



E L Wright Middle

2740 Alpine Road
Columbia, South Carolina

Grades	K-8 Middle School	
Enrollment	1,300 Students	
Principal	Lori Marrero	803-736-8740
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Below Average

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

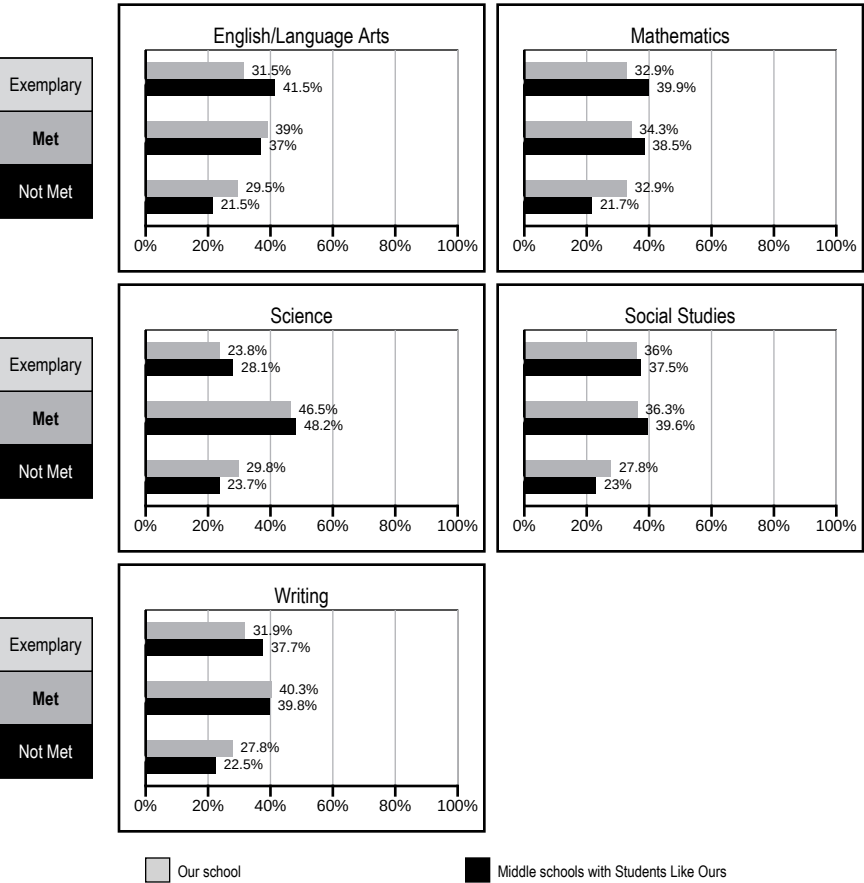
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	8	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.1%
English 1	N/A	93.9%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,300)				
Students enrolled in high school credit courses (grades 7 & 8)	34.2%	Up from 32.9%	32.8%	21.6%
Retention rate	1.5%	Up from 1.2%	1.1%	1.2%
Attendance rate	98.3%	No Change	96.3%	95.9%
Eligible for gifted and talented	16.7%	Down from 20.6%	25.1%	14.8%
With disabilities other than speech	9.2%	Up from 7.5%	11.1%	12.6%
Older than usual for grade	0.9%	Down from 1.0%	1.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Down from 6.3%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=87)				
Teachers with advanced degrees	79.3%	Up from 72.9%	58.0%	56.9%
Continuing contract teachers	70.1%	Up from 68.2%	78.7%	72.7%
Teachers with emergency or provisional certificates	1.3%	Down from 4.2%	3.7%	5.3%
Teachers returning from previous year	85.5%	Up from 84.0%	85.6%	82.9%
Teacher attendance rate	92.3%	Down from 96.0%	95.1%	95.2%
Average teacher salary*	\$50,345	Up 5.5%	\$48,674	\$46,599
Professional development days/teacher	8.0 days	Down from 8.6 days	11.2 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	22.0 to 1	No Change	21.5 to 1	20.1 to 1
Prime instructional time	89.4%	Down from 92.8%	90.6%	89.9%
Opportunities in the arts	Excellent	Up from Good	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.6%	Down from 94.0%	98.6%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,416	Up 18.1%	\$7,141	\$7,645
Percent of expenditures for instruction**	69.8%	Down from 70.7%	65.8%	63.4%
Percent of expenditures for teacher salaries**	63.8%	Down from 65.3%	59.5%	57.0%

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

** Prior year audited financial data are reported.

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	60	294	138
Percent satisfied with learning environment	90.0%	72.4%	81.5%
Percent satisfied with social and physical environment	93.3%	70.5%	78.9%
Percent satisfied with school-home relations	96.6%	83.9%	73.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

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

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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	1143	99.4	26.8	37.3	35.9	80.7	86	82.8	Yes	Yes
Gender										
Male	589	99.5	30.3	36.3	33.4	76.2	82.8	79.3	N/A	N/A
Female	554	99.3	23.1	38.5	38.5	85.4	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	362	99.7	6.9	36.7	56.4	95.1	94.5	89.5	Yes	Yes
African American	649	99.2	37.5	39.1	23.4	72.8	81.9	73.7	Yes	Yes
Asian/Pacific Islander	66	98.5	18.3	28.3	53.3	88.3	92.2	92.3	Yes	Yes
Hispanic	56	100	45.1	31.4	23.5	68.6	78.3	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	121	96.7	67.6	21.3	11.1	38.9	51.6	52	No	Yes
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	98	99	34.9	30.2	34.9	74.4	80.4	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	456	98.7	43.6	37.9	18.5	67.8	77.8	75.5	Yes	Yes

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

All Students	1143	99.3	32.5	34.7	32.8	76.6	80.9	78.9	Yes	Yes
Gender										
Male	589	99.5	37	31.4	31.6	74	78.4	77	N/A	N/A
Female	554	99.1	27.7	38.2	34.1	79.4	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	362	99.7	12.1	32.9	54.9	93.6	93.2	87.2	Yes	Yes
African American	649	99.1	44.8	37.4	17.9	66.4	74.4	66.7	Yes	Yes
Asian/Pacific Islander	66	98.5	18.3	18.3	63.3	86.7	94.1	93	Yes	Yes
Hispanic	56	100	45.1	33.3	21.6	68.6	74.9	76	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78.6	79.5	I/S	I/S
Disability Status										
Disabled	121	96.7	76.9	14.8	8.3	35.2	46.8	45.5	No	Yes
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	98	99	33.7	26.7	39.5	74.4	80.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	456	98.5	50.8	34.2	15	62	70.6	70.2	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	750	99.6	27.6	47.3	25.1	72.4	73.4	67.5
Gender								
Male	384	99.5	27.2	45.3	27.5	72.8	72.4	67
Female	366	99.7	27.9	49.4	22.7	72.1	74.5	68
Racial/Ethnic Group								
White	243	99.6	9.9	47	43.1	90.1	91.1	79.5
African American	411	99.5	38.2	47.6	14.1	61.8	64.1	50.3
Asian/Pacific Islander	44	100	18.6	44.2	37.2	81.4	88.2	84.3
Hispanic	46	100	34.1	51.2	14.6	65.9	67.1	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.6	71.2
Disability Status								
Disabled	80	100	71.2	23.3	5.5	28.8	41.7	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	67	100	37.1	45.2	17.7	62.9	69.4	59.6
Socio-Economic Status								
Subsided meals	287	99.7	43.3	44.1	12.5	56.7	59	55.1

Social Studies								
All Students	750	99.6	25.2	36.2	38.6	74.8	79.1	72.3
Gender								
Male	384	99.7	25.8	34.1	40.2	74.2	77.8	71.5
Female	366	99.5	24.6	38.4	37	75.4	80.3	73.2
Racial/Ethnic Group								
White	233	99.6	8.9	30.8	60.3	91.1	90.6	80.7
African American	435	99.5	34.8	40.4	24.8	65.2	72.9	60
Asian/Pacific Islander	47	100	20	24.4	55.6	80	88.4	88.5
Hispanic	30	100	23.1	38.5	38.5	76.9	74.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	71	100	63.1	30.8	6.2	36.9	50.2	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	60	100	27.8	29.6	42.6	72.2	77.9	67.9
Socio-Economic Status								
Subsided meals	304	100	38	41.5	20.6	62	68.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	1142	98.2	25.3	38.5	36.2	74.7	75.5	70.2	98.3	97.4
Gender										
Male	591	97.3	30.2	41.2	28.6	69.8	69	63.2	98.1	97.3
Female	551	99.1	20.2	35.6	44.2	79.8	82.3	77.5	98.4	97.5
Racial/Ethnic Group										
White	357	98.9	8.7	34.1	57.1	91.3	88.1	79.1	98.6	97.3
African American	653	97.9	35.2	41.3	23.4	64.8	68.9	57.6	97.9	97.4
Asian/Pacific Islander	67	97	16.7	25	58.3	83.3	90.6	86.2	99	98
Hispanic	56	98.2	30	46	24	70	67.1	62.6	98.3	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.7	68.7	99.7	97.1
Disability Status										
Disabled	119	89.9	68.6	24.5	6.9	31.4	29.4	26.1	97.8	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	95	97.9	28.2	32.9	38.8	71.8	70.4	61.2	98.9	97.4
Socio-Economic Status										
Subsidized meals	453	96.9	43.8	39.8	16.4	56.2	62.3	58.9	97.6	96.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
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
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
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
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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample