

WACCAMAW INTERMEDIATE

320 Wildcat Way
Pawleys Island, SC 29585

Grades	4-6 Elementary School	
Enrollment	564 Students	
Principal	Dr. Timothy Carnahan	843-237-7071
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	Good
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

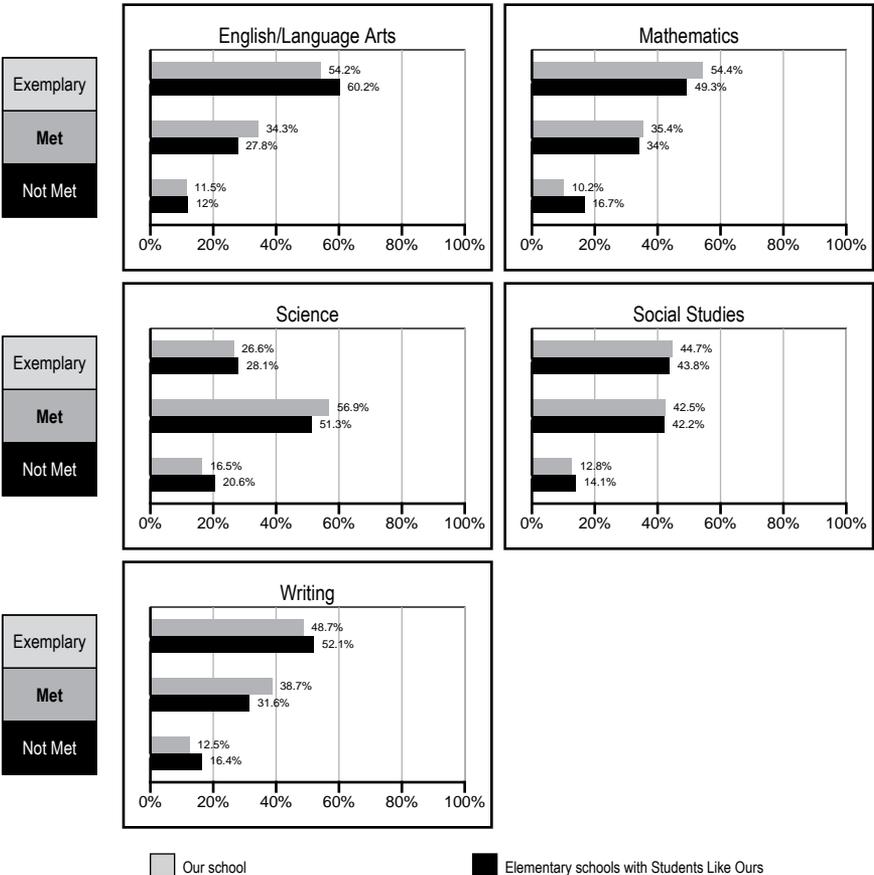
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	2	1	0	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=564)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.5%	1.2%
Attendance rate	97.3%	Up from 97.1%	96.4%	96.1%
Eligible for gifted and talented	34.0%	Down from 35.7%	26.5%	11.7%
With disabilities other than speech	6.8%	Up from 5.9%	5.5%	8.0%
Older than usual for grade	0.5%	Up from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	74.3%	Up from 69.7%	63.0%	60.5%
Continuing contract teachers	85.7%	Up from 75.8%	90.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.2%	87.0%
Teacher attendance rate	95.6%	Down from 96.4%	95.5%	95.4%
Average teacher salary*	\$50,888	Up 0.5%	\$49,258	\$47,288
Professional development days/teacher	6.0 days	Down from 13.2 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	10.6 to 1	Down from 16.6 to 1	20.5 to 1	19.2 to 1
Prime instructional time	92.2%	Up from 92.0%	92.2%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,179	N/A	\$6,960	\$7,548
Percent of expenditures for instruction**	64.5%	N/A	70.9%	68.7%
Percent of expenditures for teacher salaries**	62.3%	N/A	68.8%	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

At Waccamaw Intermediate School it has been our mission to provide a nurturing and safe environment full of diverse learning experiences that enable all students to become caring and productive lifelong learners. It is this approach that makes Waccamaw Intermediate such an inviting, warm, safe, and child centered school. We are a school that has high expectations for every child. All of our grades use the self-contained classroom approach to teach our students. This has allowed our teachers the flexibility by teaching units of study across the various content areas. Our focus for teaching reading has been with the balanced literacy approach. This allows our teachers to provide differentiated instruction for all students. Teachers follow the state's curriculum for all areas of instruction and use the Everyday Mathematics program as their primary resource for Math. Science is taught using a hands on approach as students are provided opportunities to conduct lab experiments in our state of the art science lab with a certified science teacher. Daily instruction is infused with current technology such as United Streaming, Promethean Boards, computers, LCD projectors and other high-quality teaching techniques. These best practices are evidenced by our assessments and awards our students have earned this year.

Our school provides many opportunities for students in the fine arts. Students have opportunities to participate in advanced art classes, band and dramas. We recently started a Steel Drum Band that had the opportunity to perform throughout the Waccamaw Community.

Parent support at Waccamaw Intermediate is outstanding. Our parents and community members have provided an overwhelming amount of support through their time, talents, and gifts. The completion of the majority of the goals for our playground is evidence of their support. Waccamaw Intermediate believes that we must all work together for our students to be successful.

Dr. Timothy Carnahan, Principal
Richard Kerr, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	186	97
Percent satisfied with learning environment	95.8%	82.2%	92.5%
Percent satisfied with social and physical environment	100.0%	82.0%	95.9%
Percent satisfied with school-home relations	100.0%	89.8%	97.9%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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	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	97.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	558	99.8	11.5	34.3	54.3	94.4	83.7	83.5	Yes	Yes
Gender										
Male	306	100	15.2	30.7	54.1	90.5	80.4	80.1	N/A	N/A
Female	252	99.6	7	38.5	54.5	99.2	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	437	99.8	7.5	30.4	62.1	96.7	90.1	89.6	Yes	Yes
African American	97	100	25	54.3	20.7	87	76.6	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	14	100	35.7	28.6	35.7	78.6	80.7	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	47	100	50	37	13	67.4	43.5	51.7	Yes	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	8	I/S	I/S	I/S	I/S	I/S	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	26.9	46.8	26.3	87.2	78.1	76.9	Yes	Yes

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

All Students	558	99.8	10.2	35.7	54.1	95.2	82.1	80.4	Yes	Yes
Gender										
Male	306	100	11.5	35.1	53.4	92.9	79.7	78.4	N/A	N/A
Female	252	99.6	8.6	36.5	54.9	98	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	437	99.8	5.9	31.8	62.4	97.2	89.2	87.8	Yes	Yes
African American	97	100	28.3	53.3	18.5	87	74	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	14	100	21.4	35.7	42.9	92.9	85	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	47	100	54.3	37	8.7	63	37.8	46.1	Yes	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	8	I/S	I/S	I/S	I/S	I/S	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	23.1	46.8	30.1	89.1	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	369	100	16.4	56.5	27	83.6	63.8	67.3
Gender								
Male	205	100	19.6	49.2	31.2	80.4	62.5	66.9
Female	164	100	12.5	65.6	21.9	87.5	65.1	67.7
Racial/Ethnic Group								
White	290	100	11	56.7	32.3	89	78.7	79.6
African American	62	100	34.4	60.7	4.9	65.6	47.3	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	12	100	41.7	41.7	16.7	58.3	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	32	100	58.1	29	12.9	41.9	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	4	I/S	I/S	I/S	I/S	I/S	60.5	58.6
Socio-Economic Status								
Subsidized meals	106	100	31.4	61.8	6.9	68.6	52.8	55.4
Social Studies								
All Students	372	99.2	13.1	42.5	44.4	86.9	67.7	70.9
Gender								
Male	202	99	12.9	33.5	53.6	87.1	66.3	70.1
Female	170	99.4	13.3	53	33.7	86.7	69.2	71.7
Racial/Ethnic Group								
White	302	99.7	8.5	41.5	50	91.5	78.2	79.2
African American	57	96.5	34	50.9	15.1	66	55.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	100	44.8	34.5	20.7	55.2	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	7	I/S	I/S	I/S	I/S	I/S	66.3	68
Socio-Economic Status								
Subsidized meals	100	97	29	54.8	16.1	71	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	562	98.9	12.1	39	49	87.9	69.4	72.1	97.3	95.8
Gender										
Male	310	98.4	16.9	38.3	44.7	83.1	62.3	65.2	97.2	95.7
Female	252	99.6	6.1	39.8	54.1	93.9	76.9	79.2	97.3	96
Racial/Ethnic Group										
White	441	99.1	8.5	35.2	56.3	91.5	79.6	80.8	97.2	95.2
African American	97	97.9	26.7	54.4	18.9	73.3	58.3	59.7	97.4	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	82.8	87	98.8	96.7
Hispanic	14	100	28.6	35.7	35.7	71.4	62.2	64.6	98.4	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	90.9	93.4
Disability Status										
Disabled	45	93.3	73.2	19.5	7.3	26.8	16.6	27.7	96.5	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	8	I/S	I/S	I/S	I/S	I/S	61.3	63.7	97.5	97.1
Socio-Economic Status										
Subsidized meals	164	98.8	26	48.7	25.3	74	60.4	61.9	96.9	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	10.1	35.2	54.7	89.9
	5	181	100	6.3	33.3	60.3	93.7
	6	191	100	14.4	43.1	42.5	85.6
	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	0	N/A	N/A	N/A	N/A	N/A
	4	185	100	8.9	34.4	56.7	91.1
	5	171	100	13.3	33.3	53.3	86.7
	6	202	99.5	12.3	34.9	52.8	87.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	11.3	41.5	47.2	88.7
	5	181	100	9.2	36.8	54	90.8
	6	191	100	14.9	35.9	49.2	85.1
	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	0	N/A	N/A	N/A	N/A	N/A
	4	185	100	5.6	31.1	63.3	94.4
	5	171	100	15.8	40	44.2	84.2
	6	202	99.5	9.7	36.4	53.8	90.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	18.9	56.6	24.5	81.1
	5	92	98.9	11.5	58.6	29.9	88.5
	6	94	100	21.1	65.6	13.3	78.9
	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	0	N/A	N/A	N/A	N/A	N/A
	4	184	100	11.7	62	26.3	88.3
	5	85	100	18.3	58.5	23.2	81.7
	6	100	100	23.5	44.9	31.6	76.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	168	100	10.7	36.5	52.8	89.3
	5	89	100	16.1	33.3	50.6	83.9
	6	97	99	13.2	56	30.8	86.8
	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	0	N/A	N/A	N/A	N/A	N/A
	4	184	100	14	44.1	41.9	86
	5	86	98.8	13.3	33.7	53	86.7
	6	102	98	11.2	46.9	41.8	88.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	166	98.8	13.3	38	48.7	86.7
	5	175	98.9	11	39	50	89
	6	191	99.5	17.7	40.9	41.4	82.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	188	98.4	9.4	34.8	55.8	90.6
	5	171	98.8	12.9	40.5	46.6	87.1
	6	203	99.5	13.8	41.5	44.6	86.2
	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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