

## WACCAMAW INTERMEDIATE

320 Wildcat Way  
Pawleys Island, SC 29585

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	575 Students	
<b>Principal</b>	Dr. Timothy Carnahan	843-237-7071
<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	Excellent
2009	Excellent	Good
2008	N/A	N/A
2007	N/A	N/A

## 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

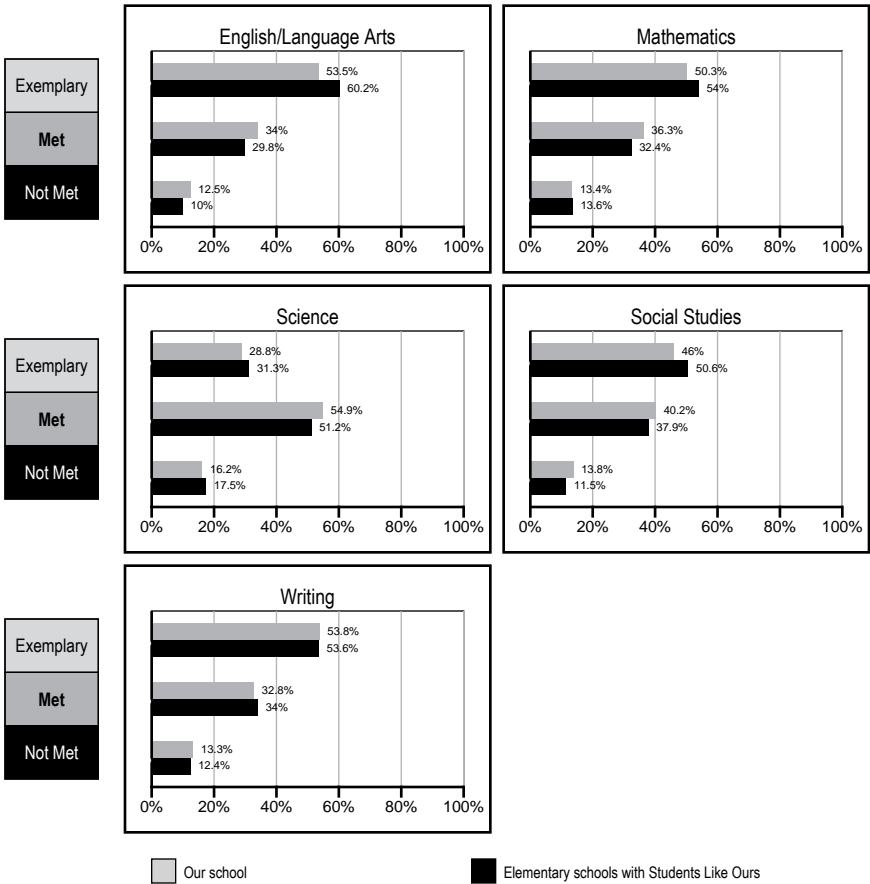
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	1	0	0	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
<b>Students (n=575)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.1%
Attendance rate	99.9%	Up from 97.3%	96.7%	96.2%
Served by gifted and talented program	34.4%	Up from 34.0%	29.6%	13.4%
With disabilities other than speech	7.8%	Up from 6.8%	3.0%	4.1%
Older than usual for grade	0.5%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	75.7%	Up from 74.3%	63.3%	62.5%
Continuing contract teachers	94.6%	Up from 85.7%	92.1%	88.2%
Teachers returning from previous year	N/A	N/A	91.1%	87.8%
Teacher attendance rate	94.3%	Down from 95.6%	95.4%	95.2%
Average teacher salary*	\$51,263	Up 0.7%	\$48,151	\$46,773
Professional development days/teacher	10.7 days	Up from 6.0 days	8.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.8	4.0
Student-teacher ratio in core subjects	11.2 to 1	Up from 10.6 to 1	21.5 to 1	19.9 to 1
Prime instructional time	92.2%	No Change	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,136	Down 0.6%	\$6,493	\$7,447
Percent of expenditures for instruction**	64.5%	No Change	69.9%	68.4%
Percent of expenditures for teacher salaries**	63.0%	Up from 62.3%	68.7%	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

The mission of Waccamaw Intermediate School is to provide a nurturing and safe environment full of diverse learning experiences that enable all students to become caring and productive lifelong learners. It is this approach that makes Waccamaw Intermediate such an inviting, warm, safe, and child centered school. We are a school with high expectations for every child. Teachers engage students through a self-contained classroom approach. This approach provides teachers the flexibility to teach units of study across all content areas with emphasis on reading, math, science, and technology. While our teachers follow the state's curriculum for all content areas, differentiated instruction is provided through balanced literacy and Everyday Mathematics. Science and technology are taught using a hands-on approach as students are provided opportunities to conduct lab experiments in our state of the arts science lab. Daily instruction is infused with current technology such as mobile IPAD labs, mobile mini-laptop labs, Promethean software, Active Response devices to monitor student progress and many other instructional technology resources. These best practices have enhanced instruction as evidenced by our assessments and awards our students have earned this year. In addition to academic success, our students are fortunate enough to engage in exceptional extra-curricular activities such as art, band, music, and P.E. A team approach makes the difference. Also, parent support at Waccamaw Intermediate is outstanding. As evidence of their support, our parents and community members provided an overwhelming amount of support through their time, talents, and gifts. We, the staff, parents, and community at Waccamaw Intermediate School believe that we must all work together for the success of our students.

Dr. Timothy Carnahan, Principal  
Richard Kerr, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	175	87
Percent satisfied with learning environment	100.0%	81.6%	90.5%
Percent satisfied with social and physical environment	96.6%	82.7%	88.5%
Percent satisfied with school-home relations	96.3%	89.0%	88.5%

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

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No Child Left Behind

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. 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	99.9%	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	575	99.7	12.3	33.9	53.9	92.4	80.1	82.4	Yes	Yes
<b>Gender</b>										
Male	319	100	15.4	31.1	53.5	88.8	76.6	78.7	N/A	N/A
Female	256	99.2	8.2	37.4	54.3	97.1	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	444	99.8	6.9	31.7	61.3	96.5	88.8	88.9	Yes	Yes
African American	112	100	33.3	42.9	23.8	76.2	70.4	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.1	93	I/S	I/S
Hispanic	16	93.8	20	33.3	46.7	86.7	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
<b>Disability Status</b>										
Disabled	62	100	50	31	19	53.4	35.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	100	23.8	45.5	30.7	83.1	73.8	75.4	Yes	Yes

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

All Students	575	99.7	13	36.8	50.3	91.7	82.3	81.9	Yes	Yes
<b>Gender</b>										
Male	319	99.4	15.2	28.7	56.1	89.4	79.6	79.9	N/A	N/A
Female	256	100	10.2	46.9	42.9	94.7	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	444	99.6	7.7	33.4	58.9	95.8	90.3	88.9	Yes	Yes
African American	112	100	35.2	48.6	16.2	75.2	73.2	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	94.6	I/S	I/S
Hispanic	16	100	12.5	50	37.5	87.5	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
<b>Disability Status</b>										
Disabled	62	100	56.9	27.6	15.5	53.4	37.7	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	99.5	25	45.7	29.3	81.9	76.9	74.9	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	377	100	16.4	54.9	28.7	83.6	63.4	68.6
<b>Gender</b>								
Male	209	100	15.1	49.3	35.6	84.9	64.1	68.3
Female	168	100	18	62.1	19.9	82	62.7	68.9
<b>Racial/Ethnic Group</b>								
White	289	100	7.7	57.7	34.5	92.3	78.3	80.7
African American	76	100	50	44.3	5.7	50	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.7	85.3
Hispanic	12	100	25	50	25	75	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	39	100	55.6	36.1	8.3	44.4	25.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	32.8	57.1	10.1	67.2	53.6	57.3
<b>Social Studies</b>								
All Students	379	99.5	14.2	40.1	45.8	85.8	70.3	72.5
<b>Gender</b>								
Male	214	99.5	15.3	30.1	54.5	84.7	69.1	72
Female	165	99.4	12.7	53.2	34.2	87.3	71.7	73.1
<b>Racial/Ethnic Group</b>								
White	295	99.3	7.7	41.1	51.2	92.3	81.5	81
African American	71	100	41.8	35.8	22.4	58.2	57.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	10	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
<b>Disability Status</b>								
Disabled	47	97.9	56.8	31.8	11.4	43.2	32.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	134	99.3	30.2	44.2	25.6	69.8	61.9	62.9

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
<b>Writing</b>										
All Students	204	96.6	11.5	33.5	55	88.5	68.5	73.2	99.9	97.2
<b>Gender</b>										
Male	112	94.6	16.5	28.2	55.3	83.5	61	67.2	99.9	97.2
Female	92	98.9	5.7	39.8	54.5	94.3	76.3	79.4	99.9	97.2
<b>Racial/Ethnic Group</b>										
White	168	97	6.3	33.5	60.1	93.7	80.6	81.5	99.9	96.9
African American	29	93.1	38.5	30.8	30.8	61.5	54.9	61.3	99.8	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	66.7	99.9	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
<b>Disability Status</b>										
Disabled	22	81.8	77.8	11.1	11.1	22.2	13.9	26	99.6	96.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	65.7	99.9	97.9
<b>Socio-Economic Status</b>										
Subsidized meals	62	93.6	23.2	37.5	39.3	76.8	59.1	63.2	99.9	97

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
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	185	100	8.9	34.4	56.7	91.1
	5	171	100	13.3	33.3	53.3	86.7
	6	202	99.5	12.3	34.9	52.8	87.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	180	98.9	9.8	30.1	60.1	90.2
	5	203	100	8.2	39.8	52	91.8
	6	192	100	18.8	31.2	50	81.2
	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
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	185	100	5.6	31.1	63.3	94.4
	5	171	100	15.8	40	44.2	84.2
	6	202	99.5	9.7	36.4	53.8	90.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	180	100	11.4	28	60.6	88.6
	5	203	99	13.4	38.1	48.5	86.6
	6	192	100	14	43.5	42.5	86
	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
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	184	100	11.7	62	26.3	88.3
	5	85	100	18.3	58.5	23.2	81.7
	6	100	100	23.5	44.9	31.6	76.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	180	100	14.3	53.7	32	85.7
	5	101	100	18.2	48.5	33.3	81.8
	6	96	100	18.5	64.1	17.4	81.5
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	184	100	14	44.1	41.9	86
	5	86	98.8	13.3	33.7	53	86.7
	6	102	98	11.2	46.9	41.8	88.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	180	100	13.1	36.6	50.3	86.9
	5	103	99	15.3	40.8	43.9	84.7
	6	96	99	14.9	45.7	39.4	85.1
	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
<b>Writing</b>							
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	188	98.4	9.4	34.8	55.8	90.6
	5	171	98.8	12.9	40.5	46.6	87.1
	6	203	99.5	13.8	41.5	44.6	86.2
	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
<b>2011</b>	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	204	96.6	11.5	33.5	55	88.5
	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

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