



WHALE BRANCH MIDDLE

2009 Trask Parkway
Beaufort, South Carolina

Grades	5-8 Middle School	
Enrollment	332 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

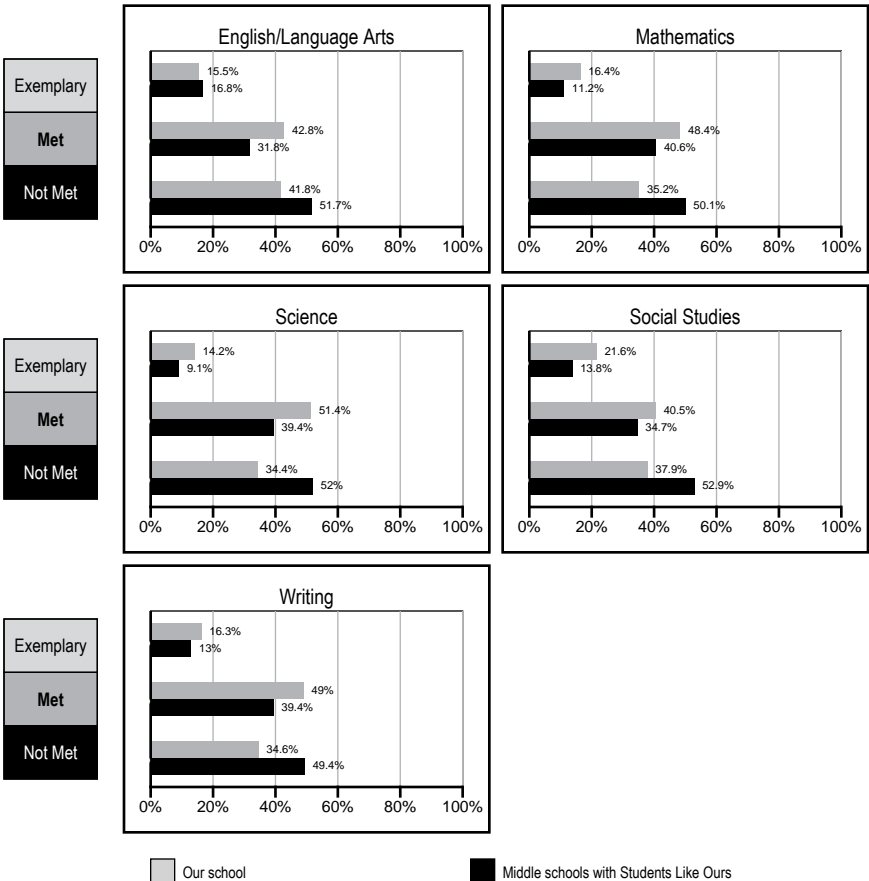
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	28	25

* 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	97.4%	88.1%
English 1	N/A	86.5%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=332)				
Students enrolled in high school credit courses (grades 7 & 8)	25.5%	Up from 11.4%	13.3%	24.5%
Retention rate	0.6%	Up from 0.3%	1.0%	0.7%
Attendance rate	97.9%	Down from 98.8%	95.3%	95.9%
Served by gifted and talented program	13.0%	Up from 8.3%	5.7%	17.8%
With disabilities other than speech	7.1%	Down from 9.8%	11.2%	9.2%
Older than usual for grade	1.2%	Down from 1.5%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 2.4%	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	46.7%	Down from 57.1%	58.3%	60.0%
Continuing contract teachers	56.7%	Down from 64.3%	66.0%	82.6%
Teachers returning from previous year	66.9%	Down from 69.8%	78.7%	85.6%
Teacher attendance rate	95.8%	Down from 97.6%	95.4%	95.3%
Average teacher salary*	\$48,880	Down 7.7%	\$44,040	\$46,300
Professional development days/teacher	18.2 days	Down from 22.7 days	10.6 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.8 to 1	18.2 to 1	21.5 to 1
Prime instructional time	90.5%	Down from 93.5%	89.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 99.0%	97.9%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$13,583	Down 1.4%	\$9,989	\$7,634
Percent of expenditures for instruction**	59.2%	Up from 57.4%	60.3%	64.0%
Percent of expenditures for teacher salaries**	53.0%	Up from 49.8%	56.0%	61.2%

* 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

Whale Branch Middle School completed yet another successful year. Foremost, for the second year in a row the school made Adequate Yearly Progress (AYP) making us the only middle/secondary school in Beaufort County to repeat this great feat. Our school was also the recipient of the State of South Carolina Positive Behavior Intervention Supports (PBIS) Ribbon Award. This award indicates that our school meets the criteria for successful implementation of PBIS. Another highlight of this school year was being named a Carolina's First Palmetto's Finest semi-finalist. Lastly, WBMS was one of ten schools in the nation to achieve Stephen Peter's Gentlemen's Club Gold Level Status.

WBMS students completed the third year of the Science, Technology, Engineering, and Math (STEM) academy with great enthusiasm. In addition to overnight field trips to Riverbanks Zoological Gardens, EdVenture Museum, and Space Camp, our students also went to Hunting Island State Park. One of the exciting projects completed by our students involved a high altitude balloon launch whereby a helium filled weather balloon was launched 100,000 feet into space. Attached to the box was a camera that took intermittent photographs of the journey. The students had to make predictions based on wind speed and curvature of the earth as to where the balloon would come down.

Teachers continued to strengthen academic instruction through the Teacher Advancement Program (TAP), and by utilizing student data from sources such as: Measures of Academic Progress (MAP), USA Test Prep, Compass Learning, Accelerated Math and First in Math. In combination with classroom assessments the teachers were able to address individual student strengths and challenges to ensure each student met their 1.5 years growth.

Because of the dramatic improvement over the last few years, WBMS played host to several site visits from schools both inside and outside the district. Additionally, we participated in a Northwest Evaluation Association (NWEA) photo shoot based on the way our students and staff use data to make informed instructional decisions.

Because we cannot do what we do alone, our efforts to build home/school relationships involved the following: Parent to Parent training, Gentlemen's Club, ORCA's Arts Showcase, Audubon Society, Star Watch, Beaufort Marine Institute (BMI), Faith Leader's Luncheon, Mental Health Counselors, Relay for Life, Family Literacy and Math Nights, Parent/Community Liaison, STEM Showcase, School Fusion website, and utilization of School Messenger.

In addition to academic success, WBMS athletes added to their trophy case this year the following: Boys Basketball Tournament Champions, Girls Basketball Tournament Champions, Boys Track District Champions, and for the first time ever, Girls Track District Champions!

The staff, students, and parents of the Whale Branch Community continue to promote excellence in teaching and learning. Through planning, implementation, and reflection, we strive for accuracy each and every day to ensure our students are prepared for whatever obstacle is placed before them. We make no excuses, we believe in each other, we believe in Whale Branch Middle School. WE BELIEVE!
(excerpt taken from WBMS Creed)

Mona Lise Dickson, Principal and Deeni Everly, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	77	29
Percent satisfied with learning environment	88.6%	80.5%	93.1%
Percent satisfied with social and physical environment	91.4%	89.6%	82.8%
Percent satisfied with school-home relations	70.6%	85.7%	75.9%

* 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

NO

This school met 14 out of 17 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	4.6%	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	14.2%	0.0%	No
Student attendance rate	97.9%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	326	100	41.8	42.8	15.5	71.4	83.3	82.4	No	Yes
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Gender

Male	164	100	48.1	40.4	11.5	66.7	80.1	78.7	N/A	N/A
Female	162	100	35.1	45.3	19.6	76.4	86.5	86.2	N/A	N/A

Racial/Ethnic Group

White	47	100	13.6	50	36.4	93.2	93.3	88.9	Yes	Yes
African American	271	100	46.8	41.7	11.5	67.9	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.7	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S

Disability Status

Disabled	37	100	N/AV	N/AV	N/AV	20	44.1	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	282	100	44.9	42.3	12.8	69.4	75.6	75.4	No	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	326	100	35.2	48.4	16.4	75.7	83.2	81.9	Yes	Yes
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Gender

Male	164	100	38.5	42.9	18.6	71.8	81.6	79.9	N/A	N/A
Female	162	100	31.8	54.1	14.2	79.7	84.9	84.1	N/A	N/A

Racial/Ethnic Group

White	47	100	15.9	59.1	25	90.9	93.2	88.9	Yes	Yes
African American	271	100	38.5	47.6	13.9	73.4	70.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S

Disability Status

Disabled	37	100	N/AV	N/AV	N/AV	31.4	46.7	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	282	100	37.4	47.9	14.7	74	75.6	74.9	Yes	Yes
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* 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	197	100	34.4	51.4	14.2	65.6	67.8	68.6
Gender								
Male	101	100	30.5	54.7	14.7	69.5	68.4	68.3
Female	96	100	38.6	47.7	13.6	61.4	67.3	68.9
Racial/Ethnic Group								
White	32	100	12.9	64.5	22.6	87.1	85.5	80.7
African American	162	100	38.9	49	12.1	61.1	49.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	16.7	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	1	I/S	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	167	100	37.8	52.6	9.6	62.2	55.2	57.3
Social Studies								
All Students	202	100	37.9	40.5	21.6	62.1	71.9	72.5
Gender								
Male	102	100	34.7	40.8	24.5	65.3	72	72
Female	100	100	41.3	40.2	18.5	58.7	71.8	73.1
Racial/Ethnic Group								
White	28	100	16	32	52	84	85	81
African American	167	100	41.1	43	15.8	58.9	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.7	73.5
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	20	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	2	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	174	100	40.9	41.5	17.7	59.1	61.7	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	162	99.4	34.6	49	16.3	65.4	73.8	73.2	97.9	96.5
Gender										
Male	76	100	40.5	44.6	14.9	59.5	67.9	67.2	97.7	96.5
Female	86	98.8	29.1	53.2	17.7	70.9	79.9	79.4	98	96.6
Racial/Ethnic Group										
White	20	100	26.3	42.1	31.6	73.7	87.4	81.5	96.4	96.3
African American	138	99.3	34.6	51.5	13.8	65.4	59.1	61.3	98.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	77.9	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	66.7	97.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	92.6	95.6
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	5.6	23.5	26	97.3	96
Migrant Status										
Migrant	N/A	N/AV	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	I/S	I/S	I/S	I/S	63.1	65.7	95.8	96.7
Socio-Economic Status										
Subsidized meals	143	99.3	36.8	49.3	14	63.2	62.7	63.2	98	96.4

Abbreviations for Missing Data

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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	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
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	70	100	33.3	39.4	27.3	66.7
	6	93	100	48.3	41.4	10.3	51.7
	7	73	100	44.9	39.1	15.9	55.1
	8	90	100	39	50	11	61
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	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
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	70	100	30.3	47	22.7	69.7
	6	93	100	39.1	50.6	10.3	60.9
	7	73	100	27.5	50.7	21.7	72.5
	8	90	100	41.5	45.1	13.4	58.5
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	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
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	34	100	35.5	58.1	6.5	64.5
	6	46	100	43.9	48.8	7.3	56.1
	7	73	100	31.9	50.7	17.4	68.1
	8	44	100	28.6	50	21.4	71.4

Abbreviations for Missing Data

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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	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
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	36	100	20	45.7	34.3	80
	6	47	100	34.8	54.3	10.9	65.2
	7	73	100	42	33.3	24.6	58
	8	46	100	50	32.5	17.5	50
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	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
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	72	100	27.5	47.8	24.6	72.5
	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	90	98.9	40.5	50	9.5	59.5

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