



Whale Branch Elementary

15 Stuart Point Road
Seabrook, SC 29940

Grades	PK-5 Elementary School	
Enrollment	357 Students	
Principal	Mark L. Mansell	843-466-1000
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Good*
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	Good
2004	Below Average	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

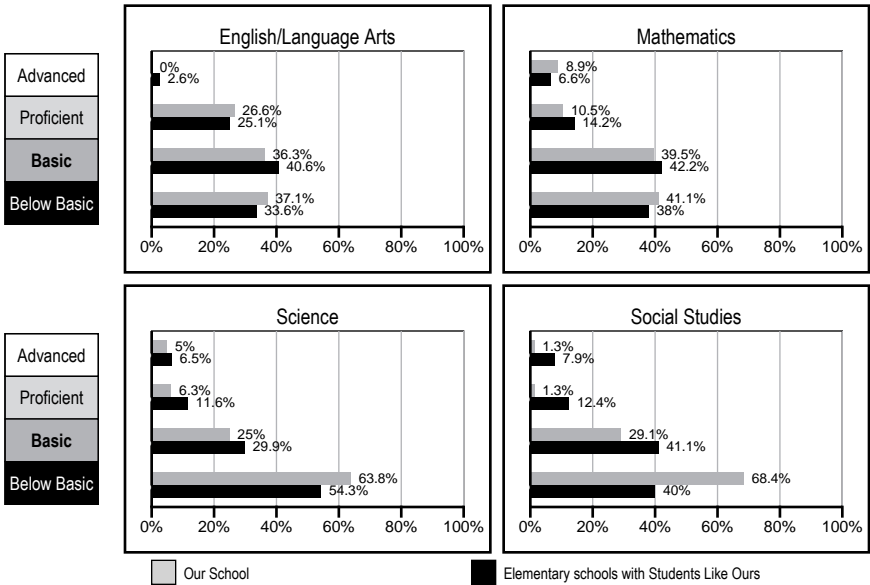
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=357)				
First graders who attended full-day kindergarten	73.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.5%	Up from 1.9%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.1%	96.0%	96.3%
Eligible for gifted and talented	10.3%	Down from 13.7%	3.1%	10.4%
With disabilities other than speech	10.7%	Down from 11.7%	7.8%	7.5%
Older than usual for grade	1.5%	Up from 1.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 3.1%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 61.1%	53.9%	56.7%
Continuing contract teachers	87.1%	Up from 83.3%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.4%	Down from 82.5%	82.8%	86.4%
Teacher attendance rate	89.8%	Down from 91.5%	95.0%	94.9%
Average teacher salary	\$48,398	Down 0.6%	\$43,674	\$45,345
Professional development days/teacher	12.8 days	Down from 13.4 days	13.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	83.7%	Up from 82.6%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.8%	Up from 94.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$10,763	Up 11.9%	\$8,151	\$7,052
Percent of expenditures for instruction*	71.9%	Up from 69.5%	68.5%	69.1%
Percent of expenditures for teacher salaries*	67.4%	Up from 67.2%	61.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Whale Branch Elementary School has had a wonderful school year. The programs and activities that were offered to support the academic program were widely attended by our students. As a PK-5 school, the staff and parents focused on providing the very best programming for all of our students. The Weekly Professional Development Cluster Meetings, year-round calendar, intersession activities, parent sessions, Student Celebrations for Academic Improvement on MAP tests, and The Early Childhood Development Center all served to promote our school mission and goals.

All students were involved in community service projects during 2007-08, learning about the importance of citizenship and contributing to the community at large. The children raised funds for the cancer fundraiser, Relay for Life. With the support of the Kiwanis Club, we were able to continue our K-kids program that supports these school-wide service efforts. Our students completed studies about Fire Safety, readers' theatre, habitats, and African drumming. These experiences gave the children an opportunity to apply their skills and learning, and each of these activities concluded with celebrations that the community attended.

The school enjoyed grant funding for an after-school program and we have applied for ongoing funds for students requiring additional after-school academic assistance. Our fall intersession programs concentrated on the students' inquiry science-based program also included intense small-group instruction with reading and math. During the spring intersession, our students took a field trip to the South Carolina Aquarium.

The teacher and parent members of the School Improvement Council engaged in the development of our strategic plan, which focused on raising academic achievement, especially in the area of social studies and science. This year our 5th grade classes were departmentalized. In addition, 4th and 5th grade students who were close to scoring Proficient and Advanced on PACT received instruction from our science lab teacher and our gifted and talented teacher.

Services in the Early Childhood Development Center were ongoing throughout the year in the respective day care centers. Students and parents in Pre-Kindergarten, Kindergarten, and first grade were involved in Kids Club. Students received books through Reading is Fundamental (RIF), and parents received tips on how to work and read with their children at home.

WBES continued working with the Teacher Advancement Program (TAP) with ongoing professional development in the areas of effective teaching strategies and best practices. Professional development will continue in the 2008-09 school year, our focus will be 6+1 Writing Traits, Everyday Math, and Rigby Literacy.

Mark Mansell
Sheila Saunders

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	41	29
Percent satisfied with learning environment	83.3%	92.5%	75.9%
Percent satisfied with social and physical environment	97.2%	90.2%	89.7%
Percent satisfied with school-home relations	42.9%	92.7%	79.3%

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

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School Adequate Yearly Progress

NO

This school met 10 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

Restructure

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. Sanction: Implement the restructuring plan.
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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	139	100	37.1	36.3	26.6	0	33.1	47.3	48.2	Yes	Yes
Gender											
Male	76	100	45.6	33.8	20.6	0	26.5	40.8	41.7	N/A	N/A
Female	63	100	26.8	39.3	33.9	0	41.1	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	35	100	27.3	27.3	45.5	0	57.6	65.1	60	I/S	I/S
African American	98	100	40	40	20	0	24.7	30.2	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	28	100	84.6	7.7	7.7	0	7.7	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	118	100	38.5	37.5	24	0	30.8	32.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	139	100	41.1	39.5	10.5	8.9	27.4	41.7	45.8	No	Yes
Gender											
Male	76	100	42.6	38.2	8.8	10.3	29.4	42.3	45.6	N/A	N/A
Female	63	100	39.3	41.1	12.5	7.1	25	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	35	100	12.1	54.5	6.1	27.3	42.4	60.6	59	I/S	I/S
African American	98	100	51.8	35.3	11.8	1.2	20	22.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	28	100	61.5	30.8	0	7.7	19.2	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	118	100	42.3	39.4	11.5	6.7	26.9	26.1	31.4	No	Yes

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

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	92	100	63.8	25	6.3	5	11.3	30.8	35.7	96	96.3
Gender											
Male	50	100	65.1	23.3	7	4.7	11.6	32.8	37.4	96	96.2
Female	42	100	62.2	27	5.4	5.4	10.8	28.7	33.8	95.9	96.4
Racial/Ethnic Group											
White	25	100	34.8	34.8	17.4	13	30.4	49.4	49.2	94.7	96.2
African American	64	100	75.9	22.2	1.9	0	1.9	12.7	17	96.3	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	96.9	96.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	97.2	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.2	96.1
Disability Status											
Disabled	20	100	78.9	10.5	5.3	5.3	10.5	11.7	14	95.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	98.4	96.7
Socio-Economic Status											
Subsided meals	75	100	71.9	20.3	6.3	1.6	7.8	15.9	21.1	95.9	96.1
Social Studies											
All Students	88	100	68.4	29.1	1.3	1.3	2.5	28	34	96	96.3
Gender											
Male	48	100	76.2	21.4	0	2.4	2.4	30	36.6	96	96.2
Female	40	100	59.5	37.8	2.7	0	2.7	25.8	31.3	95.9	96.4
Racial/Ethnic Group											
White	21	100	35	55	5	5	10	42.3	44.5	94.7	96.2
African American	63	100	80	20	0	0	0	13.4	19.1	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	96.9	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	97.2	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	96.1
Disability Status											
Disabled	17	100	87.5	12.5	0	0	0	10	14.4	95.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	98.4	96.7
Socio-Economic Status											
Subsided meals	75	100	73.1	23.9	1.5	1.5	3	14.9	21	95.9	96.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	50	100	57.9	18.4	23.7	0	23.7	
	4	42	100	47.4	47.4	5.3	0	5.3	
	5	41	100	47.2	38.9	13.9	0	13.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	29.8	36.2	34	0	34	
	4	41	100	54.3	22.9	22.9	0	22.9	
	5	46	100	31	47.6	21.4	0	21.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	50	100	60.5	31.6	5.3	2.6	7.9	
	4	42	100	36.8	47.4	13.2	2.6	15.8	
	5	41	100	41.7	25	22.2	11.1	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	55.3	34	6.4	4.3	10.6	
	4	41	100	42.9	40	8.6	8.6	17.1	
	5	46	100	23.8	45.2	16.7	14.3	31	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	26	100	57.9	36.8	5.3	0	5.3	
	4	42	100	60.5	36.8	0	2.6	2.6	
	5	20	100	50	16.7	22.2	11.1	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	62.5	29.2	8.3	0	8.3	
	4	41	100	65.7	25.7	2.9	5.7	8.6	
	5	24	100	61.9	19	9.5	9.5	19	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	24	100	84.2	15.8	0	0	0	
	4	42	100	55.3	34.2	7.9	2.6	10.5	
	5	21	100	61.1	38.9	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	95.7	4.3	0	0	0	
	4	41	100	65.7	34.3	0	0	0	
	5	22	100	42.9	47.6	4.8	4.8	9.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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