

WRIGHT ELEMENTARY

1136 Wright School Road
Belton, SC 29627

Grades	K-6 Elementary School	
Enrollment	192 Students	
Principal	Laurie L. McCall	864-296-1776
Superintendent	Thomas T. Chapman	864-369-7364
Board Chair	Dr. Danny Hawkins	864-369-7364

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
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

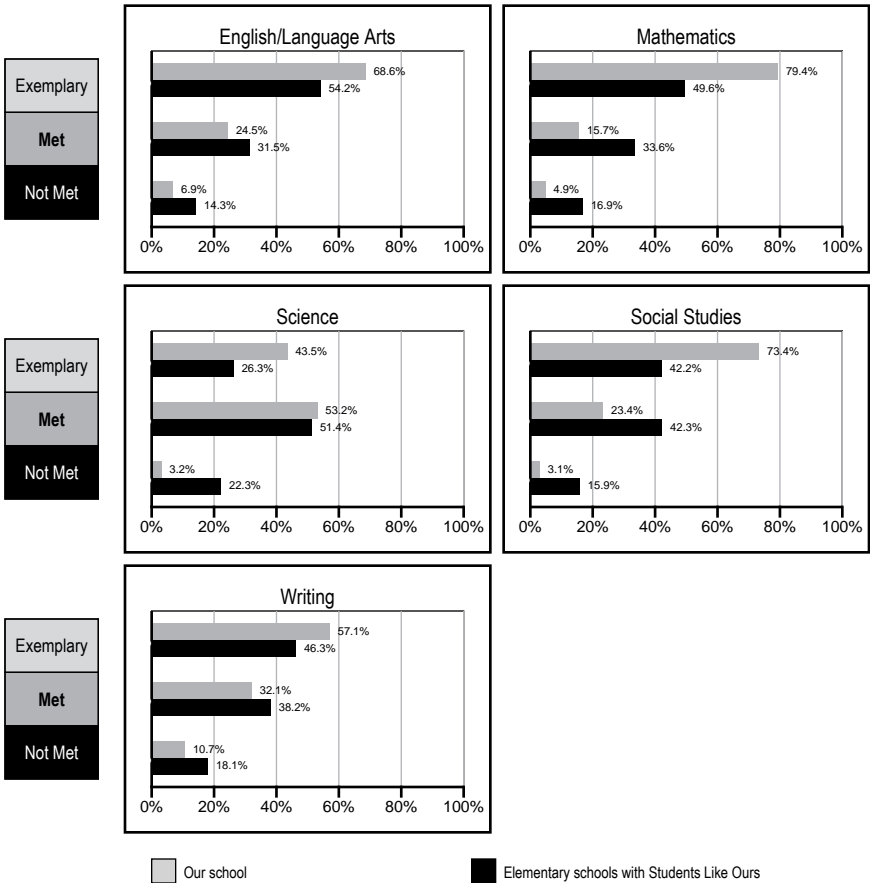
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	13	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=192)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	No Change	0.8%	1.1%
Attendance rate	96.3%	Down from 98.9%	96.5%	96.2%
Served by gifted and talented program	36.2%	Up from 33.0%	22.0%	13.4%
With disabilities other than speech	1.3%	Down from 2.7%	4.7%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	90.0%	Down from 90.9%	63.6%	62.5%
Continuing contract teachers	100.0%	Up from 90.9%	89.6%	88.2%
Teachers returning from previous year	89.6%	Down from 93.0%	87.9%	87.8%
Teacher attendance rate	97.0%	Up from 93.8%	95.4%	95.2%
Average teacher salary*	\$53,424	Up 0.4%	\$48,174	\$46,773
Professional development days/teacher	18.3 days	Down from 18.4 days	9.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.7 to 1	21.0 to 1	19.9 to 1
Prime instructional time	92.9%	Up from 91.0%	91.2%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,951	Down 6.6%	\$7,105	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 67.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Up from 60.9%	67.8%	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

Collaboratively, the mission of Wright Elementary School is to support a positive, safe, nurturing community by providing an engaging curriculum that fosters excellence and a love of learning. Comprised of dedicated staff members, caring parents, and hardworking students, Wright Elementary School had a tremendous school year. With the mission of excellence remaining our focus, our school earned and received an "Excellent" Absolute score as well as an "Excellent" Growth rating on the state report card qualifying us as a Palmetto Gold School once again!

"Saddle Up for Success" became our driving theme for the year... Throughout the year, book studies, professional learning communities, staff development opportunities, and peer observations allowed our faculty to continually strive to learn, grow, and maximize the effectiveness of their instruction to ensure success. Much focus was given to literacy, small group reading instruction, Six Traits Writing, math strategies to target differentiation, and technology. Family curriculum nights allowed our community to witness firsthand the love of learning experienced on a daily basis at Wright Elementary. In support of our theme, the entire faculty dressed in cowboy gear, prepared themed activities to involve students and families, and observed the excitement of learning continue to grow. Attendance for all events was outstanding!

Our culture of learning, supported by high expectations for all, challenged our students to grow and achieve at their maximum potential. Awards ceremonies throughout the year allowed students to be acknowledged for academic excellence, attendance, exemplifying positive character traits, and other special accomplishments. For the 5th consecutive year, a Wright School fifth grade student was named as the State Superintendent Writing Award winner for our district!

To promote positive character traits and positive behavior, the school continued with our PBIS initiative and implemented a "word of the month". Monthly Wright Quality Kids celebrations, Morning News Shout Outs, and classroom celebrations were enjoyed by many as they were recognized for noteworthy character! Our guidance classes also helped promote positive character as our students learned to be good citizens through a number of community service learning projects. Student leadership responsibilities such as Student Council, Safety Patrol, Media Mascots, Morning News Anchors, and members of our WEE Deliver Postal System also encouraged students to practice qualities of good character.

The SIC and PTO continued to support school improvement and community involvement with events such as our annual Fall Festival and Parents' Day Out. Each of these helped raise money for a much anticipated PTO initiative, a covered shelter for our playground! Events were enjoyed by all!

At Wright Elementary School, we are proud of our accomplishments and excited about our future!

Laurie McCall, Principal Tammy Hanna, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	25	23
Percent satisfied with learning environment	100.0%	84.0%	95.5%
Percent satisfied with social and physical environment	100.0%	92.0%	95.7%
Percent satisfied with school-home relations	100.0%	76.0%	91.3%

* 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 11 out of 11 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	0.0%	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	0.0%	0.0%	Yes
Student attendance rate	96.3%	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 = 79.4% (Met or Exemplary)

All Students	104	98.1	5	25	70	96	89.2	82.4	Yes	Yes
Gender										
Male	57	98.3	9.1	30.9	60	92.7	86.7	78.7	N/A	N/A
Female	47	97.9	N/AV	N/AV	N/AV	100	91.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	101	98	4.1	24.7	71.1	96.9	91	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	82.1	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	55.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	40	97.5	5.3	34.2	60.5	94.7	83.4	75.4	I/S	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	104	100	4.9	15.7	79.4	97.1	90.4	81.9	Yes	Yes
Gender										
Male	57	100	7.1	12.5	80.4	96.4	89.3	79.9	N/A	N/A
Female	47	100	2.2	19.6	78.3	97.8	91.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	101	100	4	15.2	80.8	98	92.9	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	78.9	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	64.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	92.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	40	100	7.7	23.1	69.2	92.3	86	74.9	I/S	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	64	100	3.2	53.2	43.5	96.8	81.6	68.6
Gender								
Male	34	100	3	54.5	42.4	97	81.4	68.3
Female	30	100	3.4	51.7	44.8	96.6	81.7	68.9
Racial/Ethnic Group								
White	63	100	3.3	54.1	42.6	96.7	85.1	80.7
African American	1	I/S	I/S	I/S	I/S	I/S	66.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	48.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.9	60.7
Socio-Economic Status								
Subsidized meals	23	100	9.1	45.5	45.5	90.9	73.2	57.3
Social Studies								
All Students	65	100	3.1	23.4	73.4	96.9	80.1	72.5
Gender								
Male	38	100	5.4	21.6	73	94.6	79.9	72
Female	27	100	N/AV	N/AV	N/AV	100	80.4	73.1
Racial/Ethnic Group								
White	63	100	3.2	21	75.8	96.8	83	81
African American	2	I/S	I/S	I/S	I/S	I/S	68.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	60	69.7
Socio-Economic Status								
Subsidized meals	25	100	N/AV	N/AV	N/AV	100	72.5	62.9

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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	28	100	10.7	32.1	57.1	89.3	77.6	73.2	96.3	95.4
Gender										
Male	20	100	15	35	50	85	70.8	67.2	96.3	95.3
Female	8	I/S	I/S	I/S	I/S	I/S	85.7	79.4	96.2	95.6
Racial/Ethnic Group										
White	27	100	7.4	33.3	59.3	92.6	80.5	81.5	96.2	95.3
African American	1	I/S	I/S	I/S	I/S	I/S	69.2	61.3	97.6	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.5	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	31.1	26	95.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.8	96.8
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	69.2	63.2	95.9	94.6

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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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	28	96.4	N/AV	N/AV	N/AV	100
	4	25	96	N/AV	N/AV	N/AV	100
	5	28	100	14.3	25	60.7	85.7
	6	23	100	4.3	47.8	47.8	95.7
	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
Mathematics							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	28	100	N/AV	N/AV	N/AV	100
	4	25	100	N/AV	N/AV	N/AV	100
	5	28	100	14.3	17.9	67.9	85.7
	6	23	100	4.3	21.7	73.9	95.7
	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
Science							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	14	100	N/AV	N/AV	N/AV	100
	4	25	100	N/AV	N/AV	N/AV	100
	5	14	100	14.3	28.6	57.1	85.7
	6	11	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

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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	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
2011	3	14	100	N/AV	N/AV	N/AV	100
	4	25	100	N/AV	N/AV	N/AV	100
	5	14	100	14.3	28.6	57.1	85.7
	6	12	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
Writing							
2010	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
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	28	100	10.7	32.1	57.1	89.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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