



Whale Branch Middle

2009 Trask Parkway
Beaufort, South Carolina

Grades	5-8 Middle School	
Enrollment	306 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

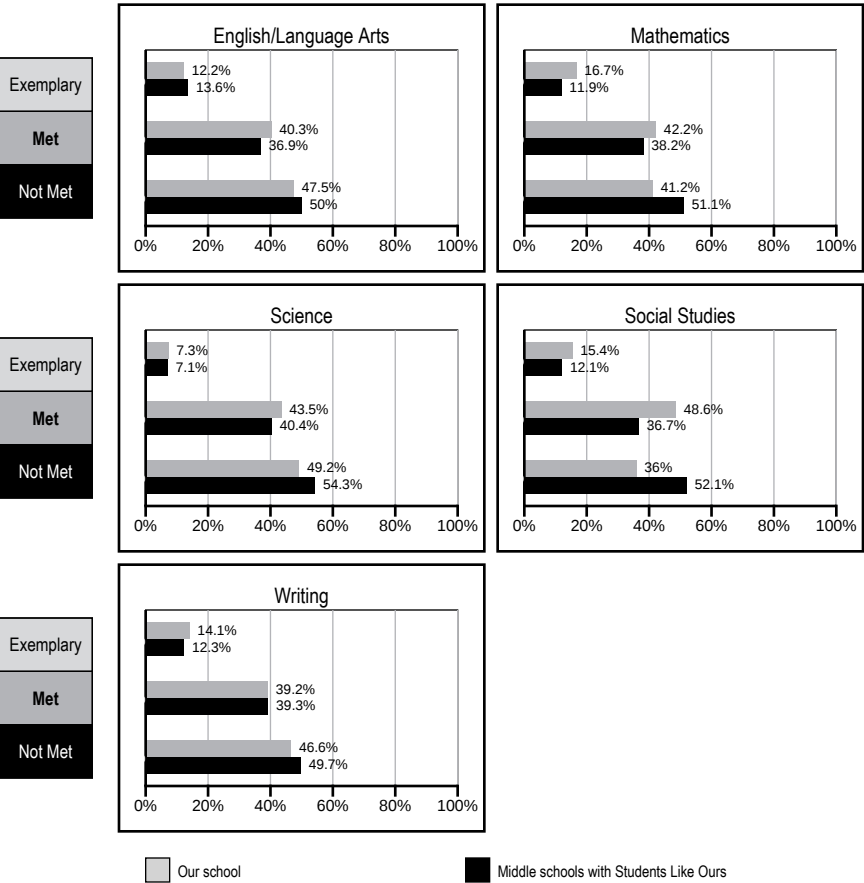
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	34	19

* Ratings are calculated with data available by 06/01/2010.

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%	89.4%
English 1	N/A	85.3%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=306)				
Students enrolled in high school credit courses (grades 7 & 8)	11.4%	Up from 7.0%	13.2%	21.6%
Retention rate	0.3%	Down from 1.2%	2.4%	1.2%
Attendance rate	97.3%	Up from 93.7%	95.3%	95.9%
Eligible for gifted and talented	12.5%	Down from 12.8%	6.1%	14.8%
With disabilities other than speech	11.8%	Down from 12.2%	14.1%	12.6%
Older than usual for grade	1.3%	Down from 3.3%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	39.3%	Down from 56.7%	54.3%	56.9%
Continuing contract teachers	64.3%	Up from 63.3%	65.5%	72.7%
Teachers with emergency or provisional certificates	13.0%	No Change	14.4%	5.3%
Teachers returning from previous year	66.7%	Down from 74.9%	77.1%	82.9%
Teacher attendance rate	93.5%	Up from 91.8%	95.0%	95.2%
Average teacher salary*	\$45,841	Down 6.3%	\$44,505	\$46,599
Professional development days/teacher	16.8 days	Up from 9.0 days	10.0 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 26.2 to 1	17.0 to 1	20.1 to 1
Prime instructional time	87.3%	Up from 83.5%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 85.9%	95.9%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$12,245	Up 20.2%	\$9,601	\$7,645
Percent of expenditures for instruction**	55.9%	Down from 57.8%	60.6%	63.4%
Percent of expenditures for teacher salaries**	46.1%	Down from 55.2%	54.4%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Whale Branch Middle School completed a year of success and many accomplished achievements. This year we implemented the Science, Technology, Engineering, and Math Academy (STEM) for our 5th and 6th graders. A STEM infused school is geared to the natural curiosity and creativity of children. Using the natural resources of Whale Branch Middle School allowed the students to be engaged in hands-on experiences that sparked the imagination.

Teachers used Measurement of Academic Progress (MAP) and Testview to identify students' strengths and weaknesses in the core subject areas. Data was used to drive instruction to raise academic achievement. Teachers met every Monday for Data meetings, Tuesdays for Technology and Wednesdays for curriculum with instructional coaches.

We continued to incorporate Single-Gender classes for the third consecutive year. Staff development was held to enrich the knowledge of teachers and to assist them with the strategic planning of strategies involving single-gender classes.

The 21st Century After-School Program served more than half the school's population. During the year, we partnered with the Beaufort Conservation District to enlighten students' curiosity in the core subject areas. Guest speakers were invited to come and discuss character education and setting goals with our students. Additionally, Compass Learning was used to support students in mastering skills in English and Mathematics.

Professional Development is a key component in supporting teachers to increase student achievement. This year, Whale Branch Middle School Staff completed staff development in technology, using the Promethean Board, MAP, Decrate, Testview, Results Now, Teacher Advancement Program (TAP), Literacy, Arts Infused, Everyday Math and Curriculum Mapping. The Spring MAP results highlighted 60 percent or more of our students meeting their individual growth targets in English and Mathematics.

In an effort to build strong home and school relationships, Whale Branch Middle School combined with the feeder elementary schools to involve all stakeholders in raising student achievement. Some of the events were Literacy Nights with renowned authors like Brod Baggert, Carmen Deedy, E.B. Lewis and Michael Johnson. Other events were the Art Showcase, Faith Leaders Luncheon and the Parent to Parent nights.

The staff and students at Whale Branch Middle School are determined stakeholders prepared to promote excellence in teaching and learning. It is hugely important for educators, parents and the community to know how powerful schools can be for children. As a community of learners, we must strive to conquer new challenges and seize every opportunity to attain ultimate success in our classrooms.

Mona Lise Dickson, Principal
 Marilyn Fields, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	94	47
Percent satisfied with learning environment	64.0%	75.5%	76.1%
Percent satisfied with social and physical environment	88.0%	87.2%	79.5%
Percent satisfied with school-home relations	41.7%	87.1%	84.4%

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

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 Adequate Yearly Progress YES

This school met 15 out of 15 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	97.3%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	300	100	47.5	40.3	12.2	67.3	81.8	82.8	Yes	Yes
Gender										
Male	157	100	50.3	38.6	11	61.4	78.2	79.3	N/A	N/A
Female	143	100	44.4	42.1	13.5	73.7	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	46	100	31.6	42.1	26.3	81.6	92.4	89.5	I/S	Yes
African American	244	100	50.9	39.6	9.6	63.5	71.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	21.2	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	233	100	50.2	40.6	9.2	65.9	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	300	100	43.5	43.2	13.3	66.9	77.3	78.9	Yes	Yes
Gender										
Male	157	100	44.1	40.7	15.2	65.5	75.8	77	N/A	N/A
Female	143	100	42.9	45.9	11.3	68.4	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	46	100	28.9	50	21.1	81.6	89.8	87.2	I/S	Yes
African American	244	100	46.5	42.2	11.3	63.5	62.7	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	24.2	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	233	100	45.6	43.3	11.1	65	66.9	70.2	Yes	Yes

* 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	191	99	48.6	44	7.4	51.4	66.1	67.5
Gender								
Male	94	98.9	48.2	44.7	7.1	51.8	66.1	67
Female	97	99	48.9	43.3	7.8	51.1	66.1	68
Racial/Ethnic Group								
White	26	100	23.8	52.4	23.8	76.2	82.9	79.5
African American	160	98.8	52.3	42.3	5.4	47.7	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	8.7	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	152	98.7	51.1	42.6	6.4	48.9	51.8	55.1

Social Studies

All Students	188	98.4	34.9	49.4	15.7	65.1	70.3	72.3
Gender								
Male	94	98.9	32.6	47.7	19.8	67.4	70	71.5
Female	94	97.9	37.2	51.2	11.6	62.8	70.6	73.2
Racial/Ethnic Group								
White	28	100	13	65.2	21.7	87	82.6	80.7
African American	153	98.7	39.9	46.2	14	60.1	58.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	23.8	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	56.2	67.9
Socio-Economic Status								
Subsided meals	144	97.9	37.9	50.8	11.4	62.1	58.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	302	99.3	46.5	39.4	14.2	53.5	68.6	70.2	97.3	96.4
Gender										
Male	159	98.7	54.4	34	11.6	45.6	61.3	63.2	97.3	96.3
Female	143	100	37.8	45.2	17	62.2	76.2	77.5	97.3	96.6
Racial/Ethnic Group										
White	46	100	35	35	30	65	82.7	79.1	95.5	96.4
African American	246	99.2	49.6	39.7	10.8	50.4	54.5	57.6	97.6	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.1	86.2	99.6	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	57.4	62.6	97.3	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	37	100	N/AV	N/AV	N/AV	14.3	23.8	26.1	98.3	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.1	61.2	99.3	96.6
Socio-Economic Status										
Subsidized meals	234	99.6	49.5	38.6	11.8	50.5	55.9	58.9	97.4	96.1

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							
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
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
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
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
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

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