



## WACCAMAW HIGH

2412 Kings River Road  
Pawleys Island, SC 29585

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	794 Students	
<b>Principal</b>	David M. Hammel	843-237-9899
<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 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	0	1	0	0

\* Ratings are calculated with data available by 11/09/2011.

## High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	89.2%	89.4%	86.3%	88.2%	86.1%	87.0%
Passed 1 subtest (%)	6.6%	6.9%	7.4%	8.6%	8.1%	7.9%
Passed no subtests (%)	4.2%	3.7%	6.3%	4.5%	5.7%	5.1%

## HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	99.3%	95.0%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	192	187	339	338
Number of Graduates in Cohort	181	160	268	270
Rate	94.3%	85.6%	79.4%	79.5%

\*Used to calculate current AYP.

## Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	192	N/A	317
Number of Graduates in Cohort	N/A	181	N/A	247
Rate	N/A	94.3%	N/A	75.8%

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	88.5%	82.1%
English 1	84.8%	77.9%
Biology 1/Applied Biology 2	77.4%	78.7%
Physical Science	73.7%	66.5%
US History and the Constitution	67.4%	60.3%
All Tests	76.7%	72.6%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=794)</b>				
Retention rate	3.1%	Up from 1.2%	3.1%	3.4%
Attendance rate	92.0%	Down from 96.6%	94.5%	95.0%
Served by gifted and talented program	33.8%	Down from 34.0%	17.1%	12.4%
With disabilities other than speech	5.8%	Down from 8.9%	7.8%	9.9%
Older than usual for grade	4.7%	Up from 4.4%	5.0%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	1.0%	0.9%
Enrolled in AP/IB programs	99.0%	Up from 79.0%	34.0%	13.0%
Successful on AP/IB exams	63.1%	Up from 59.6%	61.4%	51.7%
Eligible for LIFE Scholarship	40.5%	Up from 39.1%	33.7%	30.1%
Annual dropout rate	0.8%	Up from 0.4%	2.3%	2.5%
Career/technology students in co-curricular organizations	0.0%	Down from 1.8%	0.9%	2.9%
Enrollment in career/technology courses	343	Up from 330	605	419
Students participating in work-based experiences	0.3%	Up from 0.0%	1.8%	7.2%
Career/technology students attaining technical skills	88.6%	Up from 84.2%	85.0%	83.0%
Career/technology completers placed	100.0%	No Change	99.7%	98.4%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	64.6%	Down from 69.6%	64.6%	61.1%
Continuing contract teachers	72.9%	Down from 82.6%	78.7%	80.6%
Teachers returning from previous year	90.0%	Up from 89.1%	90.1%	86.5%
Teacher attendance rate	94.8%	Down from 96.1%	95.0%	95.5%
Average teacher salary*	\$48,428	Down 0.9%	\$48,428	\$46,884
Professional development days/teacher	19.9 days	Up from 16.5 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 25.0 to 1	28.1 to 1	26.5 to 1
Prime instructional time	84.8%	Down from 91.1%	88.6%	89.3%
Dollars spent per pupil**	\$7,284	Down 6.4%	\$7,284	\$7,804
Percent of expenditures for teacher salaries**	58.1%	No Change	59.9%	58.0%
Percent of expenditures for instruction**	60.4%	Down from 60.8%	63.3%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Up from 85.8%	97.7%	97.3%
Character development program	Excellent	Up from Good	Average	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	152	99.3%	883	76.7%	192	94.3%	Yes
<b>Gender</b>							
Male	82	98.8%	449	75.7%	97	91.8%	N/A
Female	70	100.0%	413	77.7%	95	96.8%	N/A
<b>Racial/Ethnic Group</b>							
White	120	100.0%	636	84.0%	154	95.5%	N/A
African American	24	95.8%	197	52.8%	33	87.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	26	76.9%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	17	94.1%	47	31.9%	11	100.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	26	96.2%	334	65.6%	37	94.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

For the tenth year in a row, Waccamaw High School received the Palmetto Gold Award for overall achievement. Furthermore, for the second time in school history, Waccamaw High School also received the Palmetto Gold Award for closing the achievement gap as well. Waccamaw is a Red Carpet Award winner, was named State Student Council of the Year for the seventh consecutive year, and won the prestigious Palmetto's Finest Award in 2008. Students at Waccamaw High School are provided a rigorous curriculum that includes nine Advanced Placement offerings, six PACE-Program for Accelerated College Enrollment classes, and numerous honors classes and SAT/ACT programs.

WHS is also fully accredited by the Southern Association of Colleges and Schools. Our main focus continues to be student academic achievement through the implementation of research based strategies, collaborative teaching, and rigorous common assessments. Our school consistently monitors and examines all data and uses this information to better plan our instruction and assessment to continuously improve student outcomes. Additionally, 73.6% of our teaching staff have advanced degrees.

For 2010, our average SAT composite score was 1030 and our ACT average was 21.2. These impressive numbers place our school above the state and national average and earned our school the South Carolina State Department's Magna Cum Laude Award for SAT and ACT achievement. Furthermore, 40% of our senior class qualified for LIFE scholarships, and our seniors' scholarship winnings totaled over three million dollars. Additionally, 90% of our students passed the HSAP on their first attempt, and 99% of our students met all requirements for a high school diploma in 2010-2011.

WHS students are also excelling in numerous extra-curricular activities, service projects, and community organizations. In 2010-2011, our athletic teams won eight region championships and one state title. Furthermore, our band and chorus both achieved state-wide recognition, and our art and drama departments continue to shine with numerous awards and commendations. Finally, Waccamaw High School students are active in their community, participating in numerous community service projects throughout the year. There is a strong connection between Waccamaw High School and our community and we will continue to nurture this invaluable partnership.

David M. Hammel, Principal  
Robert Jones, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	170	41
Percent satisfied with learning environment	91.4%	69.6%	82.9%
Percent satisfied with social and physical environment	97.1%	70.2%	80.5%
Percent satisfied with school-home relations	88.2%	82.1%	80.5%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress**

No

This school met 13 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**

N/A

**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 Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	193	98.4	6.5	20.7	29.9	42.9	76.6	65.9	68.0	Yes	Yes
Male	106	98.1	11.0	24.0	32.0	33.0	69.0	58.7	63.1	N/A	N/A
Female	87	98.9	1.2	16.7	27.4	54.8	85.7	75.3	73.1	N/A	N/A
White	142	97.9	0.7	16.1	32.8	50.4	86.1	80.3	79.4	Yes	Yes
African American	44	100.0	26.2	35.7	19.0	19.0	45.2	48.6	51.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	19	94.7	41.2	47.1	5.9	5.9	23.5	13.8	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	45.1	I/S	I/S
Subsidized meals	69	98.6	18.8	29.7	26.6	25.0	56.3	55.4	54.7	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	193	99.0	13.0	29.2	33.0	24.9	68.1	58.3	62.3	Yes	Yes
Male	106	99.1	17.8	30.7	28.7	22.8	64.4	53.1	61.4	N/A	N/A
Female	87	98.9	7.1	27.4	38.1	27.4	72.6	65.0	63.2	N/A	N/A
White	142	98.6	5.8	27.5	35.5	31.2	77.5	74.2	75.3	Yes	Yes
African American	44	100.0	35.7	35.7	23.8	4.8	38.1	39.6	42.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	19	94.7	47.1	29.4	23.5	N/A	35.3	14.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.1	I/S	I/S
Subsidized meals	69	100.0	30.8	36.9	23.1	9.2	46.2	46.2	48.5	No	Yes

<b>Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)</b>											
All Students	193	95.9	36.8	16.2	20.5	26.5	47.0	N/A	N/A	N/A	N/A
Male	106	95.3	37.6	16.8	16.8	28.7	45.5	N/A	N/A	N/A	N/A
Female	87	96.6	35.7	15.5	25.0	23.8	48.8	N/A	N/A	N/A	N/A
White	142	97.2	25.4	18.8	21.0	34.8	55.8	N/A	N/A	N/A	N/A
African American	44	90.9	72.5	10.0	17.5	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	73.7	78.6	21.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	69	92.8	60.9	15.6	15.6	7.8	23.4	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2010	217	99.5	7.4	25.6	30.5	36.5	77.3	63.3	65.9
	2011	193	98.4	6.5	20.7	29.9	42.9	76.6	65.9	68.0

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2010	217	99.5	7.4	26.6	35.5	30.5	78.3	63.2	62.3
	2011	193	99.0	13.0	29.2	33.0	24.9	68.1	58.3	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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