

Wren Elementary

226 Roper Road
Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	618 Students	
Principal	Rhonda Tunstall	864-850-5950
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	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
2008	Good	Average
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

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

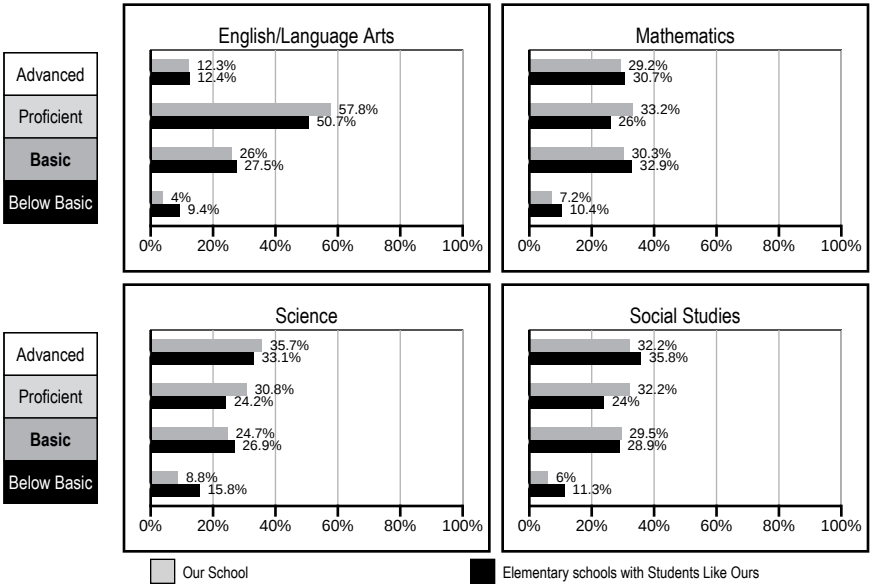
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	24	3	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=618)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.7%	1.5%	2.3%
Attendance rate	96.9%	Up from 96.3%	96.8%	96.3%
Eligible for gifted and talented	23.0%	Up from 22.6%	23.4%	10.4%
With disabilities other than speech	7.8%	Up from 5.0%	5.5%	7.5%
Older than usual for grade	0.2%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Down from 65.8%	63.2%	56.7%
Continuing contract teachers	91.7%	Up from 89.5%	79.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Down from 95.1%	88.2%	86.4%
Teacher attendance rate	96.6%	Down from 96.9%	94.8%	94.9%
Average teacher salary	\$49,015	Up 4.6%	\$47,768	\$45,345
Professional development days/teacher	10.1 days	Up from 8.5 days	11.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 23.9 to 1	20.0 to 1	18.5 to 1
Prime instructional time	92.3%	Down from 92.6%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$5,648	Up 2.2%	\$6,504	\$7,052
Percent of expenditures for instruction*	68.8%	Up from 68.2%	70.5%	69.1%
Percent of expenditures for teacher salaries*	64.9%	Up from 64.7%	65.3%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

"Teaming for Learning" was evident at Wren Elementary this year! We had many exciting opportunities, as we continue to strive for excellence. Wren Elementary School is a K4-5 grade school that serves 627 students. The mission of Wren Elementary, in cooperation with students, parents, teachers and community, is to provide a safe, positive, and caring environment that continually challenges all children to achieve personal success and develop their own unique qualities through diverse educational experiences. Our school met Adequate Yearly Progress as defined by the No Child Left Behind legislation and was named as a "Closing the Achievement Gap" school in the 2007-08 school year. Additionally, we maintain our status as an Exemplary Writing School. We are proud of our accomplishments and continually strive to improve student success.

Meeting the individual needs of 627 students is a priority at Wren Elementary. Differentiated instruction, guided reading, and data analysis has been a focus of our continued growth and academic success for all students. Ongoing analysis of PACT, MAP, DIBELS, and formal and informal assessments guides our curriculum, instruction, assessment, and school programs. A number of teachers attended professional conferences and staff development and led school level trainings to share their learning with our entire staff.

Wren Elementary recognizes the need to prepare our students for a global society. Through partnership with our Parent Teacher Organization, School Improvement Council, and district office, we have extended our tools for technology instruction and integration. This partnership has equipped each classroom with a Smartboard, Elmo, and LCD projector.

Our students have opportunities that extend beyond the regular school day. Students participated in afterschool learning programs to receive additional instructional assistance in Math, Language Arts, and Reading. We offered a PACT Push to review critical testing skills and content and help our students excel on our state test. Additionally, all classrooms participate on our morning school news show throughout the year. Students also have opportunities to serve on Safety Patrol, Flag Patrol, Student Council, yearbook, chorus, WES Postal System, and as media helpers in our library. We also have an afterschool running club.

Wren Elementary students excel in and outside of our school community. All third, fourth, and fifth grade students participate in a schoolwide science fair. Seven of our school winners advanced to the regional science fair; all receiving a Gold Rating. We also had the overall regional science fair winner.

It takes commitment from our entire Wren team to ensure our children are thriving and growing academically, socially and physically. Wren Elementary School is a special place to learn and grow together!!

Rhonda R. Tunstall, Principal
Brad Swillen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	91	27
Percent satisfied with learning environment	100.0%	98.9%	96.3%
Percent satisfied with social and physical environment	97.5%	98.9%	100.0%
Percent satisfied with school-home relations	100.0%	97.8%	100.0%

* Only students at the highest elementary 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

School Adequate Yearly Progress	YES
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This school met 13 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	
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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		
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	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	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	297	100	3.9	25.4	56.3	14.4	81.7	63.1	48.2	Yes	Yes
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Gender

Male	147	100	6.4	25	55	13.6	76.4	57.1	41.7	N/A	N/A
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Female	150	100	1.4	25.7	57.6	15.3	86.8	69.7	55	N/A	N/A
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Racial/Ethnic Group

White	278	100	3.4	24.2	58.5	14	82.6	64.9	60	Yes	Yes
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African American	11	100	18.2	45.5	27.3	9.1	63.6	47.2	31.7	I/S	I/S
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.9	38.4	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
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Disability Status

Disabled	39	100	19.4	36.1	25	19.4	47.2	24.8	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	65	100	8.6	37.9	39.7	13.8	72.4	46.5	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	297	100	7	29.6	33.5	29.9	75.7	59.8	45.8	Yes	Yes
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Gender

Male	147	100	7.9	23.6	34.3	34.3	77.1	60	45.6	N/A	N/A
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Female	150	100	6.3	35.4	32.6	25.7	74.3	59.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	278	100	6.4	29.8	34	29.8	76.2	62	59	Yes	Yes
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African American	11	100	18.2	36.4	18.2	27.3	63.6	37.1	26.9	I/S	I/S
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.3	38.1	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
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Disability Status

Disabled	39	100	25	41.7	19.4	13.9	50	24.5	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	65	100	12.1	32.8	31	24.1	65.5	44.2	31.4	Yes	Yes
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* 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
Science											
All Students	195	100	8.6	24.1	29.9	37.4	67.4	57.2	35.7	96.9	96.1
Gender											
Male	97	100	8.6	18.3	31.2	41.9	73.1	60.1	37.4	96.9	96.1
Female	98	100	8.5	29.8	28.7	33	61.7	53.9	33.8	96.9	96.1
Racial/Ethnic Group											
White	181	100	6.9	23.1	31.8	38.2	69.9	59.8	49.2	96.9	96
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	31.9	17	97.1	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	97	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	94.8	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.9	94.9
Disability Status											
Disabled	26	100	37.5	20.8	12.5	29.2	41.7	23.7	14	95.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	93.1	96.6
Socio-Economic Status											
Subsidized meals	43	100	15.4	30.8	15.4	38.5	53.8	38.2	21.1	95.9	95.2

Social Studies											
All Students	196	100	5.9	28.9	33.2	32.1	65.2	50.7	34	96.9	96.1
Gender											
Male	98	100	6.4	20.2	31.9	41.5	73.4	53.7	36.6	96.9	96.1
Female	98	100	5.4	37.6	34.4	22.6	57	47.3	31.3	96.9	96.1
Racial/Ethnic Group											
White	187	100	5.1	28.1	34.8	32	66.9	51.8	44.5	96.9	96
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	39.5	19.1	97.1	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	97	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	94.8	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.9	94.9
Disability Status											
Disabled	24	100	27.3	18.2	31.8	22.7	54.5	24.9	14.4	95.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	93.1	96.6
Socio-Economic Status											
Subsidized meals	39	100	17.1	40	25.7	17.1	42.9	37.5	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	110	100	3.8	23.6	66	6.6	72.6
	4	99	100	4.3	19.1	66	10.6	76.6
	5	101	100	9	32	51	8	59
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	2	17.8	60.4	19.8	80.2
	4	94	100	2.2	17.8	64.4	15.6	80
	5	96	100	7.5	40.9	44.1	7.5	51.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	110	100	7.5	45.3	33	14.2	47.2
	4	99	100	6.4	33	33	27.7	60.6
	5	101	100	7	44	24	25	49
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	6.9	29.7	28.7	34.7	63.4
	4	94	100	4.4	22.2	41.1	32.2	73.3
	5	96	100	9.7	36.6	31.2	22.6	53.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	18.9	39.6	28.3	13.2	41.5
	4	99	100	6.4	28.7	29.8	35.1	64.9
	5	51	100	14.3	22.4	34.7	28.6	63.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	6	16	42	36	78
	4	94	100	5.6	25.6	34.4	34.4	68.9
	5	48	100	17	29.8	8.5	44.7	53.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	3.8	37.7	37.7	20.8	58.5
	4	99	100	3.2	34	31.9	30.9	62.8
	5	50	100	10.2	49	22.4	18.4	40.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	1.9	42.3	34.6	21.2	55.8
	4	93	100	4.5	21.3	41.6	32.6	74.2
	5	48	100	13	28.3	15.2	43.5	58.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample