



## Waccamaw Elementary

1364 Waverly Road  
Pawleys Island, SC 29585

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	674 Students	
<b>Principal</b>	Vervatine Reid	843-237-4233
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>At-Risk</b>
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Average
2005	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**

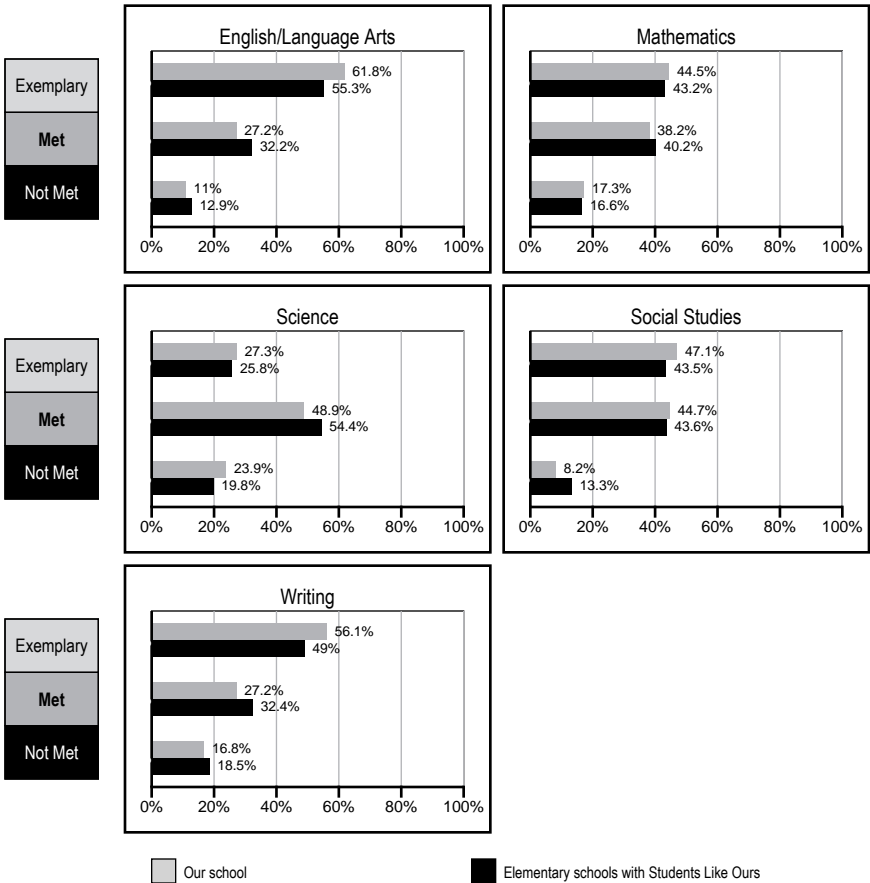
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
25	5	3	0	0

\* Ratings are calculated with data available by 03/16/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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 a 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=674)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 2.5%	1.5%	1.9%
Attendance rate	95.7%	Up from 95.6%	96.8%	96.3%
Eligible for gifted and talented	12.1%	Down from 27.3%	19.0%	10.0%
With disabilities other than speech	6.4%	Up from 4.2%	5.8%	7.7%
Older than usual for grade	0.6%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	62.8%	Down from 63.2%	60.5%	59.4%
Continuing contract teachers	90.7%	Up from 88.2%	80.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.6%	0.0%	0.0%
Teachers returning from previous year	84.4%	Down from 96.7%	86.1%	85.9%
Teacher attendance rate	95.0%	Down from 95.8%	95.6%	95.1%
Average teacher salary*	\$49,919	Down 1.6%	\$48,430	\$47,149
Professional development days/teacher	12.3 days	Down from 25.7 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.5	2.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.5 to 1	19.9 to 1	18.8 to 1
Prime instructional time	89.0%	Down from 90.4%	91.6%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,785	Up 0.2%	\$6,783	\$7,458
Percent of expenditures for instruction**	74.4%	Up from 72.8%	69.8%	68.8%
Percent of expenditures for teacher salaries**	69.2%	Up from 68.3%	64.0%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

As the principal of Waccamaw Elementary School, an International Baccalaureate World School, I am elated by the progress and great accomplishments that our school continues to make to ensure student success. The faculty and staff continue to make strong efforts in their commitment to the school mission and goals by utilizing professional opportunities to enhance their knowledge base and experiences in research-based best practices, and rigorous assessments that will improve student learning and achievement.

We attribute our success in student learning achievements to high expectations, committed and dedicated teachers, ongoing collaborations, strong parental involvement, external resources and programs, high student and teacher attendance, and school/community relations.

As we embark upon another school year, the mission of this International Baccalaureate World School is to provide a developmentally appropriate curriculum in a safe and supportive environment in order to help children become inquiring, knowledgeable, and caring citizens who help to create a more peaceful world through intercultural understanding and respect.

We are appreciative of our stakeholders for their willingness to support our shared vision in helping to meet the needs of the students, teachers, and the school. They play a vital role in the school community by supporting us as school business partners, community outreach agents, involved PTA, School Improvement Council, and volunteers.

The ongoing support and dedication received from the entire Waccamaw family goes beyond measure. It is an indication of total commitment to children.

Vervatine A. Reid, Principal  
 Darryel Carr, Chairman of School Improvement Council

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	42	170	130
Percent satisfied with learning environment	100.0%	94.7%	95.3%
Percent satisfied with social and physical environment	100.0%	93.5%	95.3%
Percent satisfied with school-home relations	100.0%	92.3%	95.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 11 out of 11 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## 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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	182	100	11	27.2	61.8	93.6	81.6	82.8	Yes	Yes
<b>Gender</b>										
Male	101	100	13.5	24	62.5	89.6	77.5	79.3	N/A	N/A
Female	81	100	7.8	31.2	61	98.7	86	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	6.3	26.4	67.4	96.5	89.9	89.5	Yes	Yes
African American	24	100	34.8	30.4	34.8	78.3	72.4	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	52.9	35.3	11.8	47.1	39.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	40	100	24.3	40.5	35.1	86.5	75.4	75.5	I/S	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	182	100	17.3	38.2	44.5	87.9	80.4	78.9	Yes	Yes
<b>Gender</b>										
Male	101	100	18.8	31.3	50	86.5	77.7	77	N/A	N/A
Female	81	100	15.6	46.8	37.7	89.6	83.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	13.2	36.8	50	91	88.9	87.2	Yes	Yes
African American	24	100	39.1	43.5	17.4	69.6	70.7	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	64.7	29.4	5.9	52.9	36.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	40	100	35.1	40.5	24.3	73	73.7	70.2	I/S	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
<b>Science</b>								
All Students	91	100	23.9	48.9	27.3	76.1	65.8	67.5
<b>Gender</b>								
Male	50	100	25	37.5	37.5	75	63.5	67
Female	41	100	22.5	62.5	15	77.5	68.3	68
<b>Racial/Ethnic Group</b>								
White	77	100	20.3	48.6	31.1	79.7	79.6	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	20	100	36.8	57.9	5.3	63.2	55.1	55.1
<b>Social Studies</b>								
All Students	91	100	8.2	44.7	47.1	91.8	70.4	72.3
<b>Gender</b>								
Male	51	100	12.5	35.4	52.1	87.5	70	71.5
Female	40	100	2.7	56.8	40.5	97.3	70.8	73.2
<b>Racial/Ethnic Group</b>								
White	75	100	4.3	44.3	51.4	95.7	81.6	80.7
African American	14	100	30.8	46.2	23.1	69.2	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	34	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	20	100	22.2	50	27.8	77.8	60.5	62.1

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
<b>Writing</b>										
All Students	180	98.9	16.8	27.2	56.1	83.2	69.5	70.2	95.7	96.2
<b>Gender</b>										
Male	99	99	20.8	26	53.1	79.2	61.9	63.2	95.7	96.1
Female	81	98.8	11.7	28.6	59.7	88.3	77.7	77.5	95.6	96.3
<b>Racial/Ethnic Group</b>										
White	149	99.3	11.1	27.8	61.1	88.9	80.2	79.1	95.6	95.6
African American	25	96	47.8	17.4	34.8	52.2	57.9	57.6	96.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	92.1	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.7	62.6	95.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	93.9	93.2
<b>Disability Status</b>										
Disabled	18	94.4	82.4	5.9	11.8	17.6	16.1	26.1	95.9	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.6	61.2	97.1	97.2
<b>Socio-Economic Status</b>										
Subsided meals	41	95.1	29.7	37.8	32.4	70.3	59.7	58.9	95.6	96

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
<b>English/Language Arts</b>							
<b>2009</b>	3	182	100	11	27.2	61.8	89
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	182	100	17.3	38.2	44.5	82.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	91	100	23.9	48.9	27.3	76.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	91	100	8.2	44.7	47.1	91.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	180	98.9	16.8	27.2	56.1	83.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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