



## WRIGHT ELEMENTARY

1136 Wright School Road  
Belton, SC 29627

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	184 Students	
<b>Principal</b>	Laurie McCall	864-296-1776
<b>Superintendent</b>	Mr. Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	Mrs. Brenda Cooley	864-369-7364

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
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

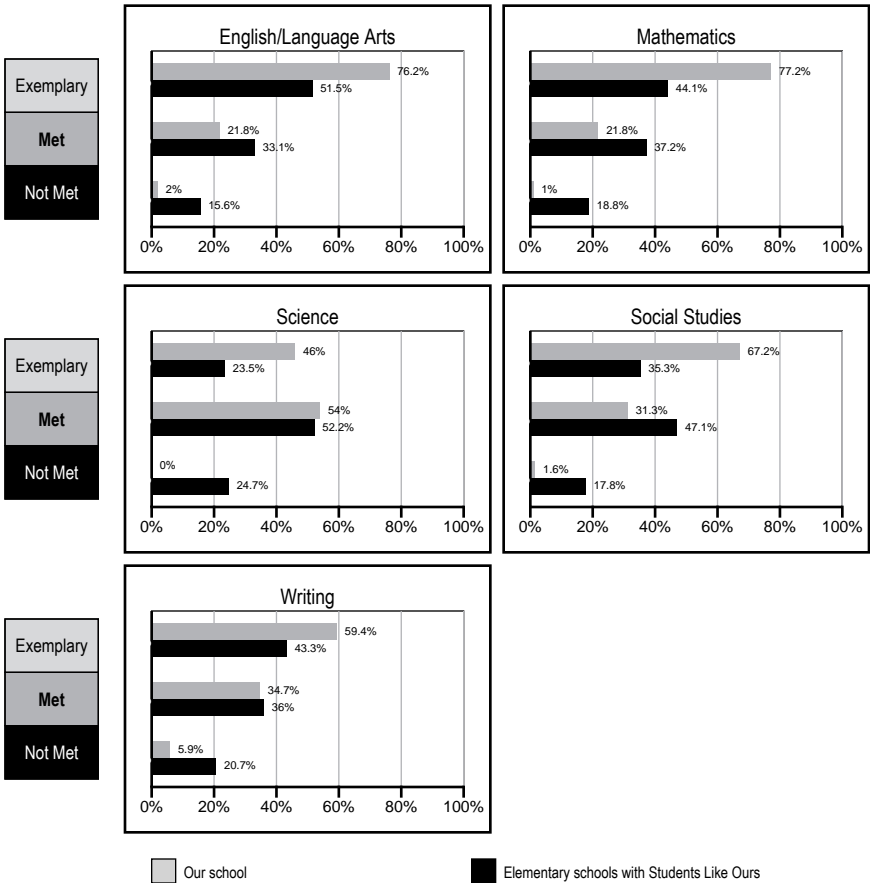
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
27	25	10	0	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
<b>Students (n=184)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	No Change	0.8%	1.2%
Attendance rate	98.9%	Up from 96.1%	96.5%	96.1%
Eligible for gifted and talented	33.0%	Up from 24.8%	19.2%	11.7%
With disabilities other than speech	2.7%	Down from 3.7%	7.0%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	90.9%	Up from 83.3%	63.6%	60.5%
Continuing contract teachers	90.9%	Up from 83.3%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.0%	Down from 96.3%	89.2%	87.0%
Teacher attendance rate	93.8%	Down from 95.4%	96.0%	95.4%
Average teacher salary*	\$53,218	Up 0.4%	\$48,929	\$47,288
Professional development days/teacher	18.4 days	Down from 21.5 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 19.3 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.0%	Up from 89.7%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,443	Down 4.1%	\$7,037	\$7,548
Percent of expenditures for instruction**	67.8%	Up from 66.4%	70.7%	68.7%
Percent of expenditures for teacher salaries**	60.9%	Up from 57.5%	68.2%	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

Wright Elementary had a very successful 2009-10 school year with the faculty, staff, students, parents, and community working together. Throughout the year, there were many accomplishments, including our first "Dive into Learning Night" and "Literacy Luau Night," complete with the entire faculty and staff dressed in Hawaiian attire to the delight of students and parents. The purpose of our Literacy Night was to promote a love of reading and an excitement about books. Dive into Learning night focused on Science, Math, and Technology. Community attendance was spectacular—fulfilling our goals.

Continued implementation of small group reading instruction and incorporation of literacy centers and workstations were our primary instructional goals. Yearlong staff development involved all teachers on reading instructional improvement and the integration of technology into each classroom. We were pleased that the majority of faculty members were mentors for students needing special guidance and assistance. Our school earned and received an "Excellent" Absolute score and an "Excellent" Improvement score on the state report card, and we were recognized as a Palmetto Gold School!

Many students were recognized for outstanding work. For the fourth consecutive year, a Wright School 5th Grader was the State Superintendent Writing Award district winner. One student was selected to receive the Governor's Good Citizen Award. During our annual Award's Day Ceremony, students were recognized for honor roll, perfect attendance, Accelerated Reader, Bringing Up Grades, and other special achievements. One student in each grade level received the "Wright Quality" Award for displaying outstanding achievement and overall success throughout the school year. A student in each class was also awarded for being the "most improved."

To promote positive character traits, our guidance classes studied the book "Have You Filled A Bucket Today?" This became our schoolwide guidance theme. The 5th and 6th graders served as the school's Safety Patrol and/or Media Mascots during the year. Our Student Council officers performed daily duties, such as making morning announcements, and 4th and 5th graders operated our school postal service. Implementation of the televised morning news show proved to be informative and successful.

The PTO continued to support school improvement and community involvement with activities such as the Fall Festival and daily recognitions of our staff during Teacher Appreciation Week. The PTO sponsored our annual Teacher Easter egg hunt, which was fun and rewarding for our hardworking staff. The PTO purchased a swing set, which is a wonderful addition to our playground. Our second grade teacher, Penny Booth, was selected by the faculty as our Teacher of the Year.

At Wright Elementary School, we continue to be proud of our many accomplishments and high levels of achievement generating excitement about our future.

Tara L. Brice, Principal  
 Hope Patterson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	21	19
Percent satisfied with learning environment	100.0%	81.0%	100.0%
Percent satisfied with social and physical environment	100.0%	90.5%	94.7%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

\* 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 9 out of 9 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.9%	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	103	100	2	21.8	76.2	100	92.2	83.5	Yes	Yes
<b>Gender</b>										
Male	68	100	1.5	24.2	74.2	100	90.5	80.1	N/A	N/A
Female	35	100	2.9	17.1	80	100	94.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	2	20.4	77.6	100	93.3	89.6	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	87.2	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	96.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	70.5	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	95	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	5.6	30.6	63.9	100	88.7	76.9	I/S	I/S

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

All Students	103	100	1	21.8	77.2	100	90.4	80.4	Yes	Yes
<b>Gender</b>										
Male	68	100	1.5	22.7	75.8	100	89.6	78.4	N/A	N/A
Female	35	100	N/A	N/A	N/A	100	91.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	N/A	N/A	N/A	100	91.8	87.8	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	83.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	92.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	66.7	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	90	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	2.8	36.1	61.1	100	86.9	72.8	I/S	I/S

\* 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
<b>Science</b>								
All Students	65	98.5	N/A	N/A	N/A	100	85	67.3
<b>Gender</b>								
Male	42	97.6	N/A	N/A	N/A	100	85.2	66.9
Female	23	100	N/A	N/A	N/A	100	84.7	67.7
<b>Racial/Ethnic Group</b>								
White	63	98.4	N/A	N/A	N/A	100	87.7	79.6
African American	1	I/S	I/S	I/S	I/S	I/S	72.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	56	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	22	95.5	N/A	N/A	N/A	100	78.4	55.4
<b>Social Studies</b>								
All Students	64	100	1.6	31.3	67.2	98.4	83.7	70.9
<b>Gender</b>								
Male	45	100	2.2	26.7	71.1	97.8	83.6	70.1
Female	19	100	N/A	N/A	N/A	100	83.9	71.7
<b>Racial/Ethnic Group</b>								
White	61	100	1.6	29.5	68.9	98.4	85.6	79.2
African American	2	I/S	I/S	I/S	I/S	I/S	76.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	73.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	59.3	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	68
<b>Socio-Economic Status</b>								
Subsidized meals	24	100	4.2	41.7	54.2	95.8	76.9	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
<b>Writing</b>										
All Students	102	99	5	35	60	95	78.4	72.1	98.9	97.5
<b>Gender</b>										
Male	67	98.5	7.7	35.4	56.9	92.3	71.5	65.2	98.9	97.4
Female	35	100	N/AV	N/AV	N/AV	100	85.8	79.2	98.9	97.7
<b>Racial/Ethnic Group</b>										
White	99	99	4.1	35.1	60.8	95.9	80.4	80.8	98.9	97.5
African American	2	I/S	I/S	I/S	I/S	I/S	70.4	59.7	99.2	98
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.3	95.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.1	64.6	N/A	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.7
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	37	27.7	99	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	63.7	N/A	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	11.1	47.2	41.7	88.9	70.8	61.9	98.7	97.1

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
<b>English/Language Arts</b>							
<b>2009</b>	3	24	100	N/AV	N/AV	N/AV	100
	4	28	100	3.6	46.4	50	96.4
	5	26	100	4	20	76	96
	6	27	100	N/AV	N/AV	N/AV	100
	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
<b>2010</b>	3	28	100	3.7	3.7	92.6	96.3
	4	26	100	3.8	30.8	65.4	96.2
	5	28	100	N/A	N/A	N/A	100
	6	21	100	N/A	N/A	N/A	100
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	24	100	8.3	25	66.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	26	100	N/AV	N/AV	N/AV	100
	6	27	100	N/AV	N/AV	N/AV	100
	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
<b>2010</b>	3	28	100	N/A	N/A	N/A	100
	4	26	100	3.8	26.9	69.2	96.2
	5	28	100	N/A	N/A	N/A	100
	6	21	100	N/A	N/A	N/A	100
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	12	100	8.3	50	41.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	13	100	8.3	50	41.7	91.7
	6	13	100	N/AV	N/AV	N/AV	100
	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
<b>2010</b>	3	14	100	N/A	N/A	N/A	100
	4	26	100	N/A	N/A	N/A	100
	5	14	92.9	N/A	N/A	N/A	100
	6	11	100	N/A	N/A	N/A	100
	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
<b>Social Studies</b>							
<b>2009</b>	3	12	100	8.3	25	66.7	91.7
	4	28	100	N/AV	N/AV	N/AV	100
	5	13	100	7.7	7.7	84.6	92.3
	6	14	100	N/AV	N/AV	N/AV	100
	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
<b>2010</b>	3	14	100	N/A	N/A	N/A	100
	4	26	100	3.8	30.8	65.4	96.2
	5	14	100	N/A	N/A	N/A	100
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	24	100	12.5	20.8	66.7	87.5
	4	28	100	10.7	35.7	53.6	89.3
	5	26	100	8	40	52	92
	6	27	100	3.7	29.6	66.7	96.3
	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
<b>2010</b>	3	27	100	N/AV	N/AV	N/AV	100
	4	26	100	15.4	26.9	57.7	84.6
	5	28	96.4	N/AV	N/AV	N/AV	100
	6	21	100	4.8	52.4	42.9	95.2
	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

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