



WHALE BRANCH ELEMENTARY

15 Stuart Point Road
Seabrook, SC 29940

Grades	K-4 Elementary School	
Enrollment	301 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

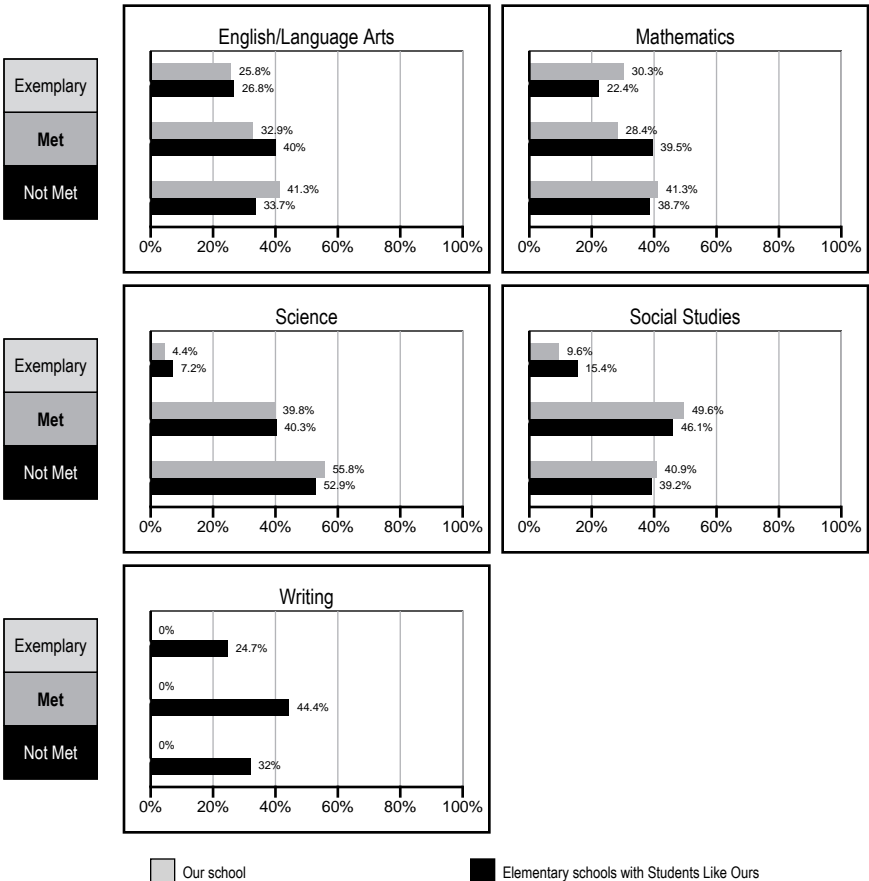
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	93	53	23

* 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=301)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	1.5%	1.1%
Attendance rate	96.6%	Down from 98.0%	96.2%	96.2%
Served by gifted and talented program	3.5%	Down from 4.9%	5.5%	13.4%
With disabilities other than speech	2.9%	Down from 8.6%	4.3%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.6%	0.3%
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	51.5%	Down from 57.6%	61.7%	62.5%
Continuing contract teachers	36.4%	Down from 60.6%	82.4%	88.2%
Teachers returning from previous year	51.8%	Down from 63.8%	84.7%	87.8%
Teacher attendance rate	94.6%	Down from 95.4%	95.2%	95.2%
Average teacher salary*	\$50,568	Down 2.1%	\$45,027	\$46,773
Professional development days/teacher	11.1 days	Down from 18.5 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	16.9 to 1	No Change	17.6 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 89.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$12,220	Up 0.8%	\$8,417	\$7,447
Percent of expenditures for instruction**	71.4%	Down from 73.0%	67.8%	68.4%
Percent of expenditures for teacher salaries**	62.6%	Down from 65.4%	64.2%	65.8%

* 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

Report of Principal and School Improvement Council

Whale Branch Elementary School has had an outstanding school year. The merger of Whale Branch Elementary and James J Davis Elementary has been completed.

We continued our extended school year with the addition of twenty days of instruction designed to increase student achievement. James J Davis Early Learning Center and Whale Branch Elementary achieved AYP (Adequate Yearly Progress) in the 2009-2010 school year. MAP scores continue to be up on each grade level and the level of rigor has also been increased school-wide. We are above national MAP averages in several areas. 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, after school activities, Saturday Academy, parent sessions, Parent University, 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.

As a Red Carpet Award winner, Whale Branch Elementary School and James J. Davis Early Learning Center have 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 and staff were involved in community service projects during the 2010-2011 school year learning about the importance of citizenship and contributing to the community at large. Students raised funds for American Cancer Society and CAPA. With the support of the Kiwanis Club, we were able to continue our K-kids program that supports school wide service efforts. Students and Staff were involved in Relay for Life. Our students completed studies about Fire Safety, readers' theatre, habitats, and mining. The school enjoyed grant funding for an after-school program.

All students received books at Christmas time provided through Title I funding. Students in Pre-Kindergarten and Kindergarten received additional books through Reading is Fundamental (RIF) and parents received tips on how to work and read with their children at home. Students were also able to select books at different times during the school year to increase their personal libraries at home.

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 literacy, guided reading, differentiation, and Every Day Math. Professional development will continue during the 2011-12 school year with a focus on small group reading, curriculum mapping, and formative assessments.

Don D. Doggett, Principal
Latoya Scott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	70	46
Percent satisfied with learning environment	84.6%	90.0%	91.1%
Percent satisfied with social and physical environment	96.2%	89.9%	88.9%
Percent satisfied with school-home relations	66.7%	82.6%	93.3%

* 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 7 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

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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.0%	0.0%	No
Student attendance rate	96.6%	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	174	99.4	39.6	32.7	27.7	69.2	83.3	82.4	No	Yes
Gender										
Male	77	100	50	28.4	21.6	56.8	80.1	78.7	N/A	N/A
Female	97	99	30.6	36.5	32.9	80	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	18	100	23.5	23.5	52.9	88.2	93.3	88.9	I/S	I/S
African American	147	99.3	43.3	33.6	23.1	65.7	72.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
Disability Status										
Disabled	33	97	70	16.7	13.3	30	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	99.4	38.2	34.7	27.1	69.4	75.6	75.4	No	Yes

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

All Students	174	100	40.6	28.1	31.3	66.9	83.2	81.9	No	Yes
Gender										
Male	77	100	44.6	24.3	31.1	62.2	81.6	79.9	N/A	N/A
Female	97	100	37.2	31.4	31.4	70.9	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	18	100	11.8	41.2	47.1	88.2	93.2	88.9	I/S	I/S
African American	147	100	45.9	26.7	27.4	63	70.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
Disability Status										
Disabled	33	100	77.4	6.5	16.1	32.3	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	100	40	26.9	33.1	68.3	75.6	74.9	No	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	129	100	53.8	39.3	6.8	46.2	67.8	68.6
Gender								
Male	53	100	51.9	40.4	7.7	48.1	68.4	68.3
Female	76	100	55.4	38.5	6.2	44.6	67.3	68.9
Racial/Ethnic Group								
White	16	100	20	60	20	80	85.5	80.7
African American	106	100	62.5	33.3	4.2	37.5	49.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	26	100	68	20	12	32	31.8	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	5	I/S	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	115	100	54.2	39.3	6.5	45.8	55.2	57.3
Social Studies								
All Students	129	100	40.3	48.7	10.9	59.7	71.9	72.5
Gender								
Male	63	100	40	46.7	13.3	60	72	72
Female	66	100	40.7	50.8	8.5	59.3	71.8	73.1
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	85	81
African American	109	100	42.6	49.5	7.9	57.4	57.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
Disability Status								
Disabled	27	100	64	28	8	36	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	115	100	38.3	50.5	11.2	61.7	61.7	62.9

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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	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	96.6	96.5
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	67.2	96.4	96.5
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.9	79.4	96.8	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.4	81.5	94.3	96.3
African American	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	61.3	96.9	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	94.4	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	66.7	95.5	96.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.5	26	95.6	96
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	65.7	96.2	96.7
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	62.7	63.2	96.6	96.4

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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	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
2011	3	90	100	34.5	33.3	32.1	65.5
	4	84	98.8	45.3	32	22.7	54.7
	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	N/A
Mathematics							
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
2011	3	90	100	45.2	22.6	32.1	54.8
	4	84	100	35.5	34.2	30.3	64.5
	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	N/A
Science							
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
2011	3	45	100	65.9	29.3	4.9	34.1
	4	84	100	47.4	44.7	7.9	52.6
	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	N/A

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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							
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
2011	3	45	100	46.5	39.5	14	53.5
	4	84	100	36.8	53.9	9.2	63.2
	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
Writing							
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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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