



WACCAMAW ELEMENTARY

251 Claridy Road
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	776 Students	
Principal	Barbara Ammons	843-347-4684
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Excellent	Excellent
2009	Good	Good
2008	Good	Average
2007	Average	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 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

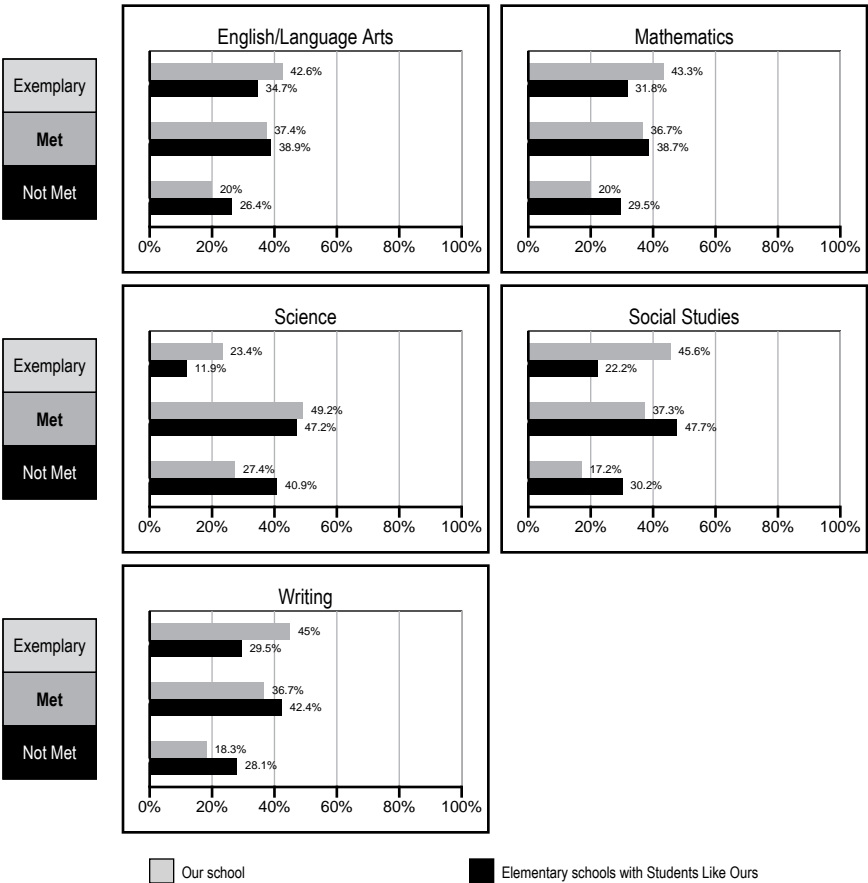
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	16	93	12	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=776)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	1.3%	1.1%
Attendance rate	95.4%	Down from 95.5%	95.8%	96.2%
Served by gifted and talented program	17.9%	Up from 17.3%	11.0%	13.4%
With disabilities other than speech	5.9%	Down from 11.1%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	76.5%	Up from 73.8%	59.6%	62.5%
Continuing contract teachers	84.3%	Down from 90.5%	88.2%	88.2%
Teachers returning from previous year	90.4%	No Change	87.4%	87.8%
Teacher attendance rate	95.4%	Up from 93.7%	94.9%	95.2%
Average teacher salary*	\$51,200	Up 2.2%	\$46,495	\$46,773
Professional development days/teacher	23.6 days	Up from 12.8 days	11.2 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.8 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 87.9%	89.6%	90.4%
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**	\$9,263	Up 4.0%	\$7,479	\$7,447
Percent of expenditures for instruction**	67.6%	Up from 67.4%	67.2%	68.4%
Percent of expenditures for teacher salaries**	60.5%	Down from 62.1%	64.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Waccamaw Elementary is a school dedicated to providing opportunities that challenge students in the areas of academic, personal, physical, and social development. Evidence of accomplishing this came when the South Carolina Department of Education awarded Waccamaw Elementary the Palmetto Gold Award for general performance and the Silver Award for making substantial growth in closing achievement gaps. Our school has also met all qualifications for Adequate Yearly Progress (AYP). Driven by the South Carolina Standards, our staff provides a rigorous curriculum in all subject areas. In order to maximize classroom instructional time, staff members take advantage of professional development conferences and trainings throughout the year.

Instructional programs offered to the students provide opportunities for acceleration, remediation, and enrichment. This includes Reading Recovery, intervention teachers targeting specific areas of need, and partnerships with businesses such as Food Lion and Wal-Mart. Also, Waccamaw Elementary partners with Coastal Carolina University to provide mentor support, parenting classes and one-one- instructional support from the CCU students. , Our desire is to work closely with all members of the school's community. We have accomplished this through our mentoring program with Coastal Carolina University (CCU), parent volunteers, community volunteers, and local service clubs such as the Rotary and Kiwanis. Several parent literacy meetings were held, in collaboration with CCU, to help parents understand how to best support their child's reading progress. Our parent leadership team sponsored activities throughout the year such as a Staff-Parent Softball Game, Fall Fest, Talent Show, Bingo for Books, and Fear Factor Night.

During each year, the staff strives to improve instruction and maximize on the potential of every individual student. To accomplish this, new goals have been established and innovative strategies are being implemented. We are committed to promoting a school environment conducive to learning, laughing, and growing together. This can be accomplished through the continued support and input from our parents, staff, students and community. It is also supported by being a PBIS school (Positive Behavior Intervention Support). We celebrate being awarded the Exemplar School Ribbon by the SC Department of Education for our PBIS program. Students are rewarded daily, weekly, monthly and yearly for their positive behavior in following our High 5s; Be Responsible, Be Respectful, Be Your Best, Be Honest and Be Safe.

Waccamaw Elementary is a great place to learn and grow. Thank you for trusting us to educate your child to be the best that he/she can be!

Barbara Ammons, principal
 Nicole Martinez, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	117	51
Percent satisfied with learning environment	96.3%	95.7%	92.2%
Percent satisfied with social and physical environment	100.0%	87.1%	90.2%
Percent satisfied with school-home relations	92.7%	93.1%	90.0%

* 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 20 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	337	99.4	20	37.4	42.6	90.5	85.5	82.4	Yes	Yes
Gender										
Male	176	98.9	24.4	39.7	35.9	87.8	82.5	78.7	N/A	N/A
Female	161	100	15.4	34.9	49.7	93.3	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	196	99.5	15.4	33.5	51.1	92.9	90.1	88.9	Yes	Yes
African American	106	99.1	25	46.7	28.3	85.9	73.6	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	28	100	37.5	33.3	29.2	87.5	81.3	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	86	100	51.9	31.2	16.9	74	55.8	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	31.8	36.4	31.8	90.9	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	99.3	22.4	40.5	37.1	89.9	80.6	75.4	Yes	Yes

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

All Students	337	99.4	20	36.7	43.3	84.9	86	81.9	Yes	Yes
Gender										
Male	176	98.9	24.4	32.1	43.6	80.1	84.1	79.9	N/A	N/A
Female	161	100	15.4	41.6	43	89.9	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	196	99.5	13.7	35.7	50.5	89	90.8	88.9	Yes	Yes
African American	106	99.1	30.4	42.4	27.2	80.4	73.1	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	28	100	33.3	16.7	50	66.7	83.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	86	100	42.9	36.4	20.8	66.2	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	31.8	22.7	45.5	68.2	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	99.3	24.5	37.6	38	81.9	81.4	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	222	99.1	27.4	49.2	23.4	72.6	74.8	68.6
Gender								
Male	116	98.3	23.5	51	25.5	76.5	74.4	68.3
Female	106	100	31.3	47.5	21.2	68.7	75.2	68.9
Racial/Ethnic Group								
White	128	99.2	18.3	49.2	32.5	81.7	83	80.7
African American	73	98.6	45.8	45.8	8.5	54.2	53.8	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	16	100	30.8	53.8	15.4	69.2	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	58	100	45.1	41.2	13.7	54.9	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	17	100	33.3	53.3	13.3	66.7	65.2	60.7
Socio-Economic Status								
Subsidized meals	178	98.9	30.7	49.7	19.6	69.3	66.8	57.3
Social Studies								
All Students	224	99.1	17.2	37.3	45.6	82.8	77.8	72.5
Gender								
Male	119	98.3	19.6	37.4	43	80.4	77.5	72
Female	105	100	14.4	37.1	48.5	85.6	78.1	73.1
Racial/Ethnic Group								
White	132	99.2	13.1	33.6	53.3	86.9	83.7	81
African American	70	98.6	27	39.7	33.3	73	61.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	17	100	14.3	50	35.7	85.7	75.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	51	100	35.6	42.2	22.2	64.4	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	14	100	15.4	38.5	46.2	84.6	75.3	69.7
Socio-Economic Status								
Subsidized meals	180	98.9	18.8	42.5	38.8	81.3	71	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	130	99.2	17.6	37	45.4	82.4	76.6	73.2	95.4	95.8
Gender										
Male	52	98.1	25	37.5	37.5	75	71.3	67.2	95.3	95.8
Female	78	100	12.7	36.6	50.7	87.3	82.2	79.4	95.5	95.8
Racial/Ethnic Group										
White	71	98.6	16.7	39.4	43.9	83.3	82.2	81.5	95	95.5
African American	44	100	25.6	30.8	43.6	74.4	61	61.3	95.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	97	96.7
Hispanic	12	100	N/AV	N/AV	N/AV	100	71.7	66.7	95.8	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81	72.2	92.7	94.4
Disability Status										
Disabled	36	97.2	48.5	39.4	12.1	51.5	32.7	26	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.1	96.6
Socio-Economic Status										
Subsidized meals	101	99	21.1	36.7	42.2	78.9	69.2	63.2	95.3	95.5

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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	97	100	8.9	26.7	64.4	91.1
	4	112	100	21.9	29.5	48.6	78.1
	5	100	100	11.8	45.2	43	88.2
	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	100	100	24.4	27.8	47.8	75.6
	4	109	98.2	14.6	42.7	42.7	85.4
	5	128	100	21	40.3	38.7	79
	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
Mathematics							
2010	3	97	100	21.1	23.3	55.6	78.9
	4	112	100	18.1	41	41	81.9
	5	100	100	16.1	35.5	48.4	83.9
	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	100	100	33.3	30	36.7	66.7
	4	109	98.2	13.5	35.4	51	86.5
	5	128	100	15.1	42.9	42	84.9
	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
Science							
2010	3	49	100	33.3	35.6	31.1	66.7
	4	112	100	20	51.4	28.6	80
	5	49	100	30.4	50	19.6	69.6
	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	52	100	42.2	37.8	20	57.8
	4	109	98.2	20.8	55.2	24	79.2
	5	61	100	26.8	48.2	25	73.2
	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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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
Social Studies							
2010	3	48	100	13.3	28.9	57.8	86.7
	4	112	100	14.3	50.5	35.2	85.7
	5	51	100	10.6	46.8	42.6	89.4
	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	48	100	22.2	26.7	51.1	77.8
	4	109	98.2	17.7	39.6	42.7	82.3
	5	67	100	12.7	41.3	46	87.3
	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	97	100	27.2	27.2	45.7	72.8
	4	113	98.2	20.2	34.6	45.2	79.8
	5	101	100	14.9	30.9	54.3	85.1
	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/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	130	99.2	17.6	37	45.4	82.4
	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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