

WACCAMAW MIDDLE

247 Wildcat Way
Pawleys Island, South

Grades	7-8 Middle School	
Enrollment	424 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Average	At-Risk
2007	Average	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

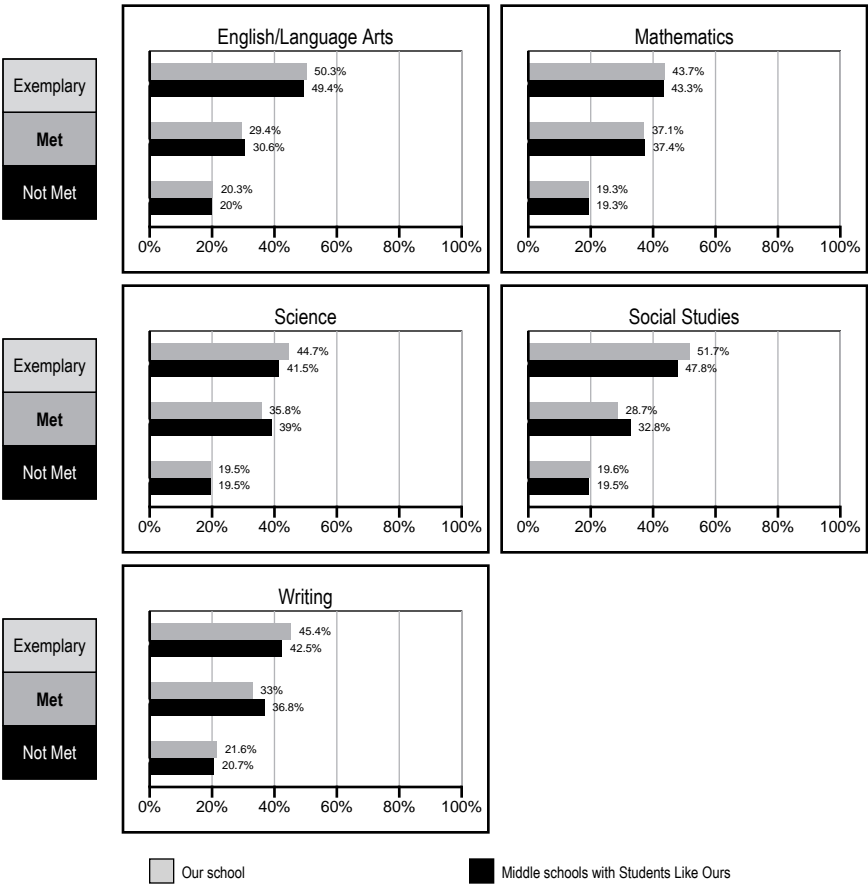
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	1	0	0	0

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

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	100.0%	99.0%
English 1	97.8%	99.0%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.9%	99.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=424)				
Students enrolled in high school credit courses (grades 7 & 8)	21.7%	Down from 22.6%	47.7%	24.5%
Retention rate	1.9%	Up from 0.0%	0.5%	0.7%
Attendance rate	95.7%	No Change	96.6%	95.9%
Served by gifted and talented program	42.3%	Up from 41.3%	28.2%	17.8%
With disabilities other than speech	5.9%	Down from 8.2%	7.0%	9.2%
Older than usual for grade	1.2%	Down from 1.5%	0.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 3.1%	0.8%	0.4%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Up from 55.6%	67.3%	60.0%
Continuing contract teachers	88.9%	Up from 85.2%	88.0%	82.6%
Teachers returning from previous year	80.5%	Down from 85.9%	86.8%	85.6%
Teacher attendance rate	93.5%	Down from 95.6%	95.2%	95.3%
Average teacher salary*	\$49,896	Up 4.7%	\$48,908	\$46,300
Professional development days/teacher	10.0 days	Down from 10.2 days	8.1 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.9 to 1	24.1 to 1	21.5 to 1
Prime instructional time	87.7%	Down from 89.9%	91.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.6%	Up from 50.9%	91.4%	98.1%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil**	\$7,849	Down 7.9%	\$6,585	\$7,634
Percent of expenditures for instruction**	59.7%	Up from 54.5%	64.4%	64.0%
Percent of expenditures for teacher salaries**	58.4%	Up from 52.1%	62.8%	61.2%

* 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

Waccamaw Middle School maintains its effort to facilitate a matchless educational experience for our students. Waccamaw Middle School has also achieved Adequately Yearly Progress for the second year in a row. The use of Professional Learning Teams, Balanced Literacy throughout the curriculum and a daily self selected reading opportunity greatly aided our students in earning this accolade. The dedication, expertise and professionalism of our faculty have also garnered a second Palmetto Gold ranking in two years for Waccamaw Middle School.

80 of our students have participated in various athletic teams, clubs and fine arts programs. Many of our Middle School students were invited and participated well at the high school level. For the third year in a row, the Waccamaw Middle School band has received an Outstanding Performance Award and a Superior Ranking at district, regional and state competitions. Waccamaw Middle School also successfully defended its Championship title at the district Academic Bowl. Waccamaw Middle School Art students also took two top honors at the Superintendent's Art Awards. The Waccamaw Middle School Student Council received two state recognitions for their community efforts during the 2010-11 school year.

Waccamaw Middle School sponsored several non-profit, humanitarian efforts this year. Our Relay for Life Team raised funds for cancer research, our student council supported worldwide efforts to raise funds and send impoverished children from around the globe to school. Waccamaw Middle School benefitted through many partnerships this year. Through the efforts of local businesses, our PTSA and SIC, the students of Waccamaw Middle School were supported in the classrooms as well as the community. Looking towards the future, we continue to strive to provide our students with a rigorous educational challenge to better prepare them to become responsible citizens and lifelong learners.

William Dwyer
Principal

Renee Szad
SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	95	24
Percent satisfied with learning environment	79.2%	78.9%	90.5%
Percent satisfied with social and physical environment	79.2%	84.0%	87.0%
Percent satisfied with school-home relations	95.5%	84.0%	95.5%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 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	3.6%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	411	100	20.3	29.3	50.5	86	80.1	82.4	Yes	Yes
Gender										
Male	199	100	23.7	24.2	52.1	80.9	76.6	78.7	N/A	N/A
Female	212	100	17	34	49	90.8	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	308	100	14	27.8	58.2	91.6	88.8	88.9	Yes	Yes
African American	74	100	43.1	38.9	18.1	63.9	70.4	72.9	No	Yes
Asian/Pacific Islander	11	100	36.4	9.1	54.5	72.7	82.1	93	I/S	I/S
Hispanic	13	100	23.1	23.1	53.8	84.6	79.7	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	40	100	69.2	15.4	15.4	41	35.3	48.1	I/S	Yes
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	5	I/S	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	129	100	35.2	36	28.8	76	73.8	75.4	No	Yes

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

All Students	411	100	19.5	37.5	43	88.3	82.3	81.9	Yes	Yes
Gender										
Male	199	100	19.6	37.1	43.3	87.1	79.6	79.9	N/A	N/A
Female	212	100	19.4	37.9	42.7	89.3	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	308	100	13	38.8	48.2	92	90.3	88.9	Yes	Yes
African American	74	100	47.2	36.1	16.7	72.2	73.2	71.4	Yes	Yes
Asian/Pacific Islander	11	100	9.1	27.3	63.6	90.9	92.9	94.6	I/S	I/S
Hispanic	13	100	23.1	23.1	53.8	84.6	83.1	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	40	100	61.5	30.8	7.7	59	37.7	47.3	I/S	Yes
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	5	I/S	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	129	100	37.6	38.4	24	77.6	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
Science								
All Students	312	100	19.9	35.6	44.4	80.1	63.4	68.6
Gender								
Male	157	100	22.7	32.5	44.8	77.3	64.1	68.3
Female	155	100	17.1	38.8	44.1	82.9	62.7	68.9
Racial/Ethnic Group								
White	235	100	15.6	33.3	51.1	84.4	78.3	80.7
African American	56	100	38.9	46.3	14.8	61.1	46.4	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.7	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	33	100	56.3	28.1	15.6	43.8	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	3	I/S	I/S	I/S	I/S	I/S	58.7	60.7
Socio-Economic Status								
Subsidized meals	96	100	26.3	49.5	24.2	73.7	53.6	57.3
Social Studies								
All Students	307	100	19.4	29.1	51.5	80.6	70.3	72.5
Gender								
Male	151	100	18.4	21.1	60.5	81.6	69.1	72
Female	156	100	20.4	36.8	42.8	79.6	71.7	73.1
Racial/Ethnic Group								
White	230	100	14.3	26.5	59.2	85.7	81.5	81
African American	58	100	40.4	35.1	24.6	59.6	57.6	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.9	89
Hispanic	11	100	9.1	54.5	36.4	90.9	73.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	26	100	56	36	8	44	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	3	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	108	100	32.7	36.5	30.8	67.3	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
Writing										
All Students	201	98.5	20.8	33.3	45.8	79.2	68.5	73.2	95.7	97.2
Gender										
Male	88	97.7	27.1	24.7	48.2	72.9	61	67.2	95.6	97.2
Female	113	99.1	15.9	40.2	43.9	84.1	76.3	79.4	95.8	97.2
Racial/Ethnic Group										
White	148	98.7	12.8	34	53.2	87.2	80.6	81.5	95.5	96.9
African American	35	97.1	42.4	39.4	18.2	57.6	54.9	61.3	95.8	97.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87	98.1	98.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	66.7	97.4	97.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.2	97
Disability Status										
Disabled	17	94.1	N/AV	N/AV	N/AV	12.5	13.9	26	95	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	57.1	65.7	98.9	97.9
Socio-Economic Status										
Subsidized meals	53	96.2	42.9	34.7	22.4	57.1	59.1	63.2	94.6	97

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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	197	100	20.9	27.3	51.9	79.1
	8	189	99.5	22.2	31.7	46.1	77.8
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	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	209	100	13.6	31.1	55.3	86.4
	8	202	100	27.3	27.3	45.4	72.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	197	100	24.1	35.3	40.6	75.9
	8	189	99.5	26.1	43.3	30.6	73.9
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	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	209	100	15	33.5	51.5	85
	8	202	100	24.2	41.8	34	75.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	197	100	21.7	41.3	37	78.3
	8	95	100	22	31.9	46.2	78
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	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	207	100	16.7	43.1	40.2	83.3
	8	105	100	26.5	20.6	52.9	73.5

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
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	196	100	21.9	21.4	56.7	78.1
	8	93	100	21.3	38.2	40.4	78.7
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	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	209	100	17	28.2	54.9	83
	8	98	100	24.7	31.2	44.1	75.3
Writing							
2010	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	199	99	20.1	40.7	39.2	79.9
	8	192	97.9	16.8	44.7	38.5	83.2
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	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	201	98.5	20.8	33.3	45.8	79.2

Abbreviations for Missing Data

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