

WACCAMAW ELEMENTARY

1364 Waverly Road
Pawleys Island, SC 29585

Grades	PK-3 Elementary School	
Enrollment	667 Students	
Principal	Vervatine Reid	843-237-4233
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

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	At-Risk
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	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

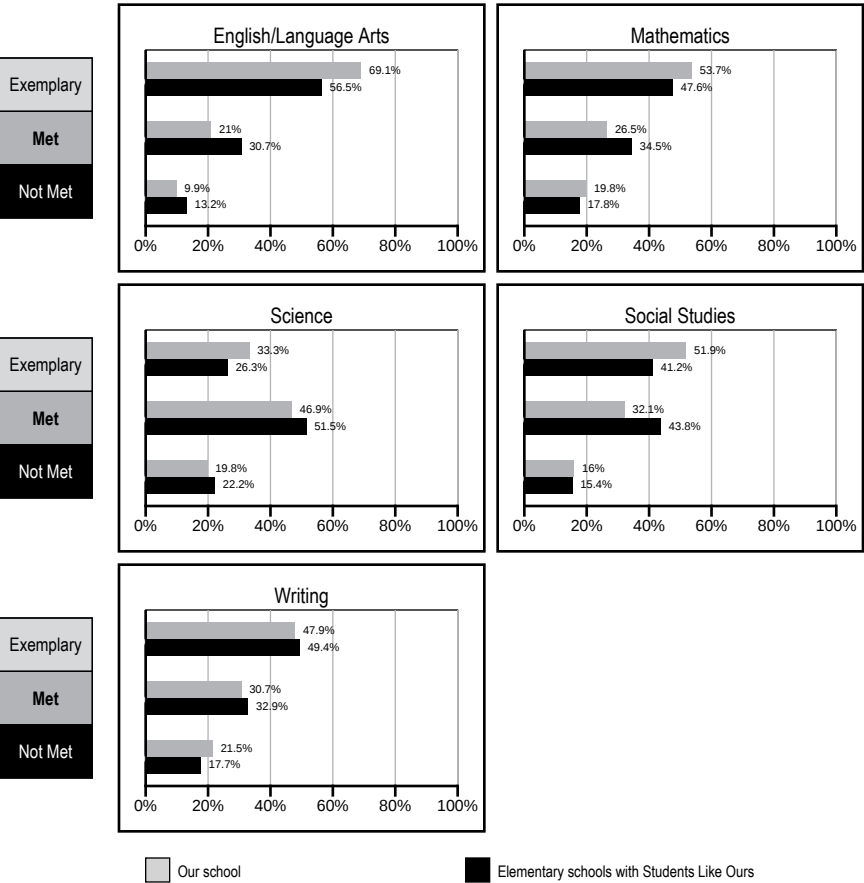
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	10	2	1	0

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

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 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
Students (n=667)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 3.1%	0.9%	1.2%
Attendance rate	95.4%	Down from 95.7%	96.4%	96.1%
Eligible for gifted and talented	18.3%	Up from 12.1%	20.7%	11.7%
With disabilities other than speech	6.5%	Up from 6.4%	6.9%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Up from 62.8%	63.6%	60.5%
Continuing contract teachers	95.5%	Up from 90.7%	89.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 84.4%	88.7%	87.0%
Teacher attendance rate	95.2%	Up from 95.0%	95.9%	95.4%
Average teacher salary*	\$50,539	Up 1.2%	\$48,568	\$47,288
Professional development days/teacher	6.4 days	Down from 12.3 days	9.0 days	10.5 days
School				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.3 to 1	21.1 to 1	19.2 to 1
Prime instructional time	89.4%	Up from 89.0%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,591	Up 11.9%	\$6,897	\$7,548
Percent of expenditures for instruction**	69.3%	Down from 74.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Down from 69.2%	68.5%	65.1%

* 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

Waccamaw Elementary School is an International Baccalaureate World School that serves students in grades Pre-K through 3. As we embark upon another school year, it is our mission to help children become inquiring, knowledgeable and caring citizens, who help to create a more peaceful world through intercultural understanding and respect, by providing developmentally appropriate curriculum in a safe and supportive environment.

The faculty and staff demonstrated 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 to improve student learning and achievement in the core subjects. The implementation of these practices and instructional tools, such as Balanced Literacy, Response to Intervention (Rti), Everyday Math, hands on science, computers, Promethean boards and the arts allowed teachers to utilize a variety of high quality teaching techniques as they engage students in technology and differentiated instructions.

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.

We are appreciative of our parents and other stakeholders for their willingness to support our shared vision. With their support, we have implemented several school-wide initiatives, such as Go Green/Recycle project, Rain Garden Grant project, Guided Reading Bookroom, and our playground.

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	40	137	88
Percent satisfied with learning environment	100.0%	92.6%	96.6%
Percent satisfied with social and physical environment	100.0%	89.0%	89.7%
Percent satisfied with school-home relations	100.0%	95.6%	94.2%

* 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
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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. 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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	169	100	9.9	21	69.1	97.5	83.7	83.5	Yes	Yes
Gender										
Male	99	100	10.5	21.1	68.4	97.9	80.4	80.1	N/A	N/A
Female	70	100	9	20.9	70.1	97	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	131	100	3.2	17.6	79.2	100	90.1	89.6	Yes	Yes
African American	31	100	40	36.7	23.3	86.7	76.6	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	24	100	47.8	21.7	30.4	87	43.5	51.7	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	52	100	26.5	38.8	34.7	91.8	78.1	76.9	Yes	Yes

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

All Students	169	100	19.8	26.5	53.7	87	82.1	80.4	Yes	Yes
Gender										
Male	99	100	20	22.1	57.9	86.3	79.7	78.4	N/A	N/A
Female	70	100	19.4	32.8	47.8	88.1	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	131	100	9.6	26.4	64	96	89.2	87.8	Yes	Yes
African American	31	100	60	26.7	13.3	50	74	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	24	100	56.5	17.4	26.1	56.5	37.8	46.1	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	52	100	49	26.5	24.5	65.3	76.5	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	86	100	19.8	46.9	33.3	80.2	63.8	67.3
Gender								
Male	52	100	14.3	44.9	40.8	85.7	62.5	66.9
Female	34	100	28.1	50	21.9	71.9	65.1	67.7
Racial/Ethnic Group								
White	71	100	10.6	50	39.4	89.4	78.7	79.6
African American	12	100	N/A	N/A	N/A	25	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	22.6	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	2	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	24	100	50	27.3	22.7	50	52.8	55.4

Social Studies								
All Students	83	100	16	32.1	51.9	84	67.7	70.9
Gender								
Male	47	100	19.6	26.1	54.3	80.4	66.3	70.1
Female	36	100	11.4	40	48.6	88.6	69.2	71.7
Racial/Ethnic Group								
White	60	100	8.5	27.1	64.4	91.5	78.2	79.2
African American	19	100	44.4	38.9	16.7	55.6	55.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	38.5	38.5	23.1	61.5	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.3	68
Socio-Economic Status								
Subsidized meals	28	100	40.7	37	22.2	59.3	57.8	60.8

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	169	99.4	21	30.9	48.1	79	69.4	72.1	95.4	95.8
Gender										
Male	99	99	25.3	34.7	40	74.7	62.3	65.2	95.3	95.7
Female	70	100	14.9	25.4	59.7	85.1	76.9	79.2	95.5	96
Racial/Ethnic Group										
White	131	99.2	12	32	56	88	79.6	80.8	95.3	95.2
African American	31	100	56.7	26.7	16.7	43.3	58.3	59.7	95.9	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	87	92.1	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.2	64.6	95.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	98.6	93.4
Disability Status										
Disabled	25	100	70.8	12.5	16.7	29.2	16.6	27.7	94.9	94.7
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	2	I/S	I/S	I/S	I/S	I/S	61.3	63.7	98	97.1
Socio-Economic Status										
Subsidized meals	53	100	46	26	28	54	60.4	61.9	95.1	95.6

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	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
2010	3	169	100	9.9	21	69.1	90.1
	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	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	3	169	100	19.8	26.5	53.7	80.2
	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	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	3	86	100	19.8	46.9	33.3	80.2
	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	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	83	100	16	32.1	51.9	84
	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	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	169	99.4	21	30.9	48.1	79
	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
2011	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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