

Waccamaw High

2412 Kings River Road
Pawleys Island, SC 29585

Grades	9-12 High School	
Enrollment	772 Students	
Principal	David M. Hammel	843-237-9899
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	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 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	92.7	92.1	89.2	83.7	91.6	88.2
Passed 1 subtest (%)	5.6	6.3	6.6	10.2	5.6	8.6
Passed no subtests (%)	1.7	1.6	4.2	6.1	4.1	4.5

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	100.0%	98.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	185	438
Number of Diplomas	171	373
Rate	92.4%	88.3%

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	78.5	86.8
English 1	75.4	85.1
Physical Science	76.0	77.9
US History and the Constitution	67.2	70.2
All Tests	74.0	79.8

* 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
Students (n=772)				
Retention rate	0.9%	Down from 3.8%	3.2%	4.8%
Attendance rate	98.9%	Up from 95.0%	96.7%	95.5%
Eligible for gifted and talented	34.6%	Up from 34.2%	13.9%	9.2%
With disabilities other than speech	8.7%	Down from 10.5%	9.2%	12.6%
Older than usual for grade	3.8%	Down from 5.7%	3.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.5%	1.2%
Enrolled in AP/IB programs	38.3%	Up from 25.9%	36.6%	13.2%
Successful on AP/IB exams	63.5%	N/A	70.6%	55.6%
Eligible for LIFE Scholarship	33.9%	Down from 37.8%	54.6%	29.8%
Annual dropout rate	0.4%	Down from 1.8%	0.6%	3.5%
Career/technology students in co-curricular organizations	1.0%	Down from 1.7%	0.0%	3.0%
Enrollment in career/technology courses	313	Up from 306	551	523
Students participating in work-based experiences	10.5%	Up from 7.5%	13.6%	12.9%
Career/technology students attaining technical skills	91.7%	Up from 85.3%	91.7%	79.3%
Career/technology completers placed	100.0%	N/A	100.0%	98.8%
Teachers (n=50)				
Teachers with advanced degrees	74.0%	Up from 71.7%	70.0%	58.6%
Continuing contract teachers	78.0%	Up from 69.6%	77.1%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	2.8%	8.1%
Teachers returning from previous year	90.3%	Down from 91.2%	86.5%	85.0%
Teacher attendance rate	95.6%	Up from 94.3%	95.4%	95.5%
Average teacher salary*	\$49,966	Up 5.7%	\$49,300	\$47,761
Professional development days/teacher	10.0 days	Down from 14.2 days	12.2 days	10.8 days
School				
Principal's years at school	1.0	Down from 4.0	7.0	3.0
Student-teacher ratio in core subjects	24.6 to 1	Down from 25.4 to 1	26.3 to 1	26.1 to 1
Prime instructional time	92.7%	Up from 87.3%	91.3%	89.8%
Dollars spent per pupil**	\$8,086	Up 11.1%	\$6,849	\$7,883
Percent of expenditures for teacher salaries**	54.5%	Up from 53.1%	56.6%	54.1%
Percent of expenditures for instruction**	58.3%	Up from 57.7%	62.7%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.2%	Down from 98.2%	99.8%	95.8%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	157	100.0%	730	74.0%	185	92.4%	Yes
Gender							
Male	72	100.0%	405	72.1%	84	91.7%	N/A
Female	85	100.0%	325	76.3%	101	93.1%	N/A
Racial/Ethnic Group							
White	122	100.0%	553	79.0%	140	94.3%	N/A
African American	30	100.0%	152	55.3%	39	87.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	84.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	100.0%	83	37.3%	12	66.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	34	100.0%	148	59.5%	40	85.0%	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 eighth year in a row, Waccamaw High School received the Palmetto Gold Award based on the State of South Carolina Report Card. Waccamaw is a Red Carpet School Award winner, was named the State Student Council of the Year for the fifth consecutive year, and won the prestigious Palmetto's Finest School Award in 2008. Students are provided a rigorous curriculum that includes eight Advanced Placement offerings, six PACE-Program for Accelerated College Enrollment classes, and numerous honors and SAT/ACT programs. Waccamaw High School is also a fully certified International Baccalaureate School offering students the opportunity to earn an internationally recognized diploma.

WHS is 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. 30% of our teachers have completed the training for our International Baccalaureate Program, and 78.6% of our teaching staff have advanced degrees.

For 2008, our average SAT composite score was 1056, and the ACT average was 21.4. These impressive numbers place our school above the district, state, and national averages. Furthermore, 36% of our senior class qualified for Life Scholarships, and our seniors' scholarship winnings totaled over 4 million dollars, the highest in school history. Additionally, 93% of our students passed the HSAP on the first attempt, and 100% of our students met all requirements for a high school diploma in 2008-2009.

WHS students are also excelling in numerous extra-curricular activities, service projects, and community organizations. In 2008-2009, our athletic teams have won nine Region Championships, two State Championships, and one State Runner-up. Furthermore, our band, art, drama, and choral departments continue to shine with numerous awards and commendations. Finally, Waccamaw High School students partnered with Habitat for Humanity to fund and build our first Habitat House, providing a home to a worthy member of our community. 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
Kirk Carlson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	171	44
Percent satisfied with learning environment	100.0%	80.1%	93.2%
Percent satisfied with social and physical environment	97.9%	86.3%	92.9%
Percent satisfied with school-home relations	93.6%	89.3%	93.0%

* 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

YES

This school met 9 out of 9 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

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	169	98.8	6.3	25	28.8	40	75.6	57.1	61.8	Yes	Yes
Male	89	98.9	10.6	27.1	27.1	35.3	69.4	51.1	57.4	N/A	N/A
Female	80	98.8	1.3	22.7	30.7	45.3	82.7	63.4	66.1	N/A	N/A
White	133	98.5	2.4	19.2	32	46.4	84.8	73.2	74.3	Yes	Yes
African American	28	100	25.9	44.4	14.8	14.8	40.7	42.7	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	19	100	36.8	52.6	10.5	0	15.8	12.1	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	30	100	17.9	46.4	28.6	7.1	39.3	41.4	45.6	I/S	I/S

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

All Students	169	99.4	8.1	25.6	29.4	36.9	75.6	59.1	62.7	Yes	Yes
Male	89	98.9	10.6	24.7	24.7	40	72.9	55.2	61.8	N/A	N/A
Female	80	100	5.3	26.7	34.7	33.3	78.7	63.1	63.6	N/A	N/A
White	133	99.2	4	22.4	29.6	44	83.2	74.2	75.1	Yes	Yes
African American	28	100	29.6	29.6	25.9	14.8	44.4	45.1	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.3	58.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	19	100	36.8	57.9	5.3	0	10.5	11.2	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	30	100	25	39.3	25	10.7	50	46	47.9	I/S	I/S

Physical Science (End-of-Course Test performance by Group)

All Students	168	95.2	47.0	16.1	14.3	17.9	32.1	N/A	N/A	N/A	N/A
Male	89	94.4	46.1	13.5	14.6	20.2	34.8	N/A	N/A	N/A	N/A
Female	79	96.2	48.1	19.0	13.9	15.2	29.1	N/A	N/A	N/A	N/A
White	132	97.0	39.4	18.2	17.4	22.0	39.4	N/A	N/A	N/A	N/A
African American	28	92.9	78.6	7.1	3.6	3.6	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	18	100.0	N/AV	N/AV	N/AV	N/AV	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	30	93.3	76.7	10.0	N/A	6.7	I/S	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	2008	194	99	3.8	14.5	33.3	48.4	84.9	61.9	69.7
	2009	169	98.8	6.3	25	28.8	40	75.6	57.1	61.8

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

All Students	2008	194	99	4.8	15.6	41.9	37.6	86.6	62.1	67.2
	2009	169	99.4	8.1	25.6	29.4	36.9	75.6	59.1	62.7

* Adjusted to account for natural variation in performance.