



Waccamaw Middle

247 Wildcat Way
Pawleys Island, South

Grades	7-8 Middle School	
Enrollment	348 Students	
Principal	William A. Dwyer	843-237-0106
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	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk

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 2008-09 whose 2007-08 test scores were located

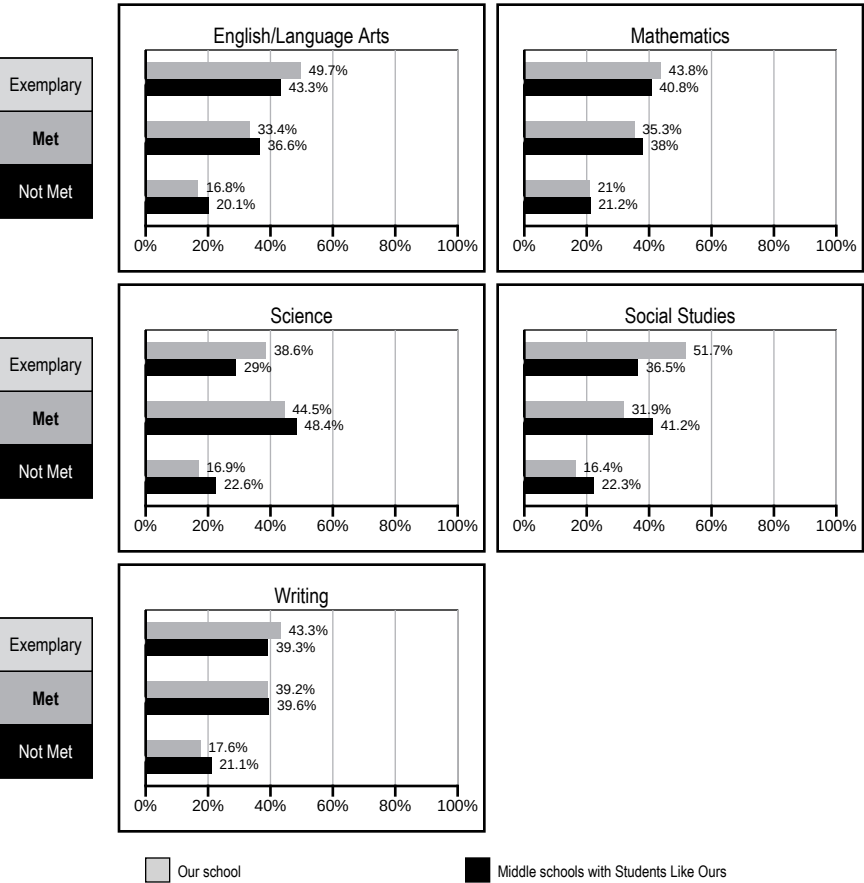
94.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.6%	99.5%
English 1	93.8%	97.0%
Physical Science	N/A	91.5%
US History and the Constitution	N/A	100.0%
All Subjects	95.9%	98.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=348)				
Students enrolled in high school credit courses (grades 7 & 8)	40.2%	Up from 38.0%	28.2%	21.6%
Retention rate	0.0%	Down from 0.4%	1.2%	1.2%
Attendance rate	95.7%	Up from 95.5%	96.3%	95.9%
Eligible for gifted and talented	39.9%	Up from 38.1%	24.8%	14.8%
With disabilities other than speech	9.4%	Down from 10.2%	9.6%	12.6%
Older than usual for grade	2.9%	Up from 2.5%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.5%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	47.8%	Down from 52.6%	57.7%	56.9%
Continuing contract teachers	91.3%	Up from 78.9%	79.4%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.9%	5.3%
Teachers returning from previous year	83.8%	Down from 93.4%	85.3%	82.9%
Teacher attendance rate	94.7%	Down from 95.4%	95.1%	95.2%
Average teacher salary*	\$48,775	Up 2.9%	\$48,605	\$46,599
Professional development days/teacher	7.0 days	Down from 13.4 days	10.7 days	10.8 days
School				
Principal's years at school	1.0	No Change	6.3	3.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.4 to 1	21.8 to 1	20.1 to 1
Prime instructional time	88.8%	No Change	90.5%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.3%	96.5%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,503	Up 8.6%	\$7,141	\$7,645
Percent of expenditures for instruction**	62.1%	Down from 64.3%	66.3%	63.4%
Percent of expenditures for teacher salaries**	57.3%	Down from 59.3%	59.7%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Waccamaw Middle School continued its pursuit in providing outstanding educational opportunities for students during the 2008-2009 school year. The use of common assessments, common planning, and the South Carolina Reading Initiative throughout the core academics was implemented. The implementation of a Single Gender Instructional Initiative in English Language Arts and Mathematics was also a highlight of the 2008-09 school year. Through these initiatives, as well as monthly non-fiction writing and daily sustained silent reading, students were engaged at high levels. Throughout their core academics, students were also provided with research-based instructional strategies to ensure their success.

Over 75 of our students participated in various athletic teams during the school year, and our band and chorus won superior ranking at both regional and state competitions. Furthermore, our art students took the top two places at our district art show, and enrollment in these programs is as high as ever. Our students also won second place at the district academic bowl, and two students were named Most Valuable Players.

Waccamaw Middle School students also began a Robotics Club that participated in the district academic fair. Students and teachers participated in Beach Sweep 2008, and cleaned various beach areas along the Waccamaw Neck. Furthermore, Waccamaw Middle School also sponsored a Relay for Life Team, sent Volunteers to Special Olympics, donated funds for the March of Dimes, and held several canned food drives throughout the year. Local businesses, parents, and community members continue to support WMS through involvement with our School Improvement Council, PTSA, and Business Partnership Program. As the 2009-2010 school year begins, we look forward to continued success and growth as we continue with implementing exciting initiatives to help better meet the needs of our ever-changing and diverse student population.

William Dwyer
Principal

Robert Jones
SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	157	46
Percent satisfied with learning environment	65.0%	76.8%	89.1%
Percent satisfied with social and physical environment	85.0%	81.7%	91.3%
Percent satisfied with school-home relations	80.0%	88.2%	80.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 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

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	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	8.4%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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	346	100	17.9	37.3	44.8	87.3	81.6	82.8	Yes	Yes
Gender										
Male	165	100	22.1	39	39	81.2	77.5	79.3	N/A	N/A
Female	181	100	14.1	35.9	50	92.9	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	256	100	9.1	38.6	52.3	93.4	89.9	89.5	Yes	Yes
African American	80	100	44.6	35.1	20.3	67.6	72.4	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	29	100	61.5	19.2	19.2	38.5	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	108	100	31.6	40	28.4	75.8	75.4	75.5	Yes	Yes

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

All Students	346	100	23.8	39.8	36.4	83.6	80.4	78.9	Yes	Yes
Gender										
Male	165	100	24	39.6	36.4	82.5	77.7	77	N/A	N/A
Female	181	100	23.5	40	36.5	84.7	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	256	100	17	39	44	89.6	88.9	87.2	Yes	Yes
African American	80	100	44.6	44.6	10.8	66.2	70.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	29	100	61.5	34.6	3.8	46.2	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	108	100	37.9	42.1	20	70.5	73.7	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	258	100	17.1	44.6	38.3	82.9	65.8	67.5
Gender								
Male	119	100	14.4	46.8	38.7	85.6	63.5	67
Female	139	100	19.4	42.6	38	80.6	68.3	68
Racial/Ethnic Group								
White	188	100	10.3	44	45.7	89.7	79.6	79.5
African American	60	100	35.7	51.8	12.5	64.3	50.6	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	37.5	56.3	6.3	62.5	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	82	100	30.6	45.8	23.6	69.4	55.1	55.1

Social Studies

All Students	259	100	16	33.6	50.4	84	70.4	72.3
Gender								
Male	120	100	17.9	32.1	50	82.1	70	71.5
Female	139	100	14.4	34.8	50.8	85.6	70.8	73.2
Racial/Ethnic Group								
White	196	100	10.3	32.4	57.3	89.7	81.6	80.7
African American	56	100	36.5	36.5	26.9	63.5	58	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	38.1	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	76	100	25	42.6	32.4	75	60.5	62.1

Abbreviations for Missing Data

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

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	346	97.7	17.3	39.3	43.4	82.7	69.5	70.2	95.7	96.2
Gender										
Male	164	95.1	25.3	41.1	33.6	74.7	61.9	63.2	95.1	96.1
Female	182	100	10.5	37.8	51.7	89.5	77.7	77.5	96.1	96.3
Racial/Ethnic Group										
White	256	98.1	9.7	40.5	49.8	90.3	80.2	79.1	95.7	95.6
African American	79	96.2	42.3	35.2	22.5	57.7	57.9	57.6	95.5	96.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.6	86.2	96.2	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.7	62.6	96	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	85.6	93.2
Disability Status										
Disabled	29	75.9	N/AV	N/AV	N/AV	21.1	16.1	26.1	92.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.6	61.2	98.4	97.2
Socio-Economic Status										
Subsidized meals	109	96.3	34.1	39.6	26.4	65.9	59.7	58.9	94.9	96

Abbreviations for Missing Data

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

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	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	100	16.5	36	47.6	83.5
	8	171	100	19.4	38.8	41.9	80.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	100	13.4	40.9	45.7	86.6
	8	171	100	34.4	38.8	26.9	65.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	172	100	15.5	44.7	39.8	84.5
	8	86	100	20.3	44.3	35.4	79.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	174	100	15.3	29.4	55.2	84.7
	8	85	100	17.3	42	40.7	82.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	175	96	18.4	36.7	44.9	81.6
	8	171	99.4	16.3	41.9	41.9	83.8

Abbreviations for Missing Data

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