

WREN MIDDLE

1010 Wren School Rd.
Piedmont, SC 29673

Grades	6-8 Middle School	
Enrollment	795 Students	
Principal	Robin R. Fulbright	864-850-5930
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	Good	Below Average
2007	Good	At-Risk
2006	Good	Below Average

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

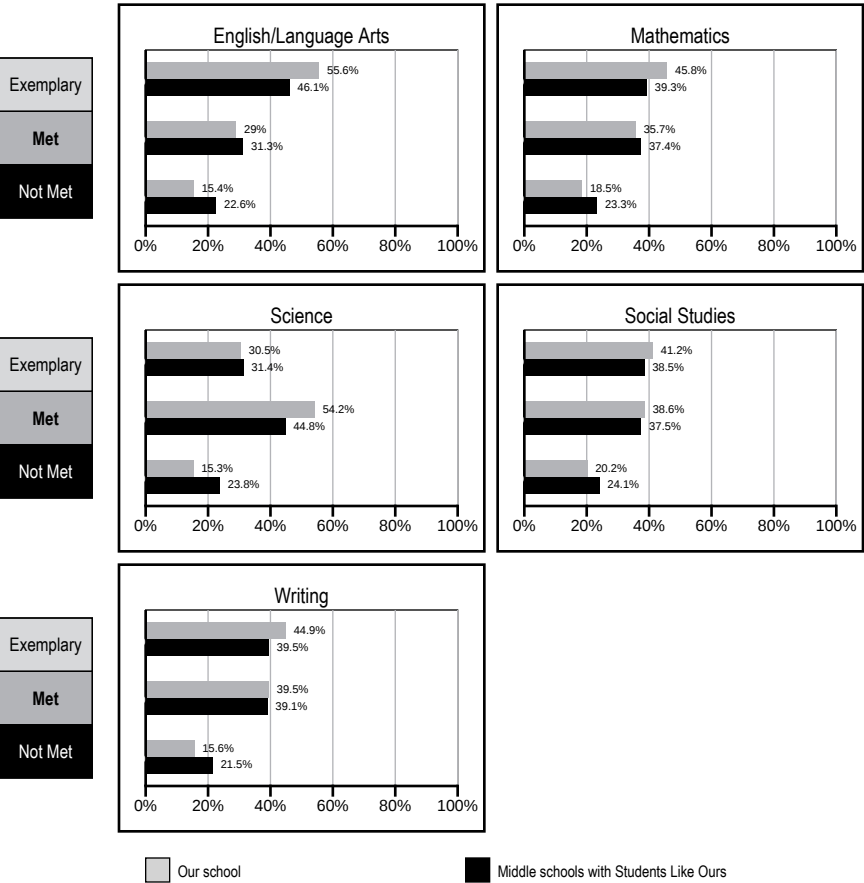
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	16	4	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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%	98.4%
English 1	100.0%	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=795)				
Students enrolled in high school credit courses (grades 7 & 8)	21.7%	Up from 19.0%	39.0%	24.2%
Retention rate	0.0%	No Change	0.6%	0.7%
Attendance rate	95.9%	Up from 95.7%	96.6%	95.9%
Eligible for gifted and talented	22.0%	Down from 24.6%	24.5%	16.4%
With disabilities other than speech	10.3%	No Change	10.1%	12.0%
Older than usual for grade	1.0%	Up from 0.9%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	48.9%	Down from 53.3%	58.5%	58.5%
Continuing contract teachers	84.4%	Up from 80.0%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.6%	4.0%
Teachers returning from previous year	85.3%	Up from 85.0%	87.1%	84.6%
Teacher attendance rate	94.8%	Up from 94.6%	96.0%	95.4%
Average teacher salary*	\$46,702	Down 1.2%	\$48,355	\$46,561
Professional development days/teacher	5.9 days	Down from 6.5 days	8.1 days	10.2 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 22.7 to 1	22.3 to 1	21.1 to 1
Prime instructional time	90.6%	Up from 89.9%	92.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 96.0%	98.4%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,103	Up 3.9%	\$7,141	\$7,802
Percent of expenditures for instruction**	67.7%	Up from 65.6%	65.9%	63.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 60.2%	63.4%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Wren Middle School is an outstanding school with high expectations and academic excellence as primary goals. Standards-based instruction continues to be the focal point of our academic program. Administrators and teachers consistently seek new instructional strategies that will enable them to move all students to their greatest academic potential. All students participate in MAP testing in the areas of ELA and math in the fall and spring. Administrators and teachers analyze test data in an effort to identify the academic strengths and weaknesses of individual students. This information is then used to implement instructional practices that will lead all students to strong academic achievement. Literacy skills are emphasized in all academic areas through the implementation of subject-based literature across the curriculum. We will continue to increase the number of students that exceed expectations in all academic areas on the PASS test. Wren Middle School offers an afterschool program designed to provide extra time and assistance for students in all academic areas. Academic teachers provide time for tutoring students before and after school, as well as during lunch. The Gateway to Engineering class continues to provide exposure to basic engineering concepts and paves the way for students to participate in higher-level science and engineering classes throughout high school and college. The National Junior Beta Club of WMS successfully competed at the state convention, with winners in the areas of Quiz Bowl and Group Talent. These students will compete in the national competition. Thirty-four students were nominated for the Talent Identification Program and forty-one students were identified as Junior Scholars. Our students have opportunities to participate in chorus, band, and strings. WMS 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.

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. 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.

Brent Greer, School Improvement Council Chairman
Robin R. Fulbright, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	244	80
Percent satisfied with learning environment	95.1%	75.9%	88.6%
Percent satisfied with social and physical environment	100.0%	82.6%	84.6%
Percent satisfied with school-home relations	97.6%	85.8%	79.7%

* Only students at the highest middle 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

NO

This school met 19 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. 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 and Student Attendance

	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	1.1%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	798	99.9	17.1	31.1	51.8	91.1	91.7	83.5	Yes	Yes
Gender										
Male	389	99.7	20.9	30.7	48.4	88.8	89.9	80.1	N/A	N/A
Female	409	100	13.4	31.4	55.2	93.3	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	707	99.9	15.9	30.3	53.9	92	92.6	89.6	Yes	Yes
African American	62	100	33.3	43.3	23.3	78.3	83.5	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	19	100	11.1	27.8	61.1	94.4	87.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
Disability Status										
Disabled	80	100	65.8	26	8.2	56.2	67.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	281	99.6	27.6	35.4	37	82.5	86	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	798	100	20.6	39.4	40	87	89	80.4	Yes	Yes
Gender										
Male	389	100	21.9	37.6	40.5	86.4	88.4	78.4	N/A	N/A
Female	409	100	19.3	41.2	39.4	87.6	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	707	100	19.6	38.4	42.1	87.4	89.8	87.8	Yes	Yes
African American	62	100	38.3	41.7	20	76.7	80.5	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	19	100	5.6	61.1	33.3	100	87.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
Disability Status										
Disabled	80	100	76.7	19.2	4.1	43.8	57.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	281	100	35.3	41.9	22.9	78.7	83	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	536	100	15.3	54.2	30.5	84.7	84.6	67.3
Gender								
Male	263	100	13.5	54	32.5	86.5	85	66.9
Female	273	100	17.1	54.5	28.4	82.9	84.2	67.7
Racial/Ethnic Group								
White	474	100	13.6	53.2	33.2	86.4	86.1	79.6
African American	44	100	37.2	53.5	9.3	62.8	70.9	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	12	100	9.1	72.7	18.2	90.9	81.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	58	100	64.2	32.1	3.8	35.8	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.8	58.6
Socio-Economic Status								
Subsidized meals	196	100	26.8	54.7	18.4	73.2	76	55.4

Social Studies

All Students	529	100	20.2	38.6	41.2	79.8	83	70.9
Gender								
Male	261	100	19.3	35.8	44.9	80.7	82.9	70.1
Female	268	100	21.1	41.4	37.5	78.9	83.1	71.7
Racial/Ethnic Group								
White	463	100	19.3	37.9	42.8	80.7	83.9	79.2
African American	46	100	27.3	47.7	25	72.7	74.1	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	12	100	25	33.3	41.7	75	81.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	54	100	69.4	24.5	6.1	30.6	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	187	100	35.1	41.4	23.6	64.9	73.7	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	792	99.9	15.5	39.6	45	84.5	82.8	72.1	95.9	96.2
Gender										
Male	389	99.7	21.3	44.4	34.3	78.7	76.6	65.2	95.8	96.2
Female	403	100	9.8	34.9	55.3	90.2	89.5	79.2	96	96.2
Racial/Ethnic Group										
White	697	99.9	15	39.1	45.9	85	84.2	80.8	95.8	96.1
African American	64	100	26.7	41.7	31.7	73.3	71.3	59.7	96.3	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.4	87	98.7	97.8
Hispanic	21	100	5	50	45	95	73.7	64.6	96.7	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	73.4	95.6	94.7
Disability Status										
Disabled	81	100	71.2	26	2.7	28.8	40.5	27.7	93.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	9.1	36.4	54.5	90.9	75	63.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	277	100	23.2	48.3	28.6	76.8	73.6	61.9	94.7	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	100	15.8	37.3	46.9	84.2
	7	260	100	16.8	31.2	52	83.2
	8	254	100	15.1	36.4	48.5	84.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	264	99.6	13.3	36.3	50.4	86.7
	7	267	100	20.3	30.9	48.8	79.7
	8	267	100	17.4	26.4	56.2	82.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	100	21.2	38.2	40.7	78.8
	7	260	100	20	40.4	39.6	80
	8	254	100	16.3	36.8	46.9	83.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	264	100	20.9	39.4	39.8	79.1
	7	267	100	23.4	38.3	38.3	76.6
	8	267	100	17.4	40.7	41.9	82.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	129	100	19.3	67.2	13.4	80.7
	7	260	100	15.2	52	32.8	84.8
	8	128	100	16.8	43.7	39.5	83.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	135	100	20.8	61.6	17.6	79.2
	7	267	100	15.2	57.4	27.3	84.8
	8	134	100	10.2	40.6	49.2	89.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	129	100	10.7	63.9	25.4	89.3
	7	260	100	21.2	44	34.8	78.8
	8	126	100	12.5	46.7	40.8	87.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	129	100	14.5	37.9	47.6	85.5
	7	267	100	25.8	39.1	35.2	74.2
	8	133	100	14.6	38.5	46.9	85.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	260	99.2	19.8	37.2	43	80.2
	7	262	99.6	18.7	36.9	44.4	81.3
	8	253	100	21.2	41.5	37.3	78.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	260	99.6	10	43	47	90
	7	265	100	19.5	39.5	41	80.5
	8	267	100	16.7	36.4	46.9	83.3

Abbreviations for Missing Data

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