

WHALE BRANCH ELEMENTARY

15 Stuart Point Road
Seabrook, SC 29940

Grades	PK-4 Elementary School	
Enrollment	338 Students	
Principal	Don D. Doggett	843-466-1000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Below Average**	**Below Average**
2009	At-Risk	Below Average
2008	At-Risk	Good
2007	At-Risk	At-Risk
2006	At-Risk	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.

http://ed.sc.gov
http://www.eoc.sc.gov

WHALE BRANCH ELEMENTARY 03/09/11-0701023

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

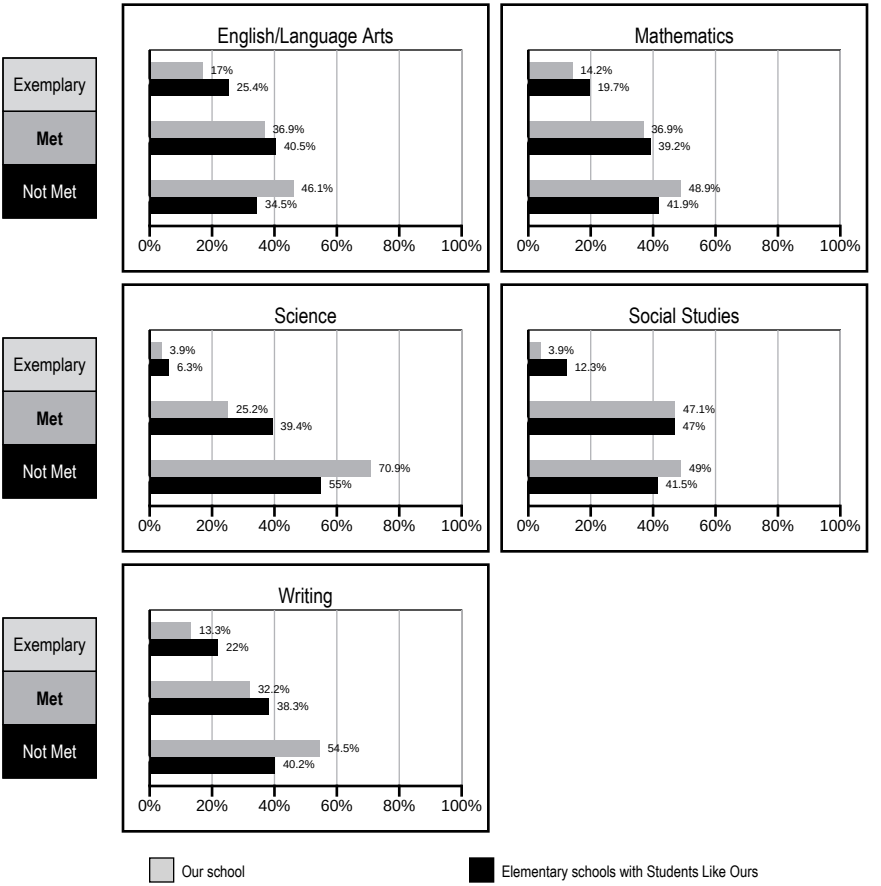
Percent of students tested in 2009-10 whose 2008-09 test scores were located	95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	91	59	24

* Ratings are calculated with data available by 03/09/2011.

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=338)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.2%	1.5%	1.2%
Attendance rate	98.0%	Up from 95.7%	95.9%	96.1%
Eligible for gifted and talented	4.9%	Down from 6.4%	4.7%	11.7%
With disabilities other than speech	8.6%	Down from 9.5%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 55.2%	60.0%	60.5%
Continuing contract teachers	60.6%	Down from 69.0%	79.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	63.8%	Down from 70.0%	83.6%	87.0%
Teacher attendance rate	95.4%	Up from 93.7%	95.4%	95.4%
Average teacher salary*	$51,676	Up 5.8%	$45,459	$47,288
Professional development days/teacher	18.5 days	Up from 17.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 18.0 to 1	17.3 to 1	19.2 to 1
Prime instructional time	89.6%	Up from 87.4%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	$12,122	Up 22.9%	$8,596	$7,548
Percent of expenditures for instruction**	73.0%	Down from 73.1%	68.1%	68.7%
Percent of expenditures for teacher salaries**	65.4%	Up from 58.4%	62.4%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Whale Branch Elementary School has had an outstanding school year. We have merged our program with James J. Davis Elementary, and the total school program is housed on both campuses. We extended our school year with the addition of twenty days of instruction designed to increase student achievement. MAP scores are up on each grade level, and the level of rigor has also been increased schoolwide. To continue to support the academic component of our school program, we partnered with the middle school in our cluster to present Literacy Nights to parents and students. We hosted our first-ever Family Writing Night, with guest authors and illustrators providing presentations to parents and students. Our wonderful staff worked with parents to focus instruction on pinpointed areas of need for our students based on the MAP test. Weekly planning meetings, a 200 day calendar, afterschool activities, parent sessions, Student Celebrations for Academic Improvement on MAP tests, and active involvement from PTO and SIC served to promote our school mission and goals.

The teacher and parent members of the School Improvement Council engaged in the development of our strategic plan, which focused on raising academic achievement in the area of social studies and science. This year 4th grade classes were departmentalized and students who were close to scoring Met or Exemplary on the PASS test received instruction from our gifted and talented teacher.

As a Red Carpet Award winner, Whale Branch Elementary School has made customer service a top priority. Students, parents, and community members have begun to feel that our school is truly a community school and that it belongs to each stakeholder.

All students were involved in community-service projects during the 2009-2010 school year, learning about the importance of citizenship and contributing to the community at large. Students raised funds for Haiti, Pennies for Patients, Leukemia, and for Relay for Life. With the support of the Kiwanis Club, we were able to continue our K-kids program that supports schoolwide service efforts. We were able to form a Cub Scout pack for the first time in the history of our school. Our students completed studies about Fire Safety, readers' theatre, habitats, and mining. These experiences gave our scouts an opportunity to apply their skills and learning to everyday life experiences. The school enjoyed grant funding for an afterschool program which provided transportation for the scouts, and we have applied for ongoing funds for the 2010-2011 school year.

All students received books through Reading is Fundamental (RIF), and parents received tips on how to work and read with their children at home. Books that were autographed by visiting authors and illustrators were provided to each child as well. Three additional book distributions were provided that added 20 books to home libraries. Students were able to choose these books during breakfast and lunch times. This will continue to be a focus as we go into the 2010-2011 school year.

Whale Branch Elementary School continued working with the Teacher Advancement Program (TAP) with ongoing professional development in the areas of effective teaching strategies and best practices. Staff development was provided in balanced literary, read-aloud, and independent reading. Professional development will continue during the 2010-11 school year, with a focus on guided reading, curriculum mapping, and formative assessments.

Don D. Doggett, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	72	35
Percent satisfied with learning environment	51.7%	80.3%	80.0%
Percent satisfied with social and physical environment	75.0%	68.1%	91.2%
Percent satisfied with school-home relations	51.7%	83.1%	82.9%

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

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School Adequate Yearly Progress	YES

This school met 13 out of 13 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	R-DELAY

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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.0%	94.0%*	Yes

* Or greater than last year

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WHALE BRANCH ELEMENTARY										03/09/11-0701023
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 = 58.8% (Met or Exemplary)										
All Students	161	99.4	45.8	37.3	16.9	70.4	83.6	83.5	Yes	Yes
Gender										
Male	76	100	51.5	33.8	14.7	66.2	80.3	80.1	N/A	N/A
Female	85	98.8	40.5	40.5	18.9	74.3	87	87	N/A	N/A
Racial/Ethnic Group										
White	20	100	28.6	50	21.4	85.7	92.8	89.6	I/S	I/S
African American	133	99.3	48	36	16	68.8	73.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.7	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
Disability Status										
Disabled	25	96	N/A	N/A	N/A	13.6	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	99.3	47.3	36.6	16	67.9	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	161	100	49.3	36.6	14.1	64.8	80.4	80.4	Yes	Yes
Gender										
Male	76	100	52.9	33.8	13.2	60.3	78.9	78.4	N/A	N/A
Female	85	100	45.9	39.2	14.9	68.9	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	21.4	42.9	35.7	92.9	91.4	87.8	I/S	I/S
African American	133	100	52.8	36	11.2	61.6	66.5	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	90	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	22.7	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	100	49.6	35.1	15.3	64.9	72.4	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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WHALE BRANCH ELEMENTARY								03/09/11-0701023
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	116	100	71.2	25	3.8	28.8	65.1	67.3
Gender								
Male	54	100	75.5	20.4	4.1	24.5	64.8	66.9
Female	62	100	67.3	29.1	3.6	32.7	65.4	67.7
Racial/Ethnic Group								
White	15	100	I/S	I/S	I/S	I/S	83.8	79.6
African American	97	100	75	22.8	2.2	25	45.5	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	79.5	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	5.9	29.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	49.5	58.6
Socio-Economic Status								
Subsidized meals	102	100	73.2	22.7	4.1	26.8	51.4	55.4
Social Studies								
All Students	118	100	48.5	47.6	3.9	51.5	69.4	70.9
Gender								
Male	52	100	55.6	37.8	6.7	44.4	69.2	70.1
Female	66	100	43.1	55.2	1.7	56.9	69.5	71.7
Racial/Ethnic Group								
White	15	100	I/S	I/S	I/S	I/S	83.1	79.2
African American	97	100	50	46.7	3.3	50	53	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
Disability Status								
Disabled	19	100	N/A	N/A	N/A	25	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	100	100	51.1	44.7	4.3	48.9	57.6	60.8

Abbreviations for Missing Data

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WHALE BRANCH ELEMENTARY										03/09/11-0701023
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	161	99.4	54.9	31.9	13.2	45.1	70.5	72.1	98	96.7
Gender										
Male	76	100	60.9	33.3	5.8	39.1	63.9	65.2	97.9	96.7
Female	84	98.8	49.3	30.7	20	50.7	77.1	79.2	98	96.8
Racial/Ethnic Group										
White	20	100	21.4	42.9	35.7	78.6	84.8	80.8	97	96.5
African American	134	100	58.3	31.5	10.2	41.7	55.6	59.7	98.1	97.1
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85.3	87	99.1	97.1
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.8	64.6	98.3	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	99.9	96
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	4.5	22.1	27.7	97.2	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.2	63.7	98.3	96.8
Socio-Economic Status										
Subsidized meals	142	99.3	56.4	30.8	12.8	43.6	58.7	61.9	97.9	96.6

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WHALE BRANCH ELEMENTARY							03/09/11-0701023
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	100	45.7	31.4	22.9	54.3
	4	49	100	56.1	39	4.9	43.9
	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
2010	3	88	98.9	41	33.3	25.6	59
	4	73	100	51.6	42.2	6.3	48.4
	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
Mathematics							
2009	3	42	100	42.9	45.7	11.4	57.1
	4	49	100	51.2	43.9	4.9	48.8
	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
2010	3	88	100	56.4	25.6	17.9	43.6
	4	73	100	40.6	50	9.4	59.4
	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
Science							
2009	3	21	100	55.6	38.9	5.6	44.4
	4	49	100	N/AV	N/AV	N/AV	31.7
	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
2010	3	43	100	85	7.5	7.5	15
	4	73	100	62.5	35.9	1.6	37.5
	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

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WHALE BRANCH ELEMENTARY 03/09/11-0701023

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	21	100	47.1	47.1	5.9	52.9
	4	49	100	N/AV	N/AV	N/AV	43.9
	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
2010	3	45	100	53.8	38.5	7.7	46.2
	4	73	100	45.3	53.1	1.6	54.7
	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
Writing							
2009	3	44	100	45.9	29.7	24.3	54.1
	4	48	100	61.9	28.6	9.5	38.1
	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
2010	3	86	98.8	56.4	26.9	16.7	43.6
	4	75	100	53	37.9	9.1	47
	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

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