

WRIGHT MIDDLE

111 Hwy 71
Abbeville, South Carolina

Grades	6-8 Middle School	
Enrollment	425 Students	
Principal	Barry B. Jacks	864-366-5998
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	Dr. Bill Crenshaw	864-379-8411

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

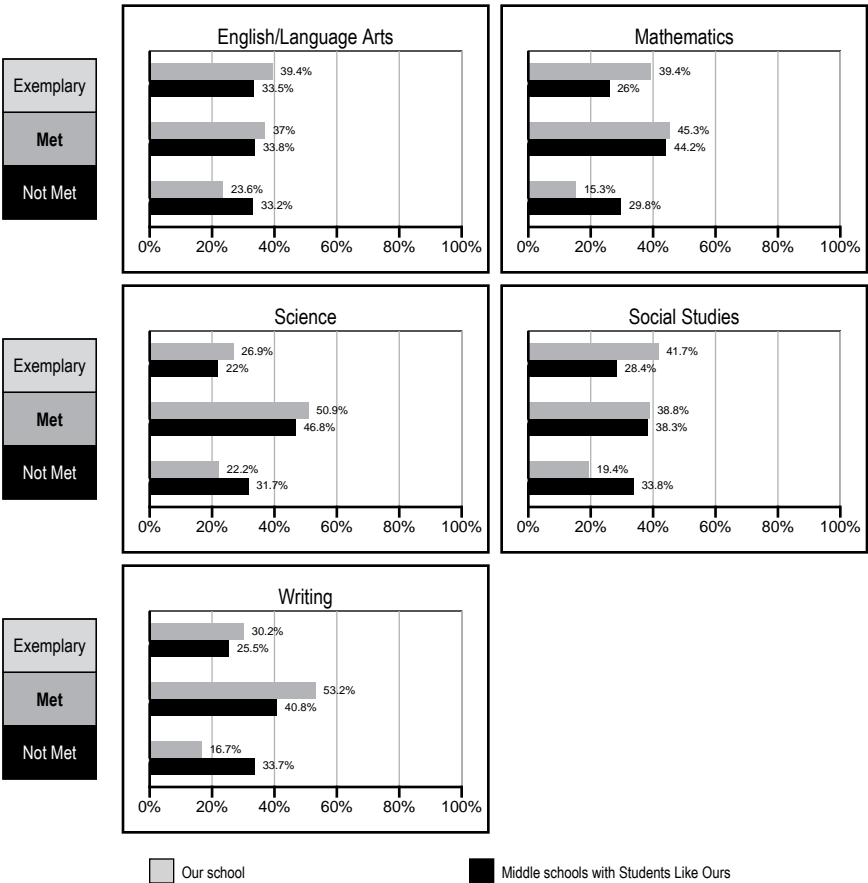
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	11	45	4	0

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

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	N/A	96.9%
English 1	N/A	96.0%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	99.0%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=425)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	23.3%	24.5%
Retention rate	0.5%	Up from 0.0%	0.9%	0.7%
Attendance rate	98.7%	Down from 99.1%	95.7%	95.9%
Served by gifted and talented program	12.7%	Down from 13.8%	18.3%	17.8%
With disabilities other than speech	10.3%	Down from 14.9%	10.1%	9.2%
Older than usual for grade	0.9%	Down from 1.6%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	62.1%	Up from 48.3%	58.0%	60.0%
Continuing contract teachers	89.7%	Up from 79.3%	87.5%	82.6%
Teachers returning from previous year	89.2%	Up from 86.4%	85.4%	85.6%
Teacher attendance rate	98.1%	Up from 96.3%	95.4%	95.3%
Average teacher salary*	\$45,749	Up 1.7%	\$45,841	\$46,300
Professional development days/teacher	5.0 days	Down from 5.3 days	9.9 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.5 to 1	21.5 to 1	21.5 to 1
Prime instructional time	96.7%	Up from 95.0%	89.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,034	Up 3.4%	\$7,487	\$7,634
Percent of expenditures for instruction**	66.2%	Up from 66.0%	63.5%	64.0%
Percent of expenditures for teacher salaries**	65.5%	Up from 62.8%	60.8%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

We are very pleased that for the fifth straight year we have been recognized by the Palmetto Gold and Silver Awards Committee due to outstanding academic achievement. This year we were fortunate to win the award in two different areas, general academic achievement and also for closing the academic achievement gap. Our district office personnel have been tremendously supportive of our endeavors at Wright Middle School. We are concerned, however, that charter school and voucher bills currently introduced in the legislature could have a negative impact on public education. I urge all parents to become aware of all bills related to education introduced in our legislature so that as we vote, we can all make educated choices as to who we want representing our children locally, at the state level, and nationally.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	128	104
Percent satisfied with learning environment	100.0%	78.7%	91.3%
Percent satisfied with social and physical environment	100.0%	79.5%	92.2%
Percent satisfied with school-home relations	87.9%	83.3%	78.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	15.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	435	100	23.8	37	39.2	84.6	87.1	82.4	Yes	Yes
Gender										
Male	237	100	23.2	36.8	39.9	83.8	84.3	78.7	N/A	N/A
Female	198	100	24.5	37.2	38.3	85.6	90.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	217	100	12.6	34.5	52.9	92.7	92.1	88.9	Yes	Yes
African American	204	100	35.7	38.3	26	76.5	79.6	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	55	100	61.1	31.5	7.4	48.1	57.8	48.1	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	291	100	31.3	39.9	28.8	79.7	83	75.4	Yes	Yes

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

All Students	435	100	15.6	45.4	38.9	90.6	90.6	81.9	Yes	Yes
Gender										
Male	237	100	15.8	43	41.2	88.6	88.5	79.9	N/A	N/A
Female	198	100	15.4	48.4	36.2	93.1	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	217	100	11.7	37.9	50.5	94.2	93.5	88.9	Yes	Yes
African American	204	100	19.9	53.6	26.5	86.7	85.9	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	55	100	48.1	46.3	5.6	59.3	64.3	47.3	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	291	100	21	48.4	30.6	86.8	87.4	74.9	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	290	100	22.9	50.2	26.9	77.1	77.6	68.6
Gender								
Male	153	100	22.3	44.6	33.1	77.7	77.4	68.3
Female	137	100	23.7	56.5	19.8	76.3	77.7	68.9
Racial/Ethnic Group								
White	155	100	16	46.7	37.3	84	85.7	80.7
African American	125	100	29.4	58	12.6	70.6	64.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	42.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	39	100	63.2	34.2	2.6	36.8	47.3	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	7	I/S	I/S	I/S	I/S	I/S	54.5	60.7
Socio-Economic Status								
Subsidized meals	196	100	31.7	52.4	15.9	68.3	70.6	57.3
Social Studies								
All Students	290	100	19.3	39.3	41.4	80.7	80.6	72.5
Gender								
Male	165	100	18.8	30.6	50.6	81.3	81.3	72
Female	125	100	20	50.8	29.2	80	79.9	73.1
Racial/Ethnic Group								
White	142	100	9.7	32.8	57.5	90.3	85.5	81
African American	138	100	29.4	44.1	26.5	70.6	72.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	32	100	59.4	28.1	12.5	40.6	51.2	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	5	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	186	100	25.8	42.3	31.9	74.2	75.6	62.9

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	137	97.8	16.7	53.2	30.2	83.3	76.5	73.2	98.7	96.3
Gender										
Male	72	97.2	18.8	54.7	26.6	81.3	71.1	67.2	98.8	96.3
Female	65	98.5	14.5	51.6	33.9	85.5	82.2	79.4	98.7	96.3
Racial/Ethnic Group										
White	67	98.5	6.5	48.4	45.2	93.5	83.8	81.5	98.7	96
African American	66	97	26.7	56.7	16.7	73.3	65.9	61.3	98.8	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.7	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	98.3
Disability Status										
Disabled	18	88.9	62.5	31.3	6.3	37.5	34.5	26	98.8	95.4
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	1	I/S	I/S	I/S	I/S	I/S	75	65.7	98.4	96.7
Socio-Economic Status										
Subsidized meals	91	96.7	21.4	56	22.6	78.6	70.7	63.2	98.7	96

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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	20.9	41.7	37.4	79.1
	7	134	100	25.8	32.8	41.4	74.2
	8	137	99.3	28.4	32.1	39.6	71.6
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	28.5	34	37.5	71.5
	7	145	100	16.8	35	48.3	83.2
	8	138	100	26.4	42.6	31	73.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	13.7	43.9	42.4	86.3
	7	134	100	28.1	43	28.9	71.9
	8	137	99.3	23.1	46.3	30.6	76.9
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	9.7	41	49.3	90.3
	7	145	100	21.7	42.7	35.7	78.3
	8	138	100	15.5	53.5	31	84.5
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	21.7	65.2	13	78.3
	7	134	100	12.5	54.7	32.8	87.5
	8	67	100	18.2	37.9	43.9	81.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	33.3	48.6	18.1	66.7
	7	145	100	18.2	53.8	28	81.8
	8	69	100	21.9	43.8	34.4	78.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	72	98.6	11.4	54.3	34.3	88.6
	7	134	100	18	45.3	36.7	82
	8	69	98.6	25	45.6	29.4	75
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	12.5	40.3	47.2	87.5
	7	145	100	19.6	37.8	42.7	80.4
	8	69	100	26.2	41.5	32.3	73.8
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	143	99.3	17.4	46.4	36.2	82.6
	7	134	98.5	22.8	44.1	33.1	77.2
	8	138	97.8	18.8	45.9	35.3	81.2
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	137	97.8	16.7	53.2	30.2	83.3

Abbreviations for Missing Data

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