

WREN HIGH

905 Wren School Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,706 Students	
Principal	G. Robert Binnicker	864-850-5900
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

* The School's 2010 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
3	6	1	0	0

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	93.1%	91.5%	94.4%	91.6%	84.5%	87.0%
Passed 1 subtest (%)	3.3%	4.2%	3.1%	5.6%	10.2%	7.5%
Passed no subtests (%)	3.6%	4.2%	2.4%	4.1%	6.8%	5.6%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	96.3%	94.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	469	416	331	396
Number of Graduates in Cohort	374	366	258	315
Rate	79.7%	88.0%	77.3%	79.6%

*Used to calculate current AYP.

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	94.5%	82.5%
English 1	84.3%	79.7%
Physical Science	77.8%	70.4%
US History and the Constitution	45.7%	56.7%
All Tests	74.6%	71.6%

* 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=1,706)				
Retention rate	1.3%	Down from 1.5%	3.5%	3.7%
Attendance rate	95.1%	Down from 95.7%	96.9%	95.4%
Eligible for gifted and talented	28.2%	Up from 25.0%	22.4%	12.4%
With disabilities other than speech	9.8%	Down from 10.2%	9.1%	12.8%
Older than usual for grade	2.7%	Up from 2.3%	5.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.3%	0.6%	1.1%
Enrolled in AP/IB programs	12.9%	Up from 10.9%	34.9%	13.1%
Successful on AP/IB exams	48.8%	Down from 52.9%	57.5%	50.4%
Eligible for LIFE Scholarship	44.1%	Down from 44.3%	37.2%	30.4%
Annual dropout rate	1.7%	Down from 3.9%	1.8%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	1.2%	2.2%
Enrollment in career/technology courses	727	Down from 812	732	424
Students participating in work-based experiences	11.6%	Down from 15.8%	10.6%	11.7%
Career/technology students attaining technical skills	86.4%	Up from 66.5%	83.6%	78.7%
Career/technology completers placed	N/A	N/A	99.7%	98.5%
Teachers (n=86)				
Teachers with advanced degrees	73.3%	Up from 72.5%	66.9%	60.4%
Continuing contract teachers	80.2%	Up from 73.6%	78.9%	76.6%
Teachers with emergency or provisional certificates	6.1%	Down from 6.7%	5.2%	6.5%
Teachers returning from previous year	90.0%	Down from 91.0%	89.3%	86.8%
Teacher attendance rate	96.9%	Up from 96.8%	96.2%	95.8%
Average teacher salary*	\$49,369	Down 1.5%	\$49,075	\$47,390
Professional development days/teacher	9.3 days	Down from 9.8 days	8.5 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	29.7 to 1	Up from 29.3 to 1	27.5 to 1	25.8 to 1
Prime instructional time	91.6%	Down from 92.0%	92.3%	90.1%
Dollars spent per pupil**	\$6,740	Down 0.6%	\$7,550	\$7,974
Percent of expenditures for teacher salaries**	52.7%	Up from 49.9%	59.6%	55.4%
Percent of expenditures for instruction**	60.8%	Down from 61.0%	62.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Up from 93.6%	96.5%	96.0%
Character development program	Average	No Change	Good	Good
Modern language program assessment	Below Average	No Change	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	376	96.3%	1448	74.6%	416	88.0%	No
Gender							
Male	187	94.7%	802	77.4%	211	84.8%	N/A
Female	189	97.9%	646	71.1%	205	91.2%	N/A
Racial/Ethnic Group							
White	335	96.7%	1249	75.5%	369	87.3%	N/A
African American	27	92.6%	122	63.1%	28	96.4%	N/A
Asian/Pacific Islander	N/A	N/A	16	81.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	46	78.3%	12	83.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	35	68.6%	113	49.6%	40	75.0%	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	28	71.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	78	94.9%	398	65.8%	90	85.6%	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 2009-2010 school year. Wren High School continues to focus on academic excellence by being recognized 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 June of 2010, Wren High School graduated 367 seniors and recognized ninety-five Honor Graduates. Three students received the prestigious Certificate of Mastery. Thirty-one graduating seniors qualified for the Hope scholarship; 162 qualified for the LIFE scholarship. Eight graduating seniors received the Academic Achievement Honors Award from the state of South Carolina and twenty-three received Palmetto Fellowships. In addition, the senior class accumulated approximately 4.6 million dollars in scholarships and over 86% 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 was 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 93% of the 2009-2010 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
Tina Lindsey, Chair SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	77	221	63
Percent satisfied with learning environment	96.1%	81.8%	90.2%
Percent satisfied with social and physical environment	97.4%	83.1%	82.3%
Percent satisfied with school-home relations	96.0%	87.8%	76.2%

* 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	0.4%	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	0.6%	0.0%	No

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	450	99.3	3.6	19.5	34	42.9	85	79.6	65.9	Yes	Yes
Male	243	98.8	4.3	22.1	35.7	37.9	82.1	75.5	60.8	N/A	N/A
Female	207	100	2.9	16.5	32	48.5	88.3	84	71	N/A	N/A
White	396	99.7	3.6	18	34.2	44.2	86.4	82.2	77.5	Yes	Yes
African American	29	96.6	7.1	25	35.7	32.1	75	68.8	49.7	I/S	I/S
Asian/Pacific Islander	6	I/S	80.2	I/S	I/S						
Hispanic	15	93.3	0	50	21.4	28.6	64.3	50	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	65.9	I/S	I/S						
Disabled	44	95.5	16.7	40.5	35.7	7.1	52.4	42.9	21.3	No	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	7	I/S	I/S	I/S	I/S	I/S	I/S	45.5	47.3	I/S	I/S
Subsidized meals	110	99.1	9.6	28.8	40.4	21.2	69.2	59.4	51.5	Yes	Yes

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

All Students	450	99.3	3.4	14.7	33.1	48.8	88.9	81.6	62.3	Yes	Yes
Male	243	98.8	4.3	11.9	35.7	48.1	91.9	84	61.7	N/A	N/A
Female	207	100	2.4	18	30.1	49.5	85.4	79	63	N/A	N/A
White	396	99.7	2.8	14.4	32.4	50.4	89.5	83.9	75	Yes	Yes
African American	29	96.6	7.1	21.4	42.9	28.6	82.1	64.6	44	I/S	I/S
Asian/Pacific Islander	6	I/S	85.5	I/S	I/S						
Hispanic	15	93.3	7.1	21.4	42.9	28.6	85.7	64.5	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	62.5	I/S	I/S						
Disabled	44	95.5	28.6	31	26.2	14.3	54.8	41.4	22.1	No	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	7	I/S	I/S	I/S	I/S	I/S	I/S	61.9	52.6	I/S	I/S
Subsidized meals	110	99.1	7.7	25	38.5	28.8	77.9	66.8	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	451	98.4	39.6	25.9	18.5	16.0	34.5	N/A	N/A	N/A	N/A
Male	244	97.5	34.5	26.5	20.2	18.9	39.1	N/A	N/A	N/A	N/A
Female	207	99.5	45.6	25.2	16.5	12.6	29.1	N/A	N/A	N/A	N/A
White	395	98.7	37.4	27.4	18.5	16.7	35.1	N/A	N/A	N/A	N/A
African American	31	100.0	58.1	12.9	16.1	12.9	29.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	15	100.0	66.7	13.3	13.3	6.7	20.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	44	97.7	76.7	18.6	4.7	0.0	4.7	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	110	99.1	59.6	17.4	12.8	10.1	22.9	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	2009	427	99.8	6.1	23.5	36.8	33.7	80.9	78.6	61.8
	2010	450	99.3	3.6	19.5	34	42.9	85	79.6	65.9

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

All Students	2009	427	99.8	6.1	17.4	32.4	44.1	86.7	83	62.7
	2010	450	99.3	3.4	14.7	33.1	48.8	88.9	81.6	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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