



WREN HIGH

905 Wren School Road
Piedmont, SC 29673

| | | |
|-----------------------|---------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 1,702 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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 8 | 0 | 0 | 0 | 0 |

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

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| Passed 2 subtests (%) | 91.5% | 94.4% | 93.9% | 84.5% | 87.0% | 88.6% |
| Passed 1 subtest (%) | 4.2% | 3.1% | 3.3% | 10.2% | 7.5% | 7.0% |
| Passed no subtests (%) | 4.2% | 2.4% | 2.8% | 6.8% | 5.6% | 4.4% |

HSAP Passage Rate by Spring 2011

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 96.4% | 95.9% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2010* | 2011 | 2010 | 2011 |
| Number of Students in Four-Year Cohort | 416 | 400 | 396 | 375 |
| Number of Graduates in Cohort | 366 | 346 | 315 | 304 |
| Rate | 88.0% | 86.5% | 79.6% | 80.6% |

*Used to calculate current AYP.

Five-Year Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|-------------------------------|-----------------|-------|--------------------------------------|-------|
| | 2010 | 2011 | 2010 | 2011 |
| Number of Students in Cohort | N/A | 416 | N/A | 389 |
| Number of Graduates in Cohort | N/A | 366 | N/A | 321 |
| Rate | N/A | 88.0% | N/A | 82.9% |

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 | 95.2% | 83.9% |
| English 1 | 80.2% | 79.4% |
| Biology 1/Applied Biology 2 | 83.4% | 81.9% |
| Physical Science | 76.7% | 69.7% |
| US History and the Constitution | 54.8% | 64.7% |
| All Tests | 76.6% | 75.5% |

* 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=1,702) | | | | |
| Retention rate | 1.2% | Down from 1.3% | 3.2% | 3.4% |
| Attendance rate | 95.2% | Up from 95.1% | 94.9% | 95.0% |
| Served by gifted and talented program | 27.3% | Down from 28.2% | 21.9% | 12.4% |
| With disabilities other than speech | 6.4% | Down from 9.8% | 7.6% | 9.9% |
| Older than usual for grade | 2.8% | Up from 2.7% | 4.6% | 7.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Down from 0.4% | 0.9% | 0.9% |
| Enrolled in AP/IB programs | 11.3% | Down from 12.9% | 41.7% | 13.0% |
| Successful on AP/IB exams | 65.9% | Up from 48.8% | 62.6% | 51.7% |
| Eligible for LIFE Scholarship | 53.2% | Up from 44.1% | 37.3% | 30.1% |
| Annual dropout rate | 1.5% | Down from 1.7% | 1.8% | 2.5% |
| Career/technology students in co-curricular organizations | 0.0% | No Change | 1.1% | 2.9% |
| Enrollment in career/technology courses | 661 | Down from 727 | 657 | 419 |
| Students participating in work-based experiences | 0.0% | Down from 11.6% | 6.6% | 7.2% |
| Career/technology students attaining technical skills | 91.2% | Up from 86.4% | 83.4% | 83.0% |
| Career/technology completers placed | N/A | N/A | 98.7% | 98.4% |
| Teachers (n=84) | | | | |
| Teachers with advanced degrees | 75.0% | Up from 73.3% | 63.0% | 61.1% |
| Continuing contract teachers | 84.5% | Up from 80.2% | 84.2% | 80.6% |
| Teachers returning from previous year | 92.6% | Up from 90.0% | 88.1% | 86.5% |
| Teacher attendance rate | 96.5% | Down from 96.9% | 95.4% | 95.5% |
| Average teacher salary* | \$48,871 | Down 1.0% | \$47,390 | \$46,884 |
| Professional development days/teacher | 7.4 days | Down from 9.3 days | 7.3 days | 10.0 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 30.5 to 1 | Up from 29.7 to 1 | 30.2 to 1 | 26.5 to 1 |
| Prime instructional time | 91.2% | Down from 91.6% | 90.0% | 89.3% |
| Dollars spent per pupil** | \$6,643 | Down 1.4% | \$6,964 | \$7,804 |
| Percent of expenditures for teacher salaries** | 57.5% | Up from 52.7% | 59.4% | 58.0% |
| Percent of expenditures for instruction** | 60.5% | Down from 60.8% | 61.2% | 60.6% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.5% | Up from 96.2% | 97.0% | 97.3% |
| Character development program | Average | No Change | Excellent | Good |
| Modern language program assessment | N/A | N/A | Good | Good |
| 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 2011 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 For AYP | | Met AYP Objective |
|------------------------------|----------------------------------|--------|----------------------------------|-------|---------------------------------------|-------|-------------------|
| | n | % | t | % | n | % | |
| All Students | 384 | 96.4% | 1880 | 76.6% | 416 | 88.0% | No |
| Gender | | | | | | | |
| Male | 194 | 93.8% | 962 | 77.9% | 211 | 84.8% | N/A |
| Female | 190 | 98.9% | 888 | 75.1% | 205 | 91.2% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 327 | 96.0% | 1620 | 77.8% | 369 | 87.3% | N/A |
| African American | 36 | 97.2% | 143 | 64.3% | 28 | 96.4% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 11 | 100.0% | 71 | 77.5% | 12 | 83.3% | N/A |
| American Indian/Alaskan | N/A | N/A | 16 | 56.3% | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 37 | 64.9% | 115 | 40.0% | 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 | 24 | 83.3% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 77 | 89.6% | 521 | 64.9% | 90 | 85.6% | N/A |

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

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

By receiving the Carolina First Palmetto's Finest Award for the 2010-2011, Wren continues to be recognized as a school of excellence. This honor, as well as being named a Flagship School of Promise, a National Service Learning Leader School, and a Southern Regional Educational Board (SREB) High School That Works Pace Setter Site, demonstrates the commitment of the faculty, staff, and students to academic success.

The Wren High School Class of 2011 consisted of 335 graduates with 89 graduates being recognized as honor graduates. Fourteen graduates also received the prestigious Certificate of Mastery. Furthermore, graduating seniors qualified for the following: Hope Scholarship (31), Life Scholarship (162), South Carolina Academic Achievement Honors Award (16), Palmetto Fellows Scholarship (26). The Class of 2011 accumulated an estimated 1.4 million dollars in scholarship, and approximately 86% plan to pursue a course of postsecondary education.

Wren High School's teaching staff provides a rigorous course of study for students. Effective teaching strategies coupled with extensive tutoring enhance the academic success of all students. Classes in test-taking skills help to prepare students for the High School Assessment Program (HSAP) and for the End of Course tests. Wren's overall test scores indicate the success of these strategies. Also, the Preliminary Scholastic Aptitudes Test (PSAT) is given to sophomores and juniors, enabling these students to identify areas of strength and weakness.

Implemented during the 2002-2003 school year, the Freshman Academy (FA) provides a successful transition for students entering high school. During the 2010-2011 school year, 94% of the Freshman Class passed to the tenth grade. The smaller learning environment of the FA helps to improve academic achievement by enabling students to know their teachers as well as to encourage students to become involved in student activities.

The School Improvement Council (SIC) evaluates and approves goals for the School Improvement Plan. This council indicated that Wren is making progress towards meeting the goals listed for the 2015 Southern Association of Colleges and Schools (SACS) Action Plan. The improvement goals include the following: 90% graduation rate in consecutive years or an average of 88 % over 5 years; increase enrollment of students in Advance Placement (AP) and Dual Credit courses; an average SAT/ ACT score of 1060/ 23.3 while maintaining or increasing the number of students taking the test(s); 80% passage rate for all students in all subjects on the End of Course tests; improved staff development with a clear focus.

G. Robert Binnicker, Principal and Angela Morris, Chair SIC

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 78 | 330 | 31 |
| Percent satisfied with learning environment | 98.7% | 76.0% | 96.7% |
| Percent satisfied with social and physical environment | 100.0% | 75.9% | 83.9% |
| Percent satisfied with school-home relations | 98.7% | 80.1% | 80.6% |

* 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 12 out of 13 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 | 0.6% | 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 | 1.2% | 0.0% | No |

Abbreviations for Missing Data

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

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 | 4.4 | 15.1 | 32.0 | 48.5 | 85.1 | 79.2 | 68.0 | Yes | Yes |
| Male | 243 | 99.6 | 4.7 | 16.2 | 32.1 | 47.0 | 82.9 | 74.1 | 63.1 | N/A | N/A |
| Female | 184 | 100.0 | 4.0 | 13.6 | 31.8 | 50.6 | 88.1 | 85.6 | 73.1 | N/A | N/A |
| White | 370 | 100.0 | 3.9 | 14.3 | 29.4 | 52.4 | 86.6 | 81.0 | 79.4 | Yes | Yes |
| African American | 33 | 97.0 | 6.7 | 26.7 | 53.3 | 13.3 | 70.0 | 68.5 | 51.7 | I/S | I/S |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
| Hispanic | 13 | 100.0 | N/A | 7.7 | 46.2 | 46.2 | 100.0 | 71.9 | 62.8 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 66.4 | I/S | I/S |
| Disabled | 34 | 97.1 | 37.5 | 40.6 | 18.8 | 3.1 | 28.1 | 25.8 | 22.8 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 50.0 | 45.1 | I/S | I/S |
| Subsidized meals | 103 | 99.0 | 12.6 | 30.5 | 35.8 | 21.1 | 63.2 | 59.7 | 54.7 | No | Yes |

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

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|-------|------|------|-----|-----|
| All Students | 427 | 99.8 | 4.4 | 13.7 | 35.9 | 46.1 | 87.8 | 81.9 | 62.3 | Yes | Yes |
| Male | 243 | 99.6 | 3.8 | 14.1 | 33.3 | 48.7 | 88.9 | 82.1 | 61.4 | N/A | N/A |
| Female | 184 | 100.0 | 5.1 | 13.1 | 39.2 | 42.6 | 86.4 | 81.8 | 63.2 | N/A | N/A |
| White | 370 | 100.0 | 3.9 | 12.3 | 34.5 | 49.3 | 88.8 | 84.8 | 75.3 | Yes | Yes |
| African American | 33 | 97.0 | 6.7 | 33.3 | 50.0 | 10.0 | 76.7 | 63.0 | 42.9 | I/S | I/S |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 84.3 | I/S | I/S |
| Hispanic | 13 | 100.0 | N/A | N/A | 53.8 | 46.2 | 100.0 | 68.8 | 59.4 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 64.1 | I/S | I/S |
| Disabled | 34 | 97.1 | 34.4 | 43.8 | 21.9 | N/A | 28.1 | 37.1 | 21.5 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 50.0 | 47.1 | I/S | I/S |
| Subsidized meals | 103 | 99.0 | 11.6 | 31.6 | 43.2 | 13.7 | 71.6 | 64.3 | 48.5 | Yes | Yes |

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 428 | 99.3 | 33.2 | 21.6 | 16.5 | 28.7 | 45.2 | N/A | N/A | N/A | N/A |
| Male | 244 | 98.8 | 30.7 | 22.4 | 14.9 | 32.0 | 46.9 | N/A | N/A | N/A | N/A |
| Female | 184 | 100.0 | 36.4 | 20.7 | 18.5 | 24.5 | 42.9 | N/A | N/A | N/A | N/A |
| White | 370 | 99.7 | 31.7 | 20.1 | 16.8 | 31.4 | 48.2 | N/A | N/A | N/A | N/A |
| African American | 33 | 97.0 | 50.0 | 34.4 | 12.5 | 3.1 | 15.6 | 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 | 14 | 92.9 | 15.4 | 46.2 | 23.1 | 15.4 | 38.5 | 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 | 34 | 94.1 | 90.6 | 9.4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 103 | 98.1 | 60.4 | 20.8 | 8.9 | 9.9 | 18.8 | N/A | N/A | N/A | N/A |

* 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

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* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

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

| | | | | | | | | | | |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2010 | 450 | 99.3 | 3.6 | 19.5 | 34.0 | 42.9 | 85.0 | 79.6 | 65.9 |
| | 2011 | 427 | 99.8 | 4.4 | 15.1 | 32.0 | 48.5 | 85.1 | 79.2 | 68.0 |

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

| | | | | | | | | | | |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2010 | 450 | 99.3 | 3.4 | 14.7 | 33.1 | 48.8 | 88.9 | 81.6 | 62.3 |
| | 2011 | 427 | 99.8 | 4.4 | 13.7 | 35.9 | 46.1 | 87.8 | 81.9 | 62.3 |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data