

WHALE BRANCH MIDDLE

2009 Trask Parkway
Beaufort, South Carolina

Grades	5-8 Middle School	
Enrollment	329 Students	
Principal	Mona Lise Dickson	843-466-3000
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**	**Average**
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	Below Average

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 MIDDLE 03/09/11-0701027

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

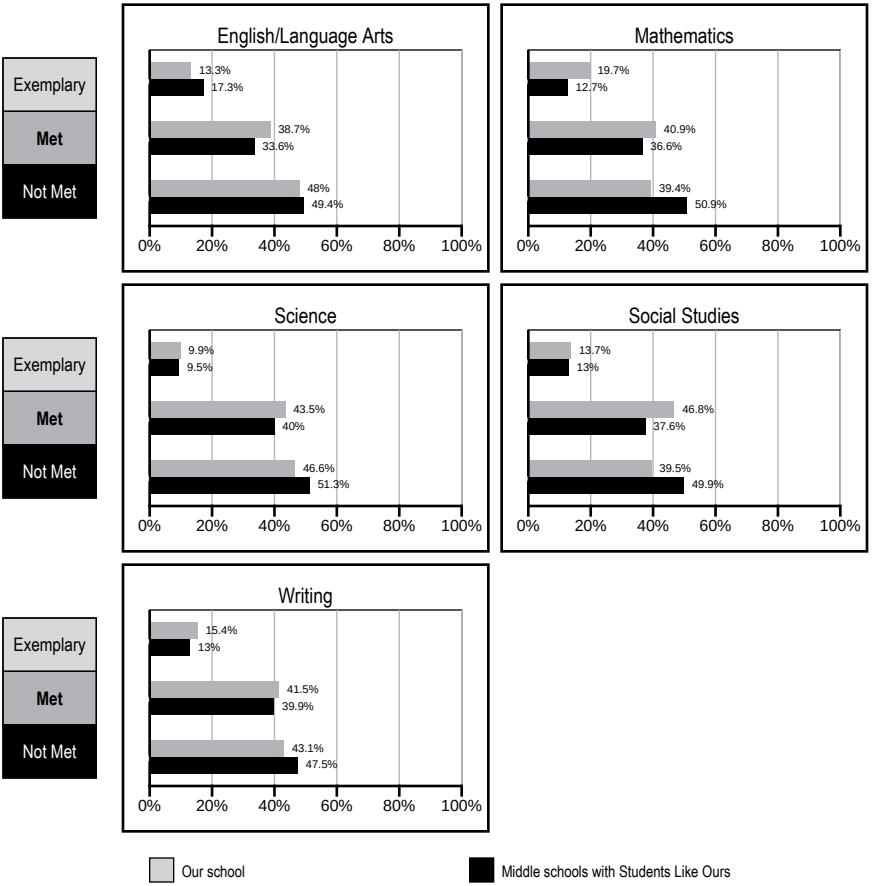
Percent of students tested in 2009-10 whose 2008-09 test scores were located	94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	35	21

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

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%	89.1%
English 1	N/A	87.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=329)				
Students enrolled in high school credit courses (grades 7 & 8)	11.4%	No Change	13.7%	24.2%
Retention rate	0.3%	No Change	1.0%	0.7%
Attendance rate	98.8%	Up from 97.3%	95.4%	95.9%
Eligible for gifted and talented	8.3%	Down from 12.5%	6.9%	16.4%
With disabilities other than speech	9.8%	Down from 11.8%	14.5%	12.0%
Older than usual for grade	1.5%	Up from 1.3%	4.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Down from 3.3%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Up from 39.3%	58.3%	58.5%
Continuing contract teachers	64.3%	No Change	65.9%	80.0%
Teachers with emergency or provisional certificates	16.0%	Up from 13.0%	12.3%	4.0%
Teachers returning from previous year	69.8%	Up from 66.7%	78.0%	84.6%
Teacher attendance rate	97.6%	Up from 93.5%	95.7%	95.4%
Average teacher salary*	$52,939	Up 15.5%	$44,562	$46,561
Professional development days/teacher	22.7 days	Up from 16.8 days	10.4 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 14.6 to 1	17.9 to 1	21.1 to 1
Prime instructional time	93.5%	Up from 87.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.9%	97.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	$13,770	Up 12.5%	$10,026	$7,802
Percent of expenditures for instruction**	57.4%	Up from 55.9%	60.4%	63.8%
Percent of expenditures for teacher salaries**	49.8%	Up from 46.1%	55.9%	60.0%

* 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 Middle School completed its most successful school year in the history of the school. This year, the main highlight was that the school made Adequate Yearly Progress, making us the first middle/secondary school in Beaufort County to accomplish this great feat. The school was named a Red Carpet School, recognizing climate transformation of the school. Our 7th graders published their first book, entitled "Who Am I." Whale Branch Middle School completed its second year of the STEM Initiative geared towards the natural curiosity and creativity of children by using the natural resources of the campus. Whale Branch Middle School's Robotics Team came in second place in the regional competition held at Clemson University and 11th overall, the best in the team's history.

Teachers continued to inform their decisions about the students' strengths and challenges through using Measurement of Academic Progress. This data was used to increase student achievement and to ensure each student met their 1.5 years growth.

We put into practice the 16 Habits of the Mind training for staff and students to build high expectations and character for all stakeholders. Also, we implemented Stephen Peters' renowned Gentlemen's Club for our young men in order to teach the characteristics of being a gentleman. The young men met every Monday to discuss these traits and set goals and aspirations for the future. We also put into action the school's first Safety Patrol Program to build character and respect for the law.

Again, we were able to serve half our student population through the 21st Century After-School Program and assist with homework and build those Math and ELA skills for our students. Also, students were taught about nutrition, character, setting goals, and how to be champions of the environment.

Professional Development is always a key component in supporting teachers to increase student achievement. This year, Whale Branch Staff completed staff development in technology, MAP, TAP, Literacy, Math and Science, Habits of the Mind, Everyday Math, Reading Strategies, and ongoing curriculum trainings.

In our efforts to continue to build home and school relationships, Whale Branch Middle School Staff continued our Literacy Nights, Math and Science Night, STEM Showcases, and our Orca Related Arts Showcase. We put into service a Parent Information Resource Center (PIRC) for special agencies, parents, and students. The PIRC room allows all of our stakeholders to receive and give information in a home-like setting. Other events included the Faith Leaders Luncheon, Parent to Parent trainings, and orientation for 4th graders.

The staff and students of Whale Branch Middle School continue to promote excellence in teaching and learning. As a community of learners, we understand the new challenges and seize every opportunity to attain success in every classroom. We know, The Best Is Yet to Come.

Mona Lise Dickson, Principal
Deeni Everly, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	72	19
Percent satisfied with learning environment	88.6%	83.1%	73.7%
Percent satisfied with social and physical environment	91.4%	85.7%	73.7%
Percent satisfied with school-home relations	70.6%	83.1%	73.7%

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

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No Child Left Behind

School Adequate Yearly Progress	YES

This school met 19 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	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	19.7%	0.0%	No
Student attendance rate	98.8%	94.0%*	Yes

* Or greater than last year

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WHALE BRANCH MIDDLE										03/09/11-0701027
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	319	99.1	47.5	39.1	13.5	71	83.6	83.5	Yes	Yes
Gender										
Male	160	99.4	49.3	39.9	10.8	68.2	80.3	80.1	N/A	N/A
Female	158	98.7	45.9	37.8	16.2	73.6	87	87	N/A	N/A
Racial/Ethnic Group										
White	45	97.8	32.5	35	32.5	87.5	92.8	89.6	Yes	Yes
African American	264	99.2	49.8	40.2	10	68.7	73.5	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	85.1	I/S	I/S
Disability Status										
Disabled	42	100	N/A	N/A	N/A	27	44.9	51.7	I/S	Yes
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	4	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	258	98.8	50	38.1	11.9	69.3	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	319	99.1	41.8	43.4	14.8	72.4	80.4	80.4	Yes	Yes
Gender										
Male	160	99.4	39.2	45.3	15.5	73	78.9	78.4	N/A	N/A
Female	158	98.7	43.9	41.9	14.2	72.3	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	45	97.8	25	40	35	82.5	91.4	87.8	Yes	Yes
African American	264	99.2	45	43	12	70.3	66.5	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.8	83.2	I/S	I/S
Disability Status										
Disabled	42	100	89.2	8.1	2.7	32.4	41.5	46.1	I/S	Yes
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	4	I/S	I/S	I/S	I/S	I/S	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	258	98.8	45.1	42.2	12.7	70.9	72.4	72.8	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	200	100	46	43.9	10.1	54	65.1	67.3
Gender								
Male	96	100	47.3	41.8	11	52.7	64.8	66.9
Female	103	100	44.3	46.4	9.3	55.7	65.4	67.7
Racial/Ethnic Group								
White	28	100	12	72	16	88	83.8	79.6
African American	164	100	52.2	38.9	8.9	47.8	45.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	54	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66.7	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	13.6	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	2	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	159	100	48.7	44.8	6.5	51.3	51.4	55.4
Social Studies								
All Students	204	100	39.5	46.8	13.7	60.5	69.4	70.9
Gender								
Male	108	100	35.4	46.5	18.2	64.6	69.2	70.1
Female	96	100	44	47.3	8.8	56	69.5	71.7
Racial/Ethnic Group								
White	28	100	36	32	32	64	83.1	79.2
African American	170	100	40.4	48.4	11.2	59.6	53	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.1	86.8
Hispanic	5	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	27	100	77.3	18.2	4.5	22.7	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	3	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	167	100	39.6	47.8	12.6	60.4	57.6	60.8

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WHALE BRANCH MIDDLE										03/09/11-0701027
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	326	99.7	43	41.6	15.4	57	70.5	72.1	98.8	96.7
Gender										
Male	162	99.4	48.7	39.3	12	51.3	63.9	65.2	98.7	96.7
Female	163	100	37.4	43.9	18.7	62.6	77.1	79.2	98.9	96.8
Racial/Ethnic Group										
White	49	98	23.3	48.8	27.9	76.7	84.8	80.8	97.9	96.5
African American	267	100	46.1	40.2	13.8	53.9	55.6	59.7	99	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.3	87	97.9	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60.8	64.6	98.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.4	73.4	97	96
Disability Status										
Disabled	42	100	89.2	8.1	2.7	10.8	22.1	27.7	98.4	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	99	96.8
Socio-Economic Status										
Subsidized meals	264	99.6	43.7	43.7	12.7	56.3	58.7	61.9	98.9	96.6

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WHALE BRANCH MIDDLE							03/09/11-0701027
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	45	100	42.5	40	17.5	57.5
	6	94	100	61.2	29.4	9.4	38.8
	7	79	100	33.8	48.6	17.6	66.2
	8	82	100	48.1	44.3	7.6	51.9
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	81	97.5	50.7	40	9.3	49.3
	6	71	100	43.3	35.8	20.9	56.7
	7	88	100	57.3	29.3	13.4	42.7
	8	79	98.7	37	52.1	11	63
Mathematics							
2009	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	45	100	50	42.5	7.5	50
	6	94	100	55.3	38.8	5.9	44.7
	7	79	100	29.7	56.8	13.5	70.3
	8	82	100	40.5	35.4	24.1	59.5
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	81	97.5	53.3	37.3	9.3	46.7
	6	71	100	44.8	43.3	11.9	55.2
	7	88	100	40.2	41.5	18.3	59.8
	8	79	98.7	28.8	52.1	19.2	71.2
Science							
2009	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	24	91.7	42.1	47.4	10.5	57.9
	6	47	100	65.1	32.6	2.3	34.9
	7	79	100	32.4	59.5	8.1	67.6
	8	41	100	64.1	25.6	10.3	35.9
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	38	100	71.1	23.7	5.3	28.9
	6	35	100	60.6	33.3	6.1	39.4
	7	88	100	32.9	58.5	8.5	67.1
	8	39	100	36.1	41.7	22.2	63.9

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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							
2009	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	21	90.5	41.2	52.9	5.9	58.8
	6	47	100	26.2	69	4.8	73.8
	7	79	98.7	41.1	35.6	23.3	58.9
	8	41	100	30	52.5	17.5	70
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	41	100	48.6	37.8	13.5	51.4
	6	36	100	23.5	58.8	17.6	76.5
	7	88	100	42.7	41.5	15.9	57.3
	8	39	100	37.8	56.8	5.4	62.2
Writing							
2009	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	46	100	61	24.4	14.6	39
	6	93	100	47.7	38.4	14	52.3
	7	81	98.8	35.5	50	14.5	64.5
	8	82	98.8	48.1	38	13.9	51.9
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	83	98.8	43.6	34.6	21.8	56.4
	6	72	100	45.6	38.2	16.2	54.4
	7	92	100	50.6	37.6	11.8	49.4
	8	79	100	31.1	56.8	12.2	68.9

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