



WACCAMAW ELEMENTARY

1364 Waverly Road
Pawleys Island, SC 29585

Grades	PK-3 Elementary School	
Enrollment	724 Students	
Principal	Vervatine Reid	843-237-4233
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	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
2011	Excellent	Good
2010	Excellent	Excellent
2009	Excellent	At-Risk
2008	Good	Below Average
2007	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 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>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

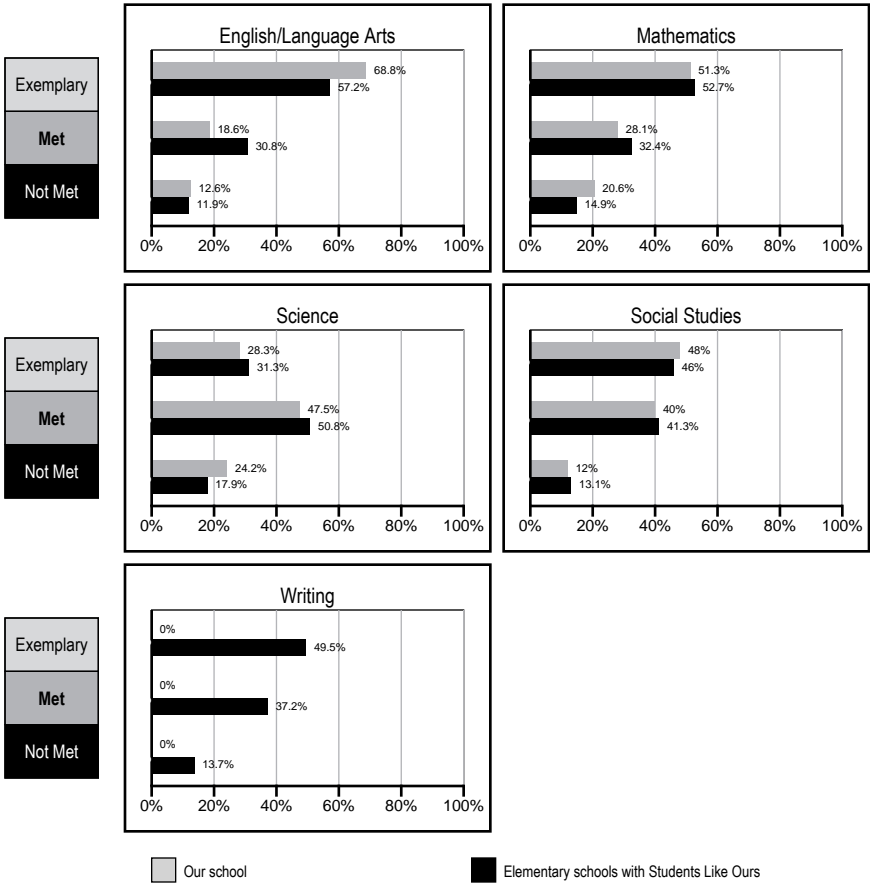
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	4	0	1	0

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

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=724)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.1%	0.8%	1.1%
Attendance rate	95.8%	Up from 95.4%	96.4%	96.2%
Served by gifted and talented program	21.6%	Up from 18.3%	22.5%	13.4%
With disabilities other than speech	4.1%	Down from 6.5%	3.4%	4.1%
Older than usual for grade	0.1%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	No Change	65.4%	62.5%
Continuing contract teachers	93.2%	Down from 95.5%	90.9%	88.2%
Teachers returning from previous year	82.0%	Down from 83.8%	89.5%	87.8%
Teacher attendance rate	94.9%	Down from 95.2%	95.4%	95.2%
Average teacher salary*	\$49,843	Down 1.4%	\$48,067	\$46,773
Professional development days/teacher	6.1 days	Down from 6.4 days	9.2 days	10.5 days
School				
Principal's years at school	3.0	Up from 0.0	4.8	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 17.8 to 1	21.4 to 1	19.9 to 1
Prime instructional time	89.8%	Up from 89.4%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,618	Up 0.4%	\$7,019	\$7,447
Percent of expenditures for instruction**	68.6%	Down from 69.3%	69.3%	68.4%
Percent of expenditures for teacher salaries**	65.6%	Down from 65.9%	68.1%	65.8%

* 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

Report of Principal and School Improvement Council

Waccamw Elementary School is an inquiry learning school that serves students in grades Pre-K through 3. As we embark upon another school year, it is our mission to help children become inquiring, knowledgeable and caring citizens, who help to create a more peaceful world through intercultural understanding and respect, by providing developmentally appropriate curriculum in a safe and supportive environment.

The faculty and staff demonstrated strong efforts in their commitment to the school mission and goals by utilizing professional opportunities to enhance their knowledge base and experiences in a professional learning community that encompassed research-based best practices, and rigorous assessments to improve student learning and achievement. The implementation of these practices and instructional tools, such as Balanced Literacy, Response to Intervention, Phonics, and Everyday Math, hands on science, computers, Promethean Boards and the Arts allowed teachers to utilize a variety of high quality teaching techniques as they engage students in technology and differentiated instructions.

We attribute our success as a Palmetto Gold Award recipient to student learning achievement, high expectations, committed dedicated teachers, ongoing collaborations, strong parental involvement, external resources, high student/teacher attendance, and school/community relations.

We are appreciative of our parents and other stakeholders for their willingness to support our shared vision. With their support, we have implemented several school-wide initiatives to enhance students' character building and service learning skills.

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

Jessica Phillips, Chairman of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	165	114
Percent satisfied with learning environment	100.0%	93.9%	96.5%
Percent satisfied with social and physical environment	97.5%	93.9%	90.2%
Percent satisfied with school-home relations	100.0%	95.7%	92.0%

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

Abbreviations for Missing Data

No Child Left Behind

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	204	100	12.6	18.6	68.8	97	80.1	82.4	Yes	Yes
Gender										
Male	108	100	14.3	20	65.7	95.2	76.6	78.7	N/A	N/A
Female	96	100	10.6	17	72.3	98.9	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	152	100	7.4	14.8	77.9	98	88.8	88.9	Yes	Yes
African American	46	100	31.1	28.9	40	93.3	70.4	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.1	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	18	100	62.5	31.3	6.3	68.8	35.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	72	100	27.9	27.9	44.1	94.1	73.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	204	100	20.6	28.1	51.3	86.9	82.3	81.9	Yes	Yes
Gender										
Male	108	100	20	23.8	56.2	86.7	79.6	79.9	N/A	N/A
Female	96	100	21.3	33	45.7	87.2	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	152	100	10.7	25.5	63.8	94	90.3	88.9	Yes	Yes
African American	46	100	53.3	35.6	11.1	62.2	73.2	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.9	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	18	100	68.8	12.5	18.8	31.3	37.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	72	100	41.2	33.8	25	72.1	76.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	101	100	24.2	47.5	28.3	75.8	63.4	68.6
Gender								
Male	51	100	17.6	49	33.3	82.4	64.1	68.3
Female	50	100	31.3	45.8	22.9	68.8	62.7	68.9
Racial/Ethnic Group								
White	72	100	14.1	47.9	38	85.9	78.3	80.7
African American	28	100	51.9	44.4	3.7	48.1	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.7	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.7	60.7
Socio-Economic Status								
Subsidized meals	36	100	41.2	47.1	11.8	58.8	53.6	57.3
Social Studies								
All Students	103	100	12	40	48	88	70.3	72.5
Gender								
Male	57	100	11.1	46.3	42.6	88.9	69.1	72
Female	46	100	13	32.6	54.3	87	71.7	73.1
Racial/Ethnic Group								
White	80	100	5.1	37.2	57.7	94.9	81.5	81
African American	18	100	44.4	44.4	11.1	55.6	57.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	45.5	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	36	100	26.5	50	23.5	73.5	61.9	62.9

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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	N/A	N/AV	N/A	N/A	N/A	N/A	68.5	73.2	95.8	97.2
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	61	67.2	95.9	97.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	79.4	95.6	97.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	81.5	95.6	96.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	54.9	61.3	96.3	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95	98.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	66.7	96.9	97.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	13.9	26	95.4	96.6
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	97.4	97.9
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	63.2	95.5	97

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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							
2010	3	169	100	9.9	21	69.1	90.1
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	204	100	12.6	18.6	68.8	87.4
	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	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	N/A
Mathematics							
2010	3	169	100	19.8	26.5	53.7	80.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	204	100	20.6	28.1	51.3	79.4
	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	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	N/A
Science							
2010	3	86	100	19.8	46.9	33.3	80.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	101	100	24.2	47.5	28.3	75.8
	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	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	N/A

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
Social Studies							
2010	3	83	100	16	32.1	51.9	84
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	103	100	12	40	48	88
	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	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
Writing							
2010	3	169	99.4	21	30.9	48.1	79
	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	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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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