



Waccamaw Elementary

1364 Waverly Road
Pawleys Island, SC 29585

Grades	PK-5 Elementary School	
Enrollment	1,045 Students	
Principal	Vervatine Reid	843-237-4233
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Average
2005	Good	Below Average
2004	Excellent	Good

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

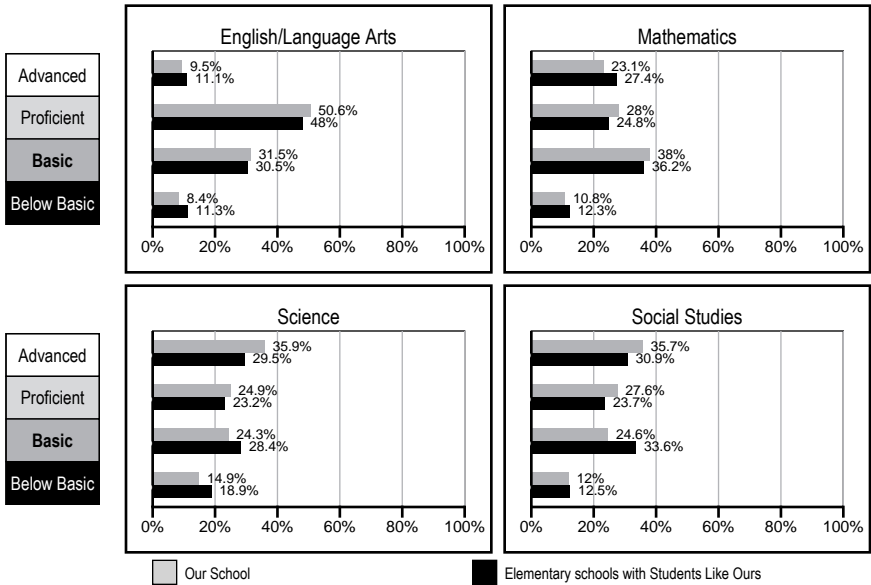
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	23	7	2	0

* 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=1,045)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.7%	1.5%	2.3%
Attendance rate	95.6%	Down from 95.9%	96.8%	96.3%
Eligible for gifted and talented	27.3%	Down from 30.1%	22.2%	10.4%
With disabilities other than speech	4.2%	Down from 5.2%	6.3%	7.5%
Older than usual for grade	0.6%	Down from 1.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	63.2%	Up from 62.3%	60.1%	56.7%
Continuing contract teachers	88.2%	Up from 87.0%	79.1%	77.3%
Teachers with emergency or provisional certificates	1.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	96.7%	Down from 97.7%	88.2%	86.4%
Teacher attendance rate	95.8%	Down from 96.3%	95.1%	94.9%
Average teacher salary	\$50,731	Up 6.3%	\$47,187	\$45,345
Professional development days/teacher	25.7 days	Up from 25.2 days	12.5 days	12.6 days
School				
Principal's years at school	10.5	Up from 9.5	4.5	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.3 to 1	20.2 to 1	18.5 to 1
Prime instructional time	90.4%	Down from 90.9%	90.5%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,771	Up 1.2%	\$6,498	\$7,052
Percent of expenditures for instruction*	72.8%	Up from 72.2%	70.4%	69.1%
Percent of expenditures for teacher salaries*	68.3%	Up from 67.3%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As the principal of Waccamaw Elementary School, I am elated by the progress and great accomplishments that our school continues to make to ensure student success. The faculty and staff continue to make 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 that will improve student learning and achievement.

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.

As we embark upon another school year, the mission of this International Baccalaureate Candidate school is to provide a safe and conducive learning environment that will be challenging and developmentally appropriate for all children as they engage in academic, social and cultural experiences from an international perspective. Our aim is to develop inquiring, knowledgeable, and caring young people who will help to create a more peaceful world through intercultural understanding and respect.

We are appreciative of our stakeholders for their willingness to support our shared vision in helping to meet the needs of the students, teachers, and the school. They play a vital role in the school community by supporting us as school business partners, community outreach agents, involved PTA, School Improvement Council, and volunteers.

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
E'Lane Rutherford, Chairman of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	167	79
Percent satisfied with learning environment	98.4%	79.4%	92.2%
Percent satisfied with social and physical environment	96.8%	76.6%	90.9%
Percent satisfied with school-home relations	100.0%	91.0%	89.6%

* 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 18 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. 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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	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

Abbreviations for Missing Data

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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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	509	99.8	8.2	31.5	50.7	9.5	73.8	46	48.2	Yes	Yes
Gender											
Male	250	99.6	10	35	47.9	7.1	69.6	39.5	41.7	N/A	N/A
Female	259	100	6.5	28.2	53.5	11.8	78	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	395	99.8	5.2	27.9	55.1	11.7	79.9	58.9	60	Yes	Yes
African American	89	100	21.7	47	30.1	1.2	48.2	32.5	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	17	100	18.2	36.4	45.5	0	63.6	40.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	38.1	45.2	16.7	0	23.8	13.2	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	10	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	140	99.3	15.3	38.7	43.5	2.4	58.9	35.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	509	99.8	10.5	37.9	28.2	23.3	65.4	46.1	45.8	Yes	Yes
Gender											
Male	250	99.6	10.8	35.8	27.9	25.4	66.3	45.4	45.6	N/A	N/A
Female	259	100	10.2	40	28.6	21.2	64.5	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	395	99.8	5.7	34.2	33.9	26.1	73.1	60.3	59	Yes	Yes
African American	89	100	32.5	53	7.2	7.2	30.1	30.9	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	17	100	9.1	54.5	0	36.4	54.5	43.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	42.9	38.1	16.7	2.4	28.6	15.3	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	10	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	140	99.3	22.6	48.4	15.3	13.7	41.9	35.8	31.4	Yes	Yes

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

Abbreviations for Missing Data

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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	341	99.7	14.4	24.5	25.1	36.1	61.2	35.1	35.7	95.6	95.9
Gender											
Male	175	99.4	16.1	20.2	22.6	41.1	63.7	36.6	37.4	95.6	95.7
Female	166	100	12.6	28.9	27.7	30.8	58.5	33.6	33.8	95.7	96.1
Racial/Ethnic Group											
White	257	99.6	7.6	20.5	28.9	43	71.9	52.6	49.2	95.5	95.2
African American	64	100	39.3	37.7	14.8	8.2	23	17.3	17	96.3	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	94.5	97.1
Hispanic	12	100	22.2	44.4	11.1	22.2	33.3	30.6	24.9	96.6	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	94.8
Disability Status											
Disabled	33	100	56.7	16.7	16.7	10	26.7	12.3	14	94.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	96.6	97.1
Socio-Economic Status											
Subsided meals	98	99	22.5	36	25.8	15.7	41.6	22.9	21.1	95.4	95.7
Social Studies											
All Students	346	99.7	11.7	24.7	27.7	35.8	63.6	32.9	34	95.6	95.9
Gender											
Male	169	99.4	10.9	20.6	23.6	44.8	68.5	34.7	36.6	95.6	95.7
Female	177	100	12.6	28.7	31.7	26.9	58.7	30.8	31.3	95.7	96.1
Racial/Ethnic Group											
White	274	99.6	7.8	22.8	29.5	39.9	69.4	44.4	44.5	95.5	95.2
African American	58	100	32.1	37.7	15.1	15.1	30.2	19.5	19.1	96.3	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	94.5	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	96.6	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	94.8
Disability Status											
Disabled	25	100	37.5	25	20.8	16.7	37.5	12.8	14.4	94.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	96.6	97.1
Socio-Economic Status											
Subsided meals	89	98.9	25.3	36.7	20.3	17.7	38	22.1	21	95.4	95.7

* 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	174	100	7.6	24.7	59.4	8.2	67.6	
	4	178	100	9.3	37.2	45.9	7.6	53.5	
	5	172	100	13.4	37.8	45.7	3	48.8	
	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	155	100	2.8	22.8	59.3	15.2	74.5	
	4	178	99.4	8.6	28.2	54	9.2	63.2	
	5	176	100	12.7	42.8	39.8	4.8	44.6	
	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	174	100	9.4	46.5	32.4	11.8	44.1	
	4	178	100	11.6	27.9	33.7	26.7	60.5	
	5	172	100	9.8	34.1	26.2	29.9	56.1	
	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	155	100	12.4	51.7	25.5	10.3	35.9	
	4	178	99.4	8.6	29.9	27.6	33.9	61.5	
	5	176	100	10.8	34.3	31.3	23.5	54.8	
	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	86	100	20	34.1	22.4	23.5	45.9	
	4	178	100	18	33.1	26.2	22.7	48.8	
	5	86	100	19.8	24.7	19.8	35.8	55.6	
	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	77	100	9.5	29.7	41.9	18.9	60.8	
	4	178	99.4	12.1	25.3	22.4	40.2	62.6	
	5	86	100	24.1	17.7	15.2	43	58.2	
	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	88	100	9.4	40	32.9	17.6	50.6	
	4	178	100	15.1	28.5	25.6	30.8	56.4	
	5	86	100	18.8	28.8	20	32.5	52.5	
	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	78	100	7	22.5	33.8	36.6	70.4	
	4	178	99.4	11.5	28.2	27.6	32.8	60.3	
	5	90	100	16.1	19.5	23	41.4	64.4	
	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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