



Waccamaw Elementary

251 Claridy Road
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	763 Students	
Principal	Barbara Ammons	843-347-4684
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Average	Good
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

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

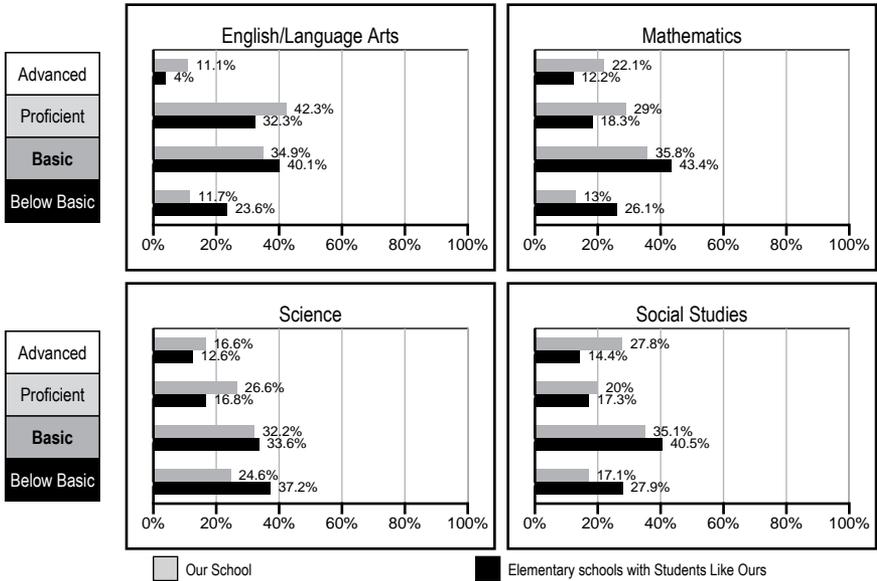
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	44	1

* 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=763)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.9%	2.9%	2.3%
Attendance rate	95.6%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	10.6%	Down from 16.2%	8.0%	10.4%
With disabilities other than speech	10.3%	Up from 9.9%	9.0%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	58.7%	Up from 50.0%	54.5%	56.7%
Continuing contract teachers	76.1%	Down from 81.0%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 88.8%	86.4%	86.4%
Teacher attendance rate	93.5%	Down from 94.5%	94.6%	94.9%
Average teacher salary	\$46,310	Up 3.2%	\$45,012	\$45,345
Professional development days/teacher	21.9 days	Up from 20.0 days	12.9 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 19.0 to 1	18.3 to 1	18.5 to 1
Prime instructional time	88.3%	Down from 88.7%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 97.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,912	Up 13.4%	\$7,289	\$7,052
Percent of expenditures for instruction*	67.4%	Down from 68.1%	68.4%	69.1%
Percent of expenditures for teacher salaries*	61.4%	Down from 65.3%	63.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Waccamaw Elementary is a school dedicated to providing opportunities that challenge students in the areas of academic, personal, physical, and social development. Evidence of accomplishing this came when we were awarded the Palmetto Silver Award by the South Carolina Department of Education and the Silver Award presented by Horry County Schools at the beginning of the 07-08 school year. Driven by the South Carolina Standards, our staff provides a rigorous curriculum in all subject areas. In order to maximize classroom instructional time, staff members take advantage of professional development conferences and trainings throughout the year.

Instructional programs offered to the students provide opportunities for acceleration, remediation, and enrichment. This includes Reading Recovery, partnerships with businesses and Coastal Carolina University, after-school and before-school tutoring opportunities, intervention teachers targeting specific areas of need, and Team Time to target specific skills.

Our desire is to work closely with all members of the school's community. We have accomplished this through our mentoring program with Coastal Carolina University (CCU), parent volunteers, community volunteers, and local service clubs such as the Rotary and Kiwanis. Several parent literacy meetings were held, in collaboration with CCU, to help parents understand how to best support their child's reading progress. Our parent leadership team sponsored activities throughout the year such as a Staff-Parent Softball Game, Fall Fest, and Fear Factor Night.

During each year, the staff strives to improve instruction and maximize on the potential of every individual student. To accomplish this, new goals have been established and innovative strategies are being implemented. We are committed to promoting a school environment conducive to learning, laughing, and growing together. This can be accomplished through the continued support and input from our parents, staff, students, and community.

Barbara Ammons, Principal
Renee Drew, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	109	36
Percent satisfied with learning environment	97.6%	87.2%	91.4%
Percent satisfied with social and physical environment	92.7%	88.1%	88.9%
Percent satisfied with school-home relations	73.2%	88.8%	88.9%

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

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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

Newly Identified

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	338	100	11.7	34.9	42.3	11.1	66.1	57.2	48.2	Yes	Yes
Gender											
Male	162	100	12.5	37.5	41.7	8.3	62.5	50.3	41.7	N/A	N/A
Female	176	100	11	32.5	42.9	13.5	69.3	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	219	100	9.3	32.7	45.9	12.2	70.7	65.4	60	Yes	Yes
African American	87	100	20	38.7	33.3	8	53.3	34.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	24	100	10.5	36.8	47.4	5.3	68.4	43.1	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	61	100	38.5	46.2	15.4	0	21.2	21.7	16	No	Yes
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
English Proficiency											
Limited English Proficient	20	100	13.3	40	46.7	0	66.7	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	227	100	14.6	40.2	38.7	6.5	59.3	44.9	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	338	100	13	35.8	29	22.1	65.8	56.4	45.8	Yes	Yes
Gender											
Male	162	100	13.2	33.3	28.5	25	67.4	55.9	45.6	N/A	N/A
Female	176	100	12.9	38	29.4	19.6	64.4	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	219	100	9.8	32.7	31.2	26.3	72.7	65.2	59	Yes	Yes
African American	87	100	26.7	38.7	20	14.7	46.7	31.6	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	24	100	0	52.6	42.1	5.3	68.4	42.6	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	61	100	51.9	32.7	11.5	3.8	26.9	20.8	17.1	No	Yes
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
English Proficiency											
Limited English Proficient	20	100	0	53.3	40	6.7	66.7	41	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	227	100	17.1	40.7	27.1	15.1	57.8	43.9	31.4	Yes	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	219	100	24.6	32.2	26.6	16.6	43.2	41.4	35.7	95.6	96.3
Gender											
Male	113	100	17	28	30	25	55	43.8	37.4	95.6	96.2
Female	106	100	32.3	36.4	23.2	8.1	31.3	39	33.8	95.6	96.4
Racial/Ethnic Group											
White	141	100	15.2	32.6	31.8	20.5	52.3	50.4	49.2	95.5	96.1
African American	60	100	51.9	23.1	17.3	7.7	25	16.7	17	95.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	91.9	97.4
Hispanic	14	100	9.1	63.6	18.2	9.1	27.3	26.2	24.9	96.7	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	95.3	95.5
Disability Status											
Disabled	44	100	54.1	27	16.2	2.7	18.9	15.2	14	95.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	13	100	20	70	10	0	10	22.7	24.4	97.1	97
Socio-Economic Status											
Subsided meals	145	100	33.9	32.3	22	11.8	33.9	28.8	21.1	95.2	96
Social Studies											
All Students	225	100	17.1	35.1	20	27.8	47.8	41.6	34	95.6	96.3
Gender											
Male	106	100	16.8	32.6	17.9	32.6	50.5	45.3	36.6	95.6	96.2
Female	119	100	17.3	37.3	21.8	23.6	45.5	37.8	31.3	95.6	96.4
Racial/Ethnic Group											
White	145	100	17.6	35.3	16.9	30.1	47.1	48.6	44.5	95.5	96.1
African American	57	100	10.2	42.9	20.4	26.5	46.9	20.7	19.1	95.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	91.9	97.4
Hispanic	17	100	28.6	14.3	50	7.1	57.1	33.9	27.5	96.7	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	95.3	95.5
Disability Status											
Disabled	37	100	43.8	43.8	3.1	9.4	12.5	17.1	14.4	95.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	13	100	30	0	60	10	70	30.8	27.3	97.1	97
Socio-Economic Status											
Subsided meals	152	100	21.6	38.1	17.9	22.4	40.3	29.8	21	95.2	96

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

Abbreviations for Missing Data

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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	111	100	7.1	34.3	47.5	11.1	58.6	
	4	103	100	12.8	33	46.8	7.4	54.3	
	5	112	100	15.8	48.5	30.7	5	35.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	7.6	28.6	48.6	15.2	63.8	
	4	107	100	6.1	38.8	43.9	11.2	55.1	
	5	116	100	21.2	37.5	34.6	6.7	41.3	
	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	111	100	18.2	46.5	26.3	9.1	35.4	
	4	103	100	12.8	35.1	24.5	27.7	52.1	
	5	112	100	11.9	47.5	15.8	24.8	40.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	15.2	43.8	21	20	41	
	4	107	100	8.2	32.7	28.6	30.6	59.2	
	5	116	100	15.4	30.8	37.5	16.3	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	54	100	29.8	42.6	21.3	6.4	27.7	
	4	103	100	29.8	35.1	17	18.1	35.1	
	5	57	100	38	26	14	22	36	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	30.8	30.8	26.9	11.5	38.5	
	4	107	100	19.4	34.7	29.6	16.3	45.9	
	5	55	100	28.6	28.6	20.4	22.4	42.9	
	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	57	98.3	13.7	39.2	37.3	9.8	47.1	
	4	103	100	22.3	33	27.7	17	44.7	
	5	55	100	21.6	45.1	7.8	25.5	33.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	19.2	40.4	25	15.4	40.4	
	4	107	100	7.1	40.8	20.4	31.6	52	
	5	61	100	32.7	20	14.5	32.7	47.3	
	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	

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