



## Wren Middle

1010 Wren School Rd.  
Piedmont, SC 29673

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	791 Students	
<b>Principal</b>	Robin R.Fulbright	864-850-5930
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

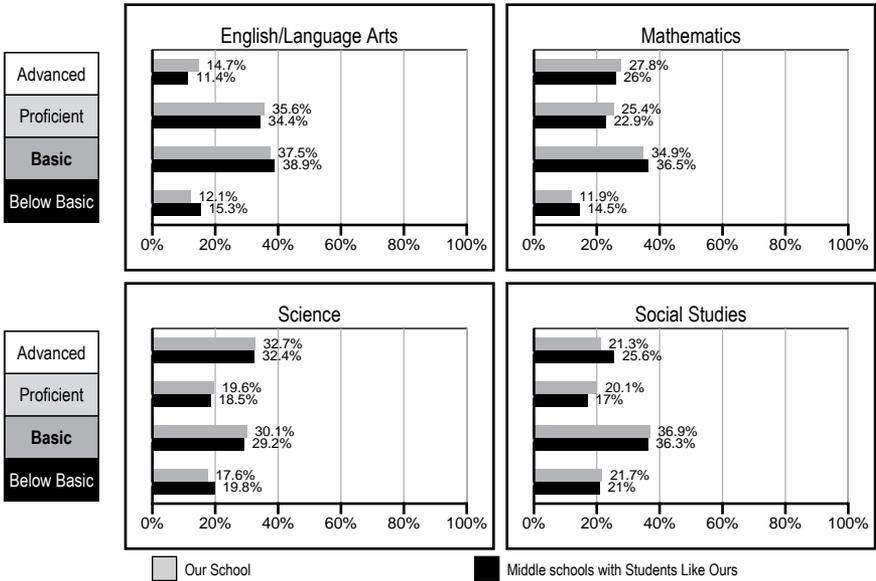
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	7	4	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	99.4
English 1	100.0	87.2
Physical Science	0	0
All Subjects	100.0	98.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=791)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.4%	Up from 13.9%	41.2%	19.4%
Retention rate	0.0%	Down from 0.5%	0.8%	1.8%
Attendance rate	95.2%	Down from 96.3%	96.7%	95.8%
Eligible for gifted and talented	27.8%	Down from 28.3%	26.6%	15.3%
With disabilities other than speech	10.0%	Down from 10.2%	9.2%	12.9%
Older than usual for grade	0.8%	Down from 1.5%	1.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	55.6%	Up from 52.4%	59.1%	55.0%
Continuing contract teachers	73.3%	Down from 83.3%	75.9%	70.6%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	2.1%	5.4%
Teachers returning from previous year	84.3%	Down from 86.0%	86.1%	83.4%
Teacher attendance rate	95.1%	Down from 95.3%	95.3%	94.9%
Average teacher salary	\$45,746	Down 0%	\$46,696	\$44,706
Professional development days/teacher	8.0 days	Up from 7.5 days	11.9 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	6.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 24.1 to 1	21.9 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 91.3%	89.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 98.4%	99.5%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$5,444	Up 2.8%	\$6,643	\$7,097
Percent of expenditures for instruction*	66.1%	Up from 65.6%	64.6%	64.4%
Percent of expenditures for teacher salaries*	60.8%	Down from 61.6%	60.1%	59.4%

\* 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

Wren Middle School is an outstanding school with high expectations and academic excellence as primary goals. The students perform well academically and artistically. We continue to increase the number of students performing at or above the proficient level on the Palmetto Achievement Challenge Test in all academic areas. Standards-based instruction is at the center of our academic program. Administrators and teachers consistently seek and implement new instructional strategies that will enable students to reach their greatest academic potential. Among these strategies are curriculum mapping and MAP testing. This year we have implemented focus group instruction to meet the individual needs of our students. Students are placed in focus groups based on RIT scores from MAP testing. Focus group instruction provides very specific assistance designed to help improve performance on the Palmetto Achievement Challenge Test. Our students have opportunities to participate in chorus, band, and strings. Our band and strings students have successfully competed in regional and state competitions. Smooth transition from the elementary schools to the middle school is a top priority as is the transition from Wren Middle School to Wren High School. Students continue to participate in service learning activities that provide opportunities for parent and community involvement as well as a way for students to apply classroom knowledge to real world situations.

Among our many accomplishments are the following: an i-coach grant was funded for science and math for the 2008-09 school year; 4 students received awards at the Regional Science Fair; 51 students were nominated for the Talent Identification Program; 113 students were nominated for the Junior Scholars Program; 50 students were identified as Junior Scholars; 4 EIA Teacher Grants totaling \$10,000 were funded; WMS continues to provide an afterschool learning center; all WMS students participated in Career Action Planning; all WMS students participated in the District Writing Contest; a full-time Resource Officer is employed to maintain safety; and all students participated in character education.

Wren Middle School appreciates a supportive PTSO and School Improvement Council. Our PTSO has provided funds for technology and other instructional materials that enhance our academic program. We are especially proud of the new electronic school sign that was purchased this year by our PTSO. This sign will allow us to provide more information and communication for our community. Wren Middle School is a community of learners emphasizing academics, service, and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to develop skills to ensure success throughout their educational careers and beyond.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	257	59
Percent satisfied with learning environment	96.6%	65.8%	86.4%
Percent satisfied with social and physical environment	79.3%	70.4%	76.3%
Percent satisfied with school-home relations	96.6%	82.0%	71.2%

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

### Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 16 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. Sanction: Implement the restructuring plan.
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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	789	99.9	13.1	39.6	36.3	11	59.6	63.1	48.2	Yes	Yes
<b>Gender</b>											
Male	422	99.8	16.4	42.2	33.3	8.1	52.9	57.1	41.7	N/A	N/A
Female	367	100	9.2	36.6	39.8	14.4	67.4	69.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	704	99.9	12.4	38.7	37.5	11.4	60.7	64.9	60	Yes	Yes
African American	57	100	20.8	56.6	18.9	3.8	41.5	47.2	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	17	100	26.7	20	33.3	20	53.3	47.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	75	100	54.8	41.1	4.1	0	9.6	24.8	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	22.2	33.3	44.4	0	44.4	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	196	99.5	23.3	51.7	21.1	3.9	39.4	46.5	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	789	99.9	13	37.2	24.9	24.9	62.9	59.8	45.8	Yes	Yes
<b>Gender</b>											
Male	422	99.8	13.7	35.3	22.5	28.4	63.7	60	45.6	N/A	N/A
Female	367	100	12.1	39.5	27.7	20.7	62	59.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	704	99.9	11.4	36.8	25.7	26.1	65	62	59	Yes	Yes
African American	57	100	30.2	45.3	17	7.5	35.8	37.1	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	17	100	33.3	33.3	13.3	20	46.7	45.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	75	100	49.3	38.4	9.6	2.7	20.5	24.5	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	44.4	44.4	11.1	0	33.3	39.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	196	99.5	23.9	45	17.2	13.9	45.6	44.2	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	519	100	17.6	30.2	19.4	32.8	52.2	57.2	35.7	95.2	96.1
<b>Gender</b>											
Male	289	100	18.6	26.4	18.2	36.8	55	60.1	37.4	95	96.1
Female	230	100	16.4	35	21	27.6	48.6	53.9	33.8	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	460	100	15.5	29.6	18.9	36	54.9	59.8	49.2	95.1	96
African American	41	100	36.8	36.8	21.1	5.3	26.3	31.9	17	96	96.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	97.9	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	95.3	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.4	94.9
<b>Disability Status</b>											
Disabled	49	100	52.1	31.3	8.3	8.3	16.7	23.7	14	93.3	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	95.9	96.6
<b>Socio-Economic Status</b>											
Subsided meals	128	100	31.9	37.1	15.5	15.5	31	38.2	21.1	93.4	95.2
<b>Social Studies</b>											
All Students	515	100	21.7	36.9	20.1	21.3	41.4	50.7	34	95.2	96.1
<b>Gender</b>											
Male	276	100	20.8	34.6	19.7	24.9	44.6	53.7	36.6	95	96.1
Female	239	100	22.7	39.7	20.5	17	37.6	47.3	31.3	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	460	100	20.6	36.2	20.4	22.8	43.2	51.8	44.5	95.1	96
African American	37	100	31.4	45.7	14.3	8.6	22.9	39.5	19.1	96	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	97.9	97.5
Hispanic	11	100	33.3	55.6	11.1	0	11.1	39.3	27.5	95.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.4	94.9
<b>Disability Status</b>											
Disabled	46	100	57.8	37.8	4.4	0	4.4	24.9	14.4	93.3	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	95.9	96.6
<b>Socio-Economic Status</b>											
Subsided meals	130	100	34.7	37.2	15.7	12.4	28.1	37.5	21	93.4	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	245	99.6	13.6	45.3	30.5	10.6	41.1
	7	280	99.6	16.5	35.3	36.4	11.8	48.2
	8	251	100	15.7	44.2	34.3	5.8	40.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	255	100	11.7	35.6	36.8	15.8	52.6
	7	248	99.6	13.4	43.3	36.1	7.1	43.3
	8	286	100	14.1	40	35.9	10	45.9
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	245	99.6	7.6	35.6	34.3	22.5	56.8
	7	280	100	9.2	33.5	23.5	33.8	57.4
	8	251	100	12.8	55.4	21.1	10.7	31.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	255	100	12.1	27.9	30	30	59.9
	7	248	99.6	11.3	41.6	22.7	24.4	47.1
	8	286	100	15.2	41.9	22.2	20.7	43
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	124	96	21.9	34.2	17.5	26.3	43.9
	7	279	99.6	16.2	33.2	21.8	28.8	50.6
	8	126	100	22.3	43	20.7	14	34.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	130	100	24	29.6	18.4	28	46.4
	7	247	100	16.8	31.5	15.1	36.6	51.7
	8	142	100	13	28.2	28.2	30.5	58.8
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	121	99.2	5.1	35	27.4	32.5	59.8
	7	279	99.6	25.5	33.6	15.1	25.8	41
	8	125	100	14	62.8	16.5	6.6	23.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	124	100	13.2	38.8	28.9	19	47.9
	7	247	100	29.8	29.8	11.3	29	40.3
	8	144	100	15.1	47.5	27.3	10.1	37.4

Abbreviations for Missing Data

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