

WACCAMAW MIDDLE

247 Wildcat Way
Pawleys Island, South

Grades	7-8 Middle School	
Enrollment	390 Students	
Principal	William A. Dwyer	843-237-0106
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	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk

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

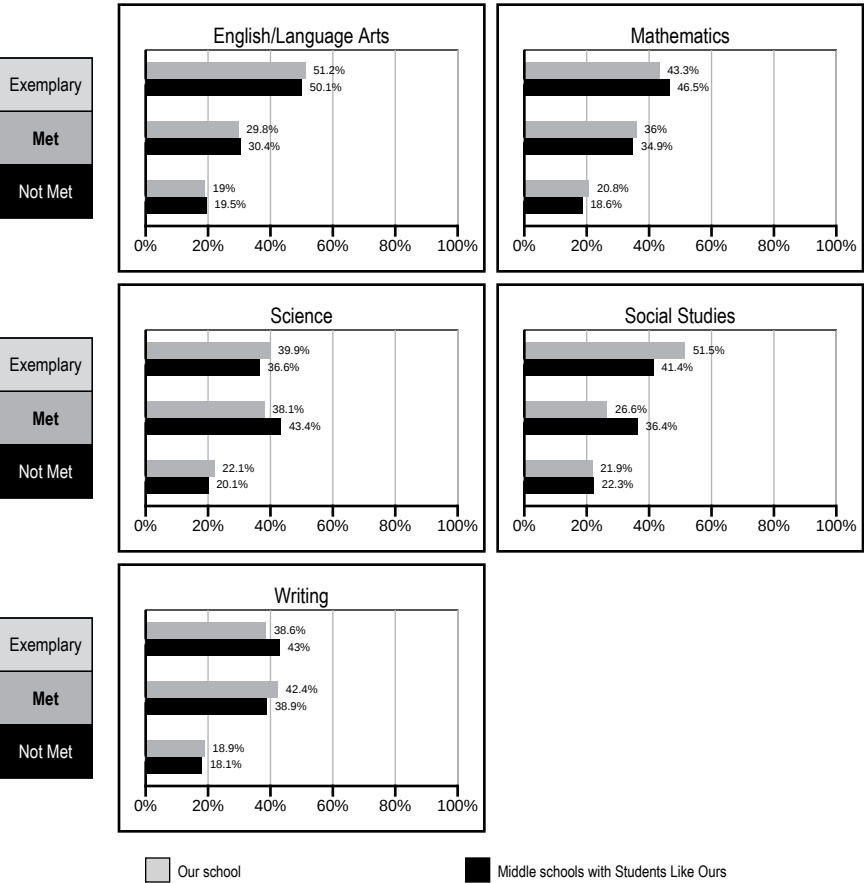
93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	3	1	0	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%	99.7%
English 1	97.5%	85.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.8%	99.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=390)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Down from 40.2%	34.9%	24.2%
Retention rate	0.0%	No Change	0.7%	0.7%
Attendance rate	95.7%	No Change	96.6%	95.9%
Eligible for gifted and talented	41.3%	Up from 39.9%	26.3%	16.4%
With disabilities other than speech	8.2%	Down from 9.4%	8.7%	12.0%
Older than usual for grade	1.5%	Down from 2.9%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.1%	Up from 0.6%	0.8%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	Up from 47.8%	61.7%	58.5%
Continuing contract teachers	85.2%	Down from 91.3%	82.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.6%	4.0%
Teachers returning from previous year	85.9%	Up from 83.8%	85.0%	84.6%
Teacher attendance rate	95.6%	Up from 94.7%	95.6%	95.4%
Average teacher salary*	\$47,652	Down 2.3%	\$49,000	\$46,561
Professional development days/teacher	10.2 days	Up from 7.0 days	9.0 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 21.5 to 1	23.5 to 1	21.1 to 1
Prime instructional time	89.9%	Up from 88.8%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	50.9%	Down from 100.0%	99.1%	98.1%
Character development program	Average	Down from Good	Excellent	Good
Dollars spent per pupil**	\$8,526	Up 13.6%	\$7,039	\$7,802
Percent of expenditures for instruction**	54.5%	Down from 62.1%	65.7%	63.8%
Percent of expenditures for teacher salaries**	52.1%	Down from 57.3%	63.1%	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

Waccamaw Middle School continued to provide challenging educational opportunities for students during the 2009-2010 school year. The 2009-2010 school realized for Waccamaw Middle School a Palmetto Gold School Status, Excellent Report Card and a "Met" Status on its AYP Goals. The use of common assessments, common planning and the Balanced Literacy Reading Initiative throughout the core academics was implemented. The implementation of a Single Gender Instructional Initiative in English Language Arts and Mathematics was continued into a second school year. Through these initiatives, as well as monthly non-fiction writing and daily sustained silent reading, students were engaged at high levels. Through out their core academics students were also provided with research based instructional strategies to ensure their success.

289 Waccamaw Middle School students participated in various athletic teams, band and chorus during the school year. The WMS band and chorus won superior ranking at both regional and state competitions for the second year in a row. Our art students took top honors at our district art show. Our students also won first place at the district academic bowl and two students were named Most Valuable Players.

Waccamaw Middle School students also continued a Robotics Club that participated in the district academic fair.

Students and teachers participated in Relay for Life, sent Volunteers to Special Olympics, donated funds for the March of Dimes, and held several canned food drives throughout the year. The community members continue to support WMS through involvement with our School Improvement Council, PTSA, and Business Partnership Program. As the 2010-2011 school year begins, we look forward to continued success as we continue to implement engaging initiatives to help our student better meet the needs of our ever changing world.

William Dwyer
Principal

Ralph Sprinkle, M.D.
SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	0	4
Percent satisfied with learning environment	85.0%	FORMS	I/S
Percent satisfied with social and physical environment	84.2%	LOST IN	I/S
Percent satisfied with school-home relations	90.0%	SHIPMENT	I/S

* 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

YES

This school met 17 out of 17 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	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	7.0%	0.0%	No
Student attendance rate	95.7%	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	386	99.7	21.5	29.4	49	86.9	83.7	83.5	Yes	Yes
Gender										
Male	174	100	26.9	25.7	47.3	83.2	80.4	80.1	N/A	N/A
Female	212	99.5	17	32.5	50.5	90	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	281	99.6	14.7	28.6	56.8	91.9	90.1	89.6	Yes	Yes
African American	82	100	46.7	34.7	18.7	69.3	76.6	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	13	100	27.3	18.2	54.5	81.8	80.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	72.4	17.2	10.3	41.4	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	6	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	35.3	28.6	36.1	78.2	78.1	76.9	Yes	Yes

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

All Students	386	99.7	25.1	39.2	35.7	84.5	82.1	80.4	Yes	Yes
Gender										
Male	174	100	22.8	40.7	36.5	84.4	79.7	78.4	N/A	N/A
Female	212	99.5	27	38	35	84.5	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	281	99.6	16.5	42.1	41.4	91.2	89.2	87.8	Yes	Yes
African American	82	100	57.3	32	10.7	60	74	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	13	100	18.2	36.4	45.5	81.8	85	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	72.4	20.7	6.9	31	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	6	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	40.3	38.7	21	72.3	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	292	100	21.8	38.2	40	78.2	63.8	67.3
Gender								
Male	122	100	25.6	29.9	44.4	74.4	62.5	66.9
Female	170	100	19	44.2	36.8	81	65.1	67.7
Racial/Ethnic Group								
White	214	100	15	37.7	47.3	85	78.7	79.6
African American	60	100	46.4	46.4	7.1	53.6	47.3	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	22	100	71.4	23.8	4.8	28.6	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	5	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	90	100	36.5	44.7	18.8	63.5	52.8	55.4

Social Studies

All Students	289	100	21.7	26.8	51.4	78.3	67.7	70.9
Gender								
Male	140	100	20.6	25	54.4	79.4	66.3	70.1
Female	149	100	22.9	28.6	48.6	77.1	69.2	71.7
Racial/Ethnic Group								
White	212	100	15.9	23.7	60.4	84.1	78.2	79.2
African American	58	100	48.1	37	14.8	51.9	55.4	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	26	100	60	28	12	40	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	5	I/S	I/S	I/S	I/S	I/S	66.3	68
Socio-Economic Status								
Subsidized meals	93	100	34.5	36.8	28.7	65.5	57.8	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	391	98.5	18.5	42.7	38.9	81.5	69.4	72.1	95.7	95.8
Gender										
Male	177	97.7	23.4	47.3	29.3	76.6	62.3	65.2	95.4	95.7
Female	214	99.1	14.4	38.8	46.8	85.6	76.9	79.2	96	96
Racial/Ethnic Group										
White	285	99	12	43.1	44.9	88	79.6	80.8	95.7	95.2
African American	83	96.4	42.7	42.7	14.7	57.3	58.3	59.7	95.7	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	82.8	87	96.2	96.7
Hispanic	13	100	9.1	54.5	36.4	90.9	62.2	64.6	95.3	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.4	93.4
Disability Status										
Disabled	31	90.3	N/AV	N/AV	N/AV	14.8	16.6	27.7	94.4	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	6	I/S	I/S	I/S	I/S	I/S	61.3	63.7	97.1	97.1
Socio-Economic Status										
Subsidized meals	131	97	30.5	50.8	18.6	69.5	60.4	61.9	94.3	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
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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	100	16.5	36	47.6	83.5
	8	171	100	19.4	38.8	41.9	80.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	197	100	20.9	27.3	51.9	79.1
	8	189	99.5	22.2	31.7	46.1	77.8

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	100	13.4	40.9	45.7	86.6
	8	171	100	34.4	38.8	26.9	65.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	197	100	24.1	35.3	40.6	75.9
	8	189	99.5	26.1	43.3	30.6	73.9

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	172	100	15.5	44.7	39.8	84.5
	8	86	100	20.3	44.3	35.4	79.7
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	0	N/A	N/A	N/A	N/A	N/A
	7	197	100	21.7	41.3	37	78.3
	8	95	100	22	31.9	46.2	78

Abbreviations for Missing Data

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I/S–Insufficient Sample

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	174	100	15.3	29.4	55.2	84.7
	8	85	100	17.3	42	40.7	82.7
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	0	N/A	N/A	N/A	N/A	N/A
	7	196	100	21.9	21.4	56.7	78.1
	8	93	100	21.3	38.2	40.4	78.7
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	96	18.4	36.7	44.9	81.6
	8	171	99.4	16.3	41.9	41.9	83.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	199	99	20.1	40.7	39.2	79.9
	8	192	97.9	16.8	44.7	38.5	83.2

Abbreviations for Missing Data

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