



Mary H Wright Elementary

457 S. Church Street
Spartanburg, SC 29306

Grades	PK-6 Elementary School	
Enrollment	369 Students	
Principal	Wanda Owens-Jackson	864-594-4477
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Below Average	Good
2005	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 2008-09 whose 2007-08 test scores were located

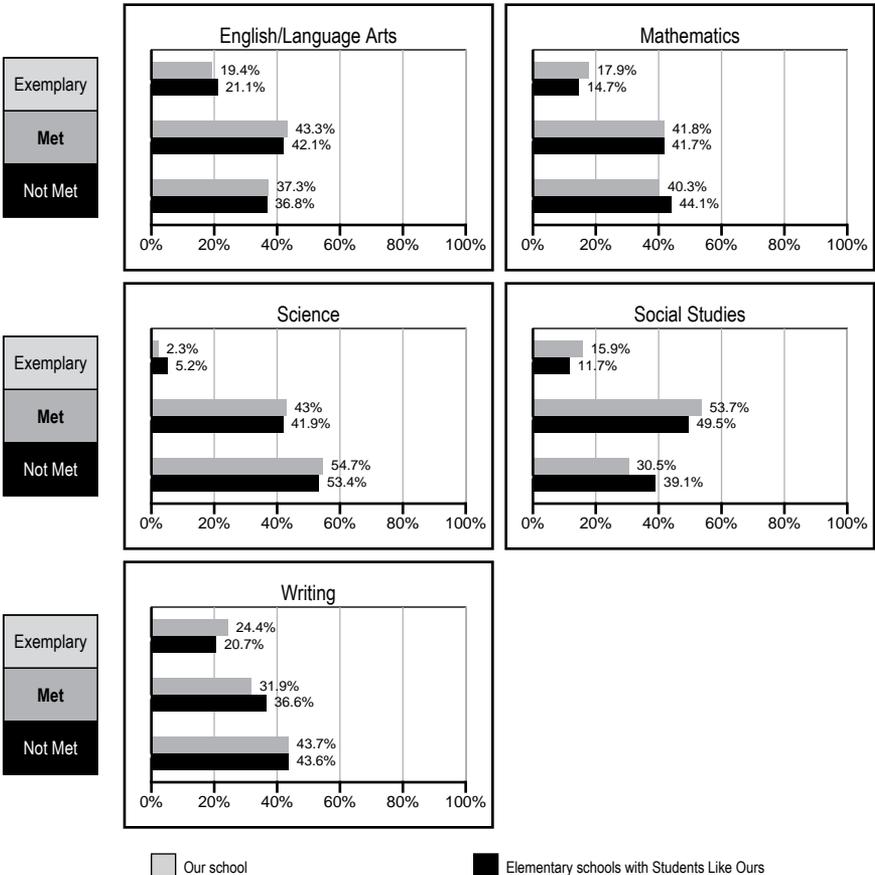
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	51	31

* Ratings are calculated with data available by 06/01/2010.

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=369)				
First graders who attended full-day kindergarten	90.2%	Down from 91.8%	100.0%	100.0%
Retention rate	2.2%	Up from 1.8%	2.5%	1.9%
Attendance rate	95.0%	Up from 94.9%	96.0%	96.3%
Eligible for gifted and talented	5.8%	Up from 3.4%	2.8%	10.0%
With disabilities other than speech	7.4%	Down from 7.8%	7.4%	7.7%
Older than usual for grade	0.8%	No Change	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 10.3%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Down from 85.7%	57.1%	59.4%
Continuing contract teachers	75.9%	Down from 85.7%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Down from 82.9%	81.2%	85.9%
Teacher attendance rate	94.0%	Down from 95.0%	95.2%	95.1%
Average teacher salary*	\$52,206	Up 1.2%	\$45,725	\$47,149
Professional development days/teacher	6.4 days	Down from 13.5 days	10.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 12.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.2%	Down from 87.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,418	Down 6.7%	\$8,727	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 72.0%	68.4%	68.8%
Percent of expenditures for teacher salaries**	65.7%	Down from 68.7%	61.9%	63.2%

* 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

At Mary H. Wright, our efforts are centered on creating a school environment in which safety, character education, and student achievement are our top priorities. We are working hard to move to higher heights by taking advantage of opportunities to strengthen teaching and learning.

Celebrating the small successes along the way is something we pride ourselves on. We have a "Wall of Pride" which showcases students and staff members for excellence in academics, character education, and community involvement. This boosts self-esteem and building morale.

At the end of each grading period, we have Good News Assemblies to recognize students for making the honor roll, maintaining perfect attendance, meeting their Accelerated Reader goals, and for showing improvement in behavior and academics. Teachers are also recognized for going the extra mile to enhance academics and school-wide programs and community partnerships. We sponsored a Relay for Life team to support cancer research, and with the help of students, parents, faculty, and staff members, we raised over \$4,000. The Beta Club prepared goodie bags for senior citizens, and we won the county-wide March of Dimes Award.

Afterschool programs are in place to help bridge the gap between our school and the community. Students can join the Boys and Girls Club, Good News Club, Print Art Club, Dance Team, Photography Club, or the Wofford Math Academy.

As a second year Teacher Advancement Program (TAP) School, we have Master and Mentor Teachers who work closely with Career Teachers to enhance classroom instruction and positively impact student achievement. They assess students, team-teach, and model Best Practice techniques.

During weekly School Leadership Team Meetings, we disaggregate data based on PACT, MAP, Dominie, Benchmark Assessments, and Academy of Reading Lab results.

Working together, we strive to make a positive impact on every student at Mary H. Wright. Collectively, we can change the world, one student at a time.

Wanda Owens-Jackson, Principal
Loretta Holmes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	38	15
Percent satisfied with learning environment	81.6%	81.1%	92.9%
Percent satisfied with social and physical environment	94.9%	63.9%	93.3%
Percent satisfied with school-home relations	53.8%	82.9%	93.3%

* 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

YES

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

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	153	100	37	43.7	19.3	75.6	79.2	82.8	Yes	Yes
Gender										
Male	68	100	50	45	5	63.3	75.5	79.3	N/A	N/A
Female	85	100	26.7	42.7	30.7	85.3	83.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	90.2	89.5	I/S	I/S
African American	143	100	36.4	44.2	19.4	76.7	71.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	82.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	26.1	37.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	37.7	43.1	19.2	75.4	71.9	75.5	Yes	Yes

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

All Students	153	100	40	42.2	17.8	68.1	75.2	78.9	Yes	Yes
Gender										
Male	68	100	45	41.7	13.3	65	73.4	77	N/A	N/A
Female	85	100	36	42.7	21.3	70.7	77.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	88.1	87.2	I/S	I/S
African American	143	100	39.5	44.2	16.3	69	66	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	79.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	34.8	34.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	40.8	42.3	16.9	66.9	66.4	70.2	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	96	99	53.5	44.2	2.3	46.5	63.3	67.5
Gender								
Male	50	98	N/AV	N/AV	N/AV	42.2	63.6	67
Female	46	100	48.8	46.3	4.9	51.2	62.9	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	83.8	79.5
African American	88	98.9	53.1	44.4	2.5	46.9	49.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	23.5	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsided meals	92	98.9	53.7	43.9	2.4	46.3	51.7	55.1
Social Studies								
All Students	93	98.9	29.6	54.3	16	70.4	69.8	72.3
Gender								
Male	33	100	35.7	50	14.3	64.3	69.7	71.5
Female	60	98.3	26.4	56.6	17	73.6	69.9	73.2
Racial/Ethnic Group								
White	2	I/S	N/A	N/A	N/A	N/A	86	80.7
African American	90	98.9	30	55	15	70	58.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.6	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	33.3	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	90	98.9	30.4	53.2	16.5	69.6	59.4	62.1

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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	148	99.3	43.7	31.9	24.4	56.3	66.7	70.2	95	95.6
Gender										
Male	65	98.5	54.2	28.8	16.9	45.8	60.5	63.2	94.5	95.4
Female	83	100	35.5	34.2	30.3	64.5	73.2	77.5	95.5	95.7
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	82.2	79.1	89.5	95.5
African American	140	99.3	43.4	31.8	24.8	56.6	55.5	57.6	95.2	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80.9	86.2	97.2	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	62.6	90.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	9.1	20.9	26.1	93.7	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73	61.2	94.6	95.9
Socio-Economic Status										
Subsided meals	142	99.3	44.6	31.5	23.8	55.4	55.7	58.9	94.9	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
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
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
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
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

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