.3	85.7
	4	44	100	N/A	N/A	N/A	100
	5	11	100	N/A	N/A	N/A	100
	6	171	98.3	43.7	49.4	7	56.3
	7	341	99.7	24.5	44	31.5	75.5
	8	172	97.1	33.8	28.7	37.6	66.2

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
Social Studies							
2009	3	20	100	N/AV	N/AV	N/AV	100
	4	22	100	N/AV	N/AV	N/AV	100
	5	11	100	N/AV	N/AV	N/AV	100
	6	174	100	11.6	51.8	36.6	88.4
	7	341	99.7	33.3	29.2	37.5	66.7
	8	182	98.9	30.9	35.4	33.7	69.1
2010	3	22	100	N/A	N/A	N/A	100
	4	44	100	N/A	N/A	N/A	100
	5	11	100	N/A	N/A	N/A	100
	6	171	97.1	20.1	46.8	33.1	79.9
	7	341	99.7	32.1	33.3	34.6	67.9
	8	170	99.4	32.1	35.8	32.1	67.9
Writing							
2009	3	41	100	2.4	12.2	85.4	97.6
	4	22	100	N/AV	N/AV	N/AV	100
	5	22	95.5	N/AV	N/AV	N/AV	100
	6	347	98	31	39.3	29.7	69
	7	340	97.7	24.8	36.8	38.4	75.2
	8	370	98.7	26.3	44.9	28.8	73.7
2010	3	43	100	N/AV	N/AV	N/AV	100
	4	44	100	2.3	20.5	77.3	97.7
	5	22	100	N/AV	N/AV	N/AV	100
	6	340	97.4	23.4	41.2	35.4	76.6
	7	346	98.8	32.2	44.7	23.1	67.8
	8	343	98.8	21.4	39.6	39	78.6

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