



MARY H WRIGHT ELEMENTARY

457 S. Church Street
Spartanburg, SC 29306

Grades	PK-6 Elementary School	
Enrollment	354 Students	
Principal	Wanda Owens-Jackson	864-594-4477
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Sharon D. Porter	864-594-4400

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Below Average	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

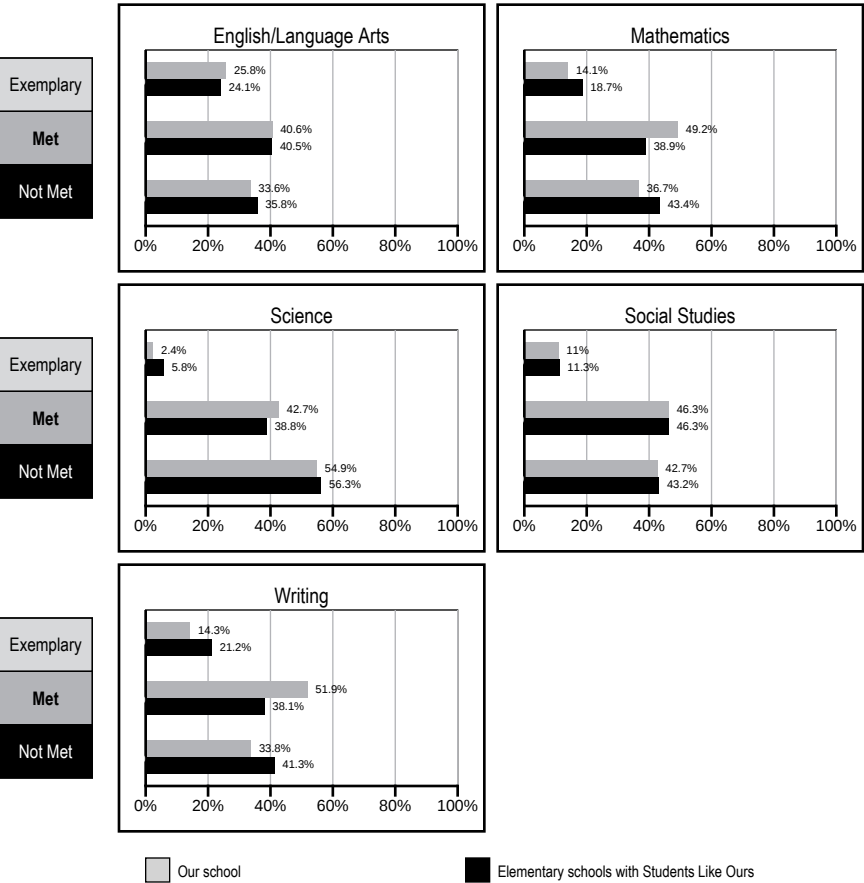
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	60	49	21

* 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=354)				
First graders who attended full-day kindergarten	100.0%	Up from 90.2%	100.0%	100.0%
Retention rate	1.3%	Down from 2.2%	1.5%	1.2%
Attendance rate	94.6%	Down from 95.0%	95.9%	96.1%
Eligible for gifted and talented	4.7%	Down from 5.8%	4.1%	11.7%
With disabilities other than speech	8.5%	Up from 7.4%	8.5%	8.0%
Older than usual for grade	0.8%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Down from 75.9%	59.0%	60.5%
Continuing contract teachers	80.6%	Up from 75.9%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Up from 82.1%	82.5%	87.0%
Teacher attendance rate	95.3%	Up from 94.0%	95.3%	95.4%
Average teacher salary*	\$53,379	Up 2.2%	\$45,256	\$47,288
Professional development days/teacher	13.1 days	Up from 6.4 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 14.4 to 1	17.2 to 1	19.2 to 1
Prime instructional time	88.6%	Up from 87.2%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.8%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,985	Up 5.4%	\$8,890	\$7,548
Percent of expenditures for instruction**	67.0%	Down from 68.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	65.2%	Down from 65.7%	62.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our mission at Mary H. Wright is to provide a diverse and supportive learning environment that empowers students to utilize information, skills, and the social awareness necessary to function in our ever-changing society. We work hard to build positive bridges of success for our students with the support of parents, faith-based organizations, local colleges and universities, service clubs, community volunteers, and former Mary Wright Achievers.

Several successes have been celebrated throughout the school year. In 2010, for the first time, Mary H. Wright was recognized as one of the one hundred and twenty-four schools in the state to be named a Red Carpet Award winner for providing a warm, family-friendly customer service environment. As a third year Teacher Advancement Program (TAP) School, we received the highest possible student achievement score of Value Added 5, based on the results of the 2008-2009 Palmetto Assessment of State Standards (PASS) test. Also, under the federal No Child Left Behind (NCLB) legislation, we met 100% of our Adequate Yearly Progress (AYP) proficiency goals.

Named first place winners in the Lots2Give Contest sponsored by Big Lots department stores, we received a monetary award of over \$6,000 to start a school store aimed at rewarding good behavior. The Junior League of Spartanburg also awarded us a mini-grant of \$1,000 to help support our students' Green and Growing Garden Club.

We began our year with a Back to School Supply Drive sponsored by The Episcopal Church of the Advent. At this event, attended by local media, students were provided with book bags and many school supplies. Over the years, through their Making Connections Ministry, we have received the support of the church as mentors, reading buddies, homework helpers, special event planners, field trip sponsors, and schoolwide and district-wide committee members. This year, the South Carolina School Board Association recognized the church as a Champion for Public Education based on their notable volunteer contributions.

We also believe in giving back to the community. Our Relay for Life team exceeded its goal of raising over \$3,800.00 in support of cancer research. Student Council raised funds for Zig the Pig in support of children's cancer research and to aid Haiti earthquake victims. Also, again this year, our school has been recognized by the March of Dimes as the number one county-wide elementary contributor.

The School Improvement Council, Parent Teacher Organization, and our School Leadership Team worked collaboratively to analyze and identify best practices and programs that would assist students in increasing achievement within the classroom and on standardized tests. Recognizing our students, faculty, and staff members for their successes was also a top priority. Together, our efforts are consistently focused on creating a sense of pride and commitment to excellence. Bobcats Best and Nothing Less is more than our motto; it's the foundation of our vision of teaching and learning.

Wanda Owens-Jackson, Principal, and Karen Rogers, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	34	22
Percent satisfied with learning environment	83.3%	75.8%	86.4%
Percent satisfied with social and physical environment	89.2%	73.5%	86.4%
Percent satisfied with school-home relations	41.7%	87.5%	90.5%

* Only students at the highest elementary 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	94.6%	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	141	99.3	33.6	40.6	25.8	85.2	79.3	83.5	Yes	Yes
Gender										
Male	58	100	47.1	41.2	11.8	74.5	75.6	80.1	N/A	N/A
Female	83	98.8	24.7	40.3	35.1	92.2	83.4	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	89.5	89.6	I/S	I/S
African American	131	99.2	32.8	42	25.2	84.9	72.3	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	26	100	N/A	N/A	N/A	70.8	41.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	99.3	33.9	40.9	25.2	85	72.5	76.9	Yes	Yes

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

All Students	141	99.3	36.7	49.2	14.1	75	76.1	80.4	Yes	Yes
Gender										
Male	58	100	49	45.1	5.9	62.7	73.2	78.4	N/A	N/A
Female	83	98.8	28.6	51.9	19.5	83.1	79.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	88.7	87.8	I/S	I/S
African American	131	99.2	35.3	52.9	11.8	77.3	67	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	90.9	83.2	I/S	I/S
Disability Status										
Disabled	26	100	70.8	25	4.2	37.5	36	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	99.3	37	49.6	13.4	74.8	68.7	72.8	Yes	Yes

* 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

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	92	98.9	54.9	42.7	2.4	45.1	64.3	67.3
Gender								
Male	39	97.4	N/A	N/A	N/A	32.4	62.8	66.9
Female	53	100	45.8	50	4.2	54.2	65.9	67.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	84.4	79.6
African American	87	98.9	53.2	44.2	2.6	46.8	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	12.5	26.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.5	58.6
Socio-Economic Status								
Subsidized meals	91	98.9	55.6	42	2.5	44.4	52.7	55.4

Social Studies

All Students	89	100	42.7	46.3	11	57.3	68.1	70.9
Gender								
Male	38	100	55.9	35.3	8.8	44.1	66.7	70.1
Female	51	100	33.3	54.2	12.5	66.7	69.7	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	84.3	79.2
African American	82	100	42.1	47.4	10.5	57.9	56.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	N/A	N/A	N/A	23.5	31.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.8	68
Socio-Economic Status								
Subsidized meals	89	100	42.7	46.3	11	57.3	57.7	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	143	100	33.8	51.9	14.3	66.2	66.5	72.1	94.6	95.5
Gender										
Male	60	100	50.9	45.3	3.8	49.1	60.5	65.2	94.1	95.3
Female	83	100	22.5	56.3	21.3	77.5	73	79.2	95.2	95.7
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	80.8	80.8	90.3	95.6
African American	133	100	33.1	53.2	13.7	66.9	56.6	59.7	94.9	95.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.5	87	96.9	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.2	64.6	93.5	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	64.4	92.2
Disability Status										
Disabled	28	100	73.1	19.2	7.7	26.9	19.5	27.7	94.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.1	63.7	96.5	96.5
Socio-Economic Status										
Subsidized meals	141	100	34.1	51.5	14.4	65.9	56.1	61.9	94.6	95

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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	45	100	43.2	37.8	18.9	56.8
	4	36	100	52.9	26.5	20.6	47.1
	5	35	100	28.6	57.1	14.3	71.4
	6	37	100	22.2	55.6	22.2	77.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	42	97.6	16.2	43.2	40.5	83.8
	4	41	100	38.9	41.7	19.4	61.1
	5	28	100	40.7	37	22.2	59.3
	6	30	100	42.9	39.3	17.9	57.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	62.2	32.4	5.4	37.8
	4	36	100	41.2	44.1	14.7	58.8
	5	35	100	42.9	42.9	14.3	57.1
	6	37	100	13.9	50	36.1	86.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	42	97.6	35.1	54.1	10.8	64.9
	4	41	100	36.1	52.8	11.1	63.9
	5	28	100	55.6	29.6	14.8	44.4
	6	30	100	21.4	57.1	21.4	78.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	N/AV	N/AV	N/AV	26.3
	4	36	100	58.8	35.3	5.9	41.2
	5	18	100	N/AV	N/AV	N/AV	53.3
	6	20	95	N/AV	N/AV	N/AV	72.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	21	100	N/A	N/A	N/A	33.3
	4	41	100	52.8	44.4	2.8	47.2
	5	14	92.9	53.8	38.5	7.7	46.2
	6	16	100	N/A	N/A	N/A	53.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	23	95.7	35.3	52.9	11.8	64.7
	4	36	100	26.5	58.8	14.7	73.5
	5	17	100	46.2	46.2	7.7	53.8
	6	17	100	17.6	52.9	29.4	82.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	47.4	36.8	15.8	52.6
	4	41	100	47.2	41.7	11.1	52.8
	5	14	100	42.9	50	7.1	57.1
	6	14	100	23.1	69.2	7.7	76.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	44	100	67.6	13.5	18.9	32.4
	4	36	100	54.3	31.4	14.3	45.7
	5	32	100	35.7	46.4	17.9	64.3
	6	36	97.2	14.3	40	45.7	85.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	42	100	35.9	46.2	17.9	64.1
	4	40	100	41.7	50	8.3	58.3
	5	30	100	31	41.4	27.6	69
	6	31	100	24.1	72.4	3.4	75.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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