



Wren High

905 Wren School Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,762 Students	
Principal	G. Robert Binnicker	864-850-5900
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	0	6	1	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	89.5	93.1	91.5	83.7	91.6	84.5
Passed 1 subtest (%)	7.0	3.3	4.2	10.2	5.6	10.2
Passed no subtests (%)	3.5	3.6	4.2	6.1	4.1	6.8

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	97.8%	96.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	469	331
Number of Diplomas	374	258
Rate	79.7%	77.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.4	82.1
English 1	77.1	77.0
Physical Science	69.1	66.2
US History and the Constitution	51.3	55.5
All Tests	72.3	69.0

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=1,762)				
Retention rate	1.5%	Down from 1.6%	3.7%	4.8%
Attendance rate	95.7%	No Change	96.3%	95.5%
Eligible for gifted and talented	25.0%	Up from 21.3%	19.0%	9.2%
With disabilities other than speech	10.2%	Down from 10.5%	8.8%	12.6%
Older than usual for grade	2.3%	Down from 2.9%	5.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.3%	1.2%	1.2%
Enrolled in AP/IB programs	10.9%	Down from 12.9%	30.4%	13.2%
Successful on AP/IB exams	52.9%	Up from 48.9%	59.8%	55.6%
Eligible for LIFE Scholarship	44.3%	Down from 49.7%	44.0%	29.8%
Annual dropout rate	3.9%	Up from 1.6%	3.7%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.3%	3.0%
Enrollment in career/technology courses	812	Down from 1215	746	523
Students participating in work-based experiences	15.8%	Down from 17.6%	15.8%	12.9%
Career/technology students attaining technical skills	66.5%	Down from 87.1%	84.4%	79.3%
Career/technology completers placed	N/A	N/A	99.2%	98.8%
Teachers (n=91)				
Teachers with advanced degrees	72.5%	Up from 66.3%	65.8%	58.6%
Continuing contract teachers	73.6%	Down from 75.6%	76.7%	71.6%
Teachers with emergency or provisional certificates	6.7%	Up from 5.1%	6.1%	8.1%
Teachers returning from previous year	91.0%	Down from 91.8%	86.4%	85.0%
Teacher attendance rate	96.8%	Up from 96.1%	95.6%	95.5%
Average teacher salary*	\$50,116	Up 1.7%	\$49,659	\$47,761
Professional development days/teacher	9.8 days	Up from 9.2 days	9.1 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	29.3 to 1	Up from 28.5 to 1	27.8 to 1	26.1 to 1
Prime instructional time	92.0%	Up from 91.6%	91.6%	89.8%
Dollars spent per pupil**	\$6,781	Up 4.8%	\$7,348	\$7,883
Percent of expenditures for teacher salaries**	49.9%	Down from 50.8%	58.3%	54.1%
Percent of expenditures for instruction**	61.0%	Up from 60.1%	62.2%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Down from 96.4%	97.6%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	Below Average	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	Good	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	401	97.8%	1596	72.3%	469	79.7%	No
Gender							
Male	201	96.5%	823	74.5%	236	72.0%	N/A
Female	200	99.0%	773	70.0%	233	87.6%	N/A
Racial/Ethnic Group							
White	362	97.8%	1388	73.7%	409	80.9%	N/A
African American	24	95.8%	126	58.7%	37	70.3%	N/A
Asian/Pacific Islander	N/A	N/A	16	87.5%	N/A	N/A	N/A
Hispanic	N/A	N/A	51	58.8%	12	75.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	42	81.0%	169	34.9%	50	56.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	36	63.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	85	92.9%	385	60.5%	101	67.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The faculty, staff, and students of Wren High School had a successful 2008-2009 school year. Wren High School continues to focus on academic excellence through the recognition as a Flagship School of Promise, a National Service Learning Leader School, a Carolina First Palmetto Finest Finalist, and an SREB High School That Works Pace Setter Site.

In May of 2009, Wren High School graduated 330 seniors and recognized ninety-five Honor Graduates. Six students received the prestigious Certificate of Mastery. 171 graduating seniors qualified for the LIFE scholarship. Sixteen graduating seniors received the Academic Achievement Honors Award from the state of South Carolina. The National Merit Scholarship Corporation recognized two seniors as semi-finalists; eighteen received Palmetto Fellowships. In addition, the senior class accumulated over six million dollars in scholarships and over 92% plan to attend postsecondary education.

Wren High School has a dedicated teaching staff that provides a rigorous course of study for students. Effective teaching strategies coupled with extensive tutoring were offered to enhance the academic success of all students. In addition, classes were offered to enhance test-taking skills and to prepare students for the High School Assessment Program (HSAP) given to sophomores and the End-of-Course Tests. An increase in overall test scores has been an indicator of the success of these strategies. The PSAT and PLAN were given to sophomores and juniors enabling them to identify their areas of strength and weakness.

The Freshman Academy was implemented during the 2002-2003 school year to improve the academic achievement of students and to provide a successful transition from middle school to high school. The academy was successful as 92.4% of the 2008-2009 freshmen class passed to the tenth grade. The smaller learning environment enabled students to know their teachers and encouraged them to become more involved in the school.

The School Improvement Council (SIC) evaluated the goals listed in the School Improvement Plan and determined that Wren is making progress in all areas. The improvement goals include the following: curriculum realigned to incorporate career majors; planning time and delivery of integrated high level instruction organized between academic and career/technical teachers; advisor/advisee system upgraded and enhanced to assist with each student's Individual Graduation Plan; program of study upgraded for core subjects; credit recovery system utilized to provide extra assistance for students, and instructional strategies that actively engage all students.

G. Robert Binnicker, Principal
Wanda Shaefer, Chair SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	69	289	66
Percent satisfied with learning environment	100.0%	78.2%	92.4%
Percent satisfied with social and physical environment	98.6%	76.4%	86.2%
Percent satisfied with school-home relations	98.6%	85.6%	81.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 15 out of 17 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	427	99.8	6.1	23.5	36.8	33.7	80.9	78.6	61.8	Yes	Yes
Male	216	99.5	9.1	23.1	38	29.8	77.4	73.7	57.4	N/A	N/A
Female	211	100	2.9	23.9	35.6	37.6	84.4	83.5	66.1	N/A	N/A
White	363	99.7	6	20.7	36.9	36.4	81.5	79.7	74.3	Yes	Yes
African American	40	100	7.7	51.3	33.3	7.7	71.8	70.2	44.9	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	N/AV	N/AV	78.9	50.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	41	100	48.7	38.5	10.3	2.6	17.9	20.3	19.4	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	72.7	38.5	I/S	I/S
Subsized meals	95	100	12.6	34.5	39.1	13.8	63.2	65.4	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	427	99.8	6.1	17.4	32.4	44.1	86.7	83	62.7	Yes	Yes
Male	216	99.5	9.6	15.4	28.8	46.2	83.7	79.4	61.8	N/A	N/A
Female	211	100	2.4	19.5	36.1	42	89.8	86.7	63.6	N/A	N/A
White	363	99.7	5.7	14.8	32.4	47.2	88.4	85.6	75.1	Yes	Yes
African American	40	100	12.8	41	33.3	12.8	71.8	61.4	45.1	I/S	Yes
Asian/Pacific Islander	5	I/S	83.8	I/S	I/S						
Hispanic	13	100	0	9.1	45.5	45.5	90.9	78.9	58.5	I/S	I/S
American Indian/Alaskan	5	I/S	59.2	I/S	I/S						
Disabled	41	100	48.7	23.1	23.1	5.1	43.6	33.3	21.8	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	90.9	52.3	I/S	I/S
Subsized meals	95	100	14.9	25.3	35.6	24.1	78.2	72.6	47.9	Yes	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	427	97.4	51.5	25.1	12.6	8.2	20.8	N/A	N/A	N/A	N/A
Male	216	95.8	46.8	27.3	10.2	11.6	21.8	N/A	N/A	N/A	N/A
Female	211	99.1	56.4	22.7	15.2	4.7	19.9	N/A	N/A	N/A	N/A
White	363	98.1	50.7	24.8	14.0	8.5	22.6	N/A	N/A	N/A	N/A
African American	40	95.0	60.0	30.0	5.0	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	13	84.6	53.8	23.1	7.7	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	41	95.1	92.7	2.4	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	95	95.8	68.4	16.8	8.4	2.1	10.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	424	99.5	4.6	16.6	37.3	41.5	85.1	83.4	69.7
	2009	427	99.8	6.1	23.5	36.8	33.7	80.9	78.6	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	424	99.5	5.4	13.9	36.1	44.6	87.1	82.8	67.2
	2009	427	99.8	6.1	17.4	32.4	44.1	86.7	83	62.7

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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