



E L WRIGHT MIDDLE

2740 Alpine Road
Columbia, South Carolina

Grades	K-8 Elementary School	
Enrollment	1,258 Students	
Principal	Lori Marrero	803-736-8740
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	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 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

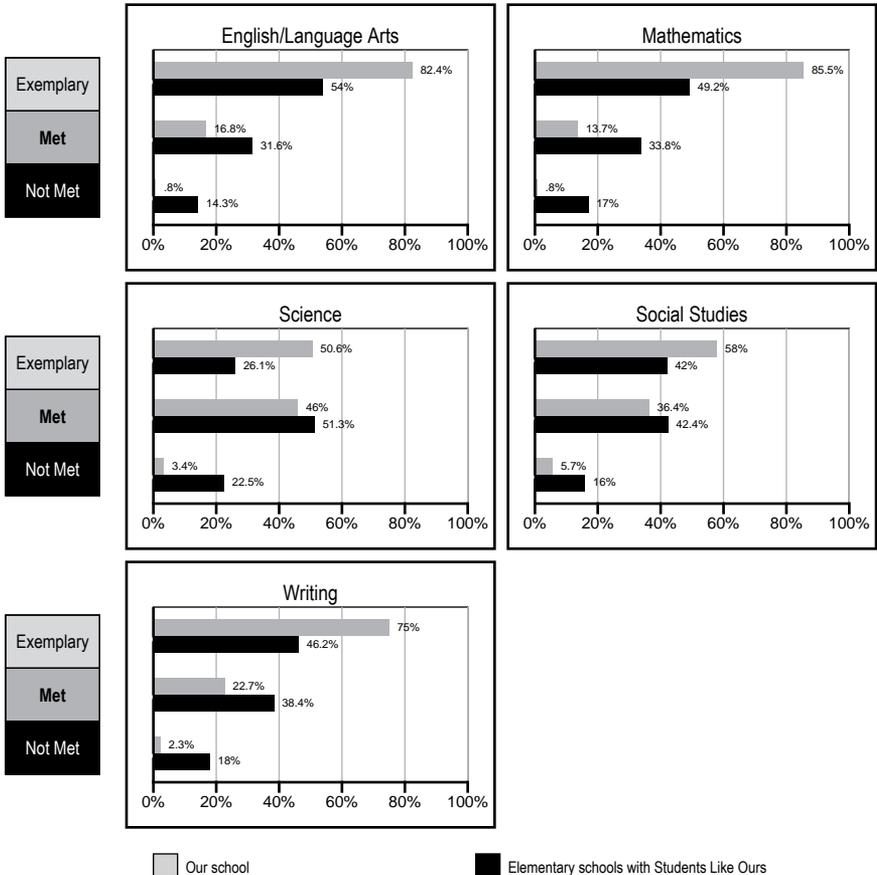
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	14	1	2	0

* Ratings are calculated with data available by 11/09/2011.

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=1,258)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.2%	0.8%	1.1%
Attendance rate	98.2%	Down from 98.3%	96.6%	96.2%
Served by gifted and talented program	13.6%	Down from 20.4%	21.8%	13.4%
With disabilities other than speech	6.1%	Down from 8.6%	4.6%	4.1%
Older than usual for grade	0.6%	Down from 1.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	12.8%	Up from 5.6%	0.0%	0.0%
Teachers (n=83)				
Teachers with advanced degrees	75.9%	No Change	63.4%	62.5%
Continuing contract teachers	78.3%	Up from 72.4%	89.5%	88.2%
Teachers returning from previous year	89.1%	Up from 87.0%	87.9%	87.8%
Teacher attendance rate	95.2%	Up from 94.6%	95.4%	95.2%
Average teacher salary*	\$49,694	Down 1.7%	\$48,243	\$46,773
Professional development days/teacher	9.0 days	No Change	9.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.9 to 1	20.9 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 91.8%	91.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.9%	Up from 86.1%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,730	Up 3.5%	\$7,112	\$7,447
Percent of expenditures for instruction**	71.1%	Up from 70.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	68.5%	Up from 65.4%	67.6%	65.8%

* 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 learning about numerous pedagogical methods, from Learning Centered Schools which focuses on enhancing teacher strengths, to discovering the innate differences in girl's and boy's learning styles at this age. Many teachers also continued their professional development in differentiated instruction and Understanding by Design. As teachers continue to grow in these areas, our students' continue to reap the benefit of their 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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NO

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

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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	98.2%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	1123	99.5	30.6	30.3	39.1	79.6	83.8	82.4	Yes	Yes
Gender										
Male	586	99.8	35	30.5	34.5	75.2	79.2	78.7	N/A	N/A
Female	537	99.1	25.7	30	44.3	84.6	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	339	99.4	9.5	26.1	64.4	93.9	93.4	88.9	Yes	Yes
African American	662	99.6	42.2	33.8	24	71.3	79.1	72.9	No	Yes
Asian/Pacific Islander	62	98.4	11.3	15.1	73.6	96.2	95.6	93	Yes	Yes
Hispanic	60	100	44.6	30.4	25	73.2	78.8	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
Disability Status										
Disabled	102	100	77.4	16.1	6.5	38.7	47.8	48.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	73	100	31.8	21.6	46.6	79.5	81.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	513	99.6	50.3	32.2	17.5	65.5	75.6	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	1123	99.6	30.3	33.7	36.1	79.4	81.7	81.9	Yes	Yes
Gender										
Male	586	99.8	32.5	33.9	33.6	76.3	79.1	79.9	N/A	N/A
Female	537	99.3	27.7	33.4	38.9	83	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	339	99.4	10.1	29.1	60.7	93.3	93.5	88.9	Yes	Yes
African American	662	99.6	42.2	37.3	20.5	71.6	75.7	71.4	Yes	Yes
Asian/Pacific Islander	62	100	3.8	20.8	75.5	98.1	95.3	94.6	Yes	Yes
Hispanic	60	100	41.1	32.1	26.8	67.9	78	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
Disability Status										
Disabled	102	100	73.1	19.4	7.5	33.3	45.8	47.3	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	73	100	23.9	23.9	52.3	83	82.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	513	99.6	50.1	35.3	14.6	65.5	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	744	99.7	29.4	43.8	26.8	70.6	71	68.6
Gender								
Male	396	99.8	32	40.7	27.2	68	69.9	68.3
Female	348	99.7	26.3	47.4	26.3	73.7	72.2	68.9
Racial/Ethnic Group								
White	221	99.6	12.5	40.7	46.8	87.5	90	80.7
African American	442	99.8	38.6	46.6	14.8	61.4	61.9	51.4
Asian/Pacific Islander	44	100	12.8	35.9	51.3	87.2	89.2	85.3
Hispanic	37	100	44.1	38.2	17.6	55.9	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	69	100	67.2	28.1	4.7	32.8	36.4	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	49	100	23.7	40.7	35.6	76.3	73.2	60.7
Socio-Economic Status								
Subsidized meals	336	100	45.9	42.7	11.4	54.1	57.5	57.3
Social Studies								
All Students	753	99.2	26.5	37.7	35.8	73.5	76.5	72.5
Gender								
Male	387	99.5	28.6	32.7	38.7	71.4	74.4	72
Female	366	98.9	24.1	43.2	32.7	75.9	78.6	73.1
Racial/Ethnic Group								
White	230	98.7	9.6	32	58.4	90.4	89.3	81
African American	443	99.3	36.2	41.1	22.7	63.8	69.9	60
Asian/Pacific Islander	38	100	9.4	28.1	62.5	90.6	92.7	89
Hispanic	42	100	31.6	42.1	26.3	68.4	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	61	98.4	70.9	25.5	3.6	29.1	42.3	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	44	100	27.3	34.5	38.2	72.7	76	69.7
Socio-Economic Status								
Subsidized meals	342	99.4	42.9	39.8	17.4	57.1	65.7	62.9

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	389	98.7	28.3	40.3	31.4	71.7	75.5	73.2	98.2	97.2
Gender										
Male	214	98.1	30.5	40.6	28.9	69.5	68.9	67.2	98.1	97.2
Female	175	99.4	25.8	39.9	34.4	74.2	82.2	79.4	98.4	97.3
Racial/Ethnic Group										
White	128	96.9	6.7	40	53.3	93.3	88.7	81.5	97.9	97
African American	223	99.6	41.1	42.5	16.4	58.9	69.1	61.3	98.4	97.4
Asian/Pacific Islander	24	100	10	25	65	90	90.8	87	98.8	97.7
Hispanic	14	100	53.8	30.8	15.4	46.2	69.2	66.7	97.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	45	93.3	84.6	12.8	2.6	15.4	27	26	97.4	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	99.9	99.6
English Proficiency										
Limited English Proficient	25	100	28.1	31.3	40.6	71.9	72.5	65.7	98.4	97.2
Socio-Economic Status										
Subsidized meals	164	97.6	51	37.7	11.3	49	64.6	63.2	98.1	96.8

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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							
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
2011	3	43	100	N/AV	N/AV	N/AV	100
	4	44	100	N/AV	N/AV	N/AV	100
	5	44	100	2.3	25	72.7	97.7
	6	324	100	41.3	28.4	30.4	58.7
	7	330	99.1	30.4	34	35.6	69.6
	8	338	99.1	33.1	34.1	32.8	66.9
Mathematics							
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
2011	3	43	100	2.3	11.6	86	97.7
	4	44	100	N/AV	N/AV	N/AV	100
	5	44	100	N/AV	N/AV	N/AV	100
	6	324	100	46.2	32	21.8	53.8
	7	330	99.4	29.1	36.9	34	70.9
	8	338	99.1	28.3	40.5	31.2	71.7
Science							
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
2011	3	21	100	4.8	38.1	57.1	95.2
	4	44	100	N/AV	N/AV	N/AV	100
	5	22	100	9.1	50	40.9	90.9
	6	161	100	49.3	44.7	5.9	50.7
	7	330	99.4	26.4	45.6	28	73.6
	8	166	100	30.3	38.1	31.6	69.7

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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							
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
2011	3	22	100	4.5	40.9	54.5	95.5
	4	44	100	4.5	36.4	59.1	95.5
	5	22	95.5	4.8	33.3	61.9	95.2
	6	163	100	29.1	38.4	32.5	70.9
	7	330	99.4	32.2	35.5	32.2	67.8
	8	172	98.3	24.7	41.8	33.5	75.3
Writing							
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
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	44	97.7	N/AV	N/AV	N/AV	100
	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	345	98.8	32.2	42.6	25.2	67.8

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