



## Harbor View Elementary

1576 Harbor View Road  
Charleston, SC 29412

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	558 Students	
<b>Principal</b>	Tim Ellenberger	843-762-2749
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Below Average</b>
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## 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**

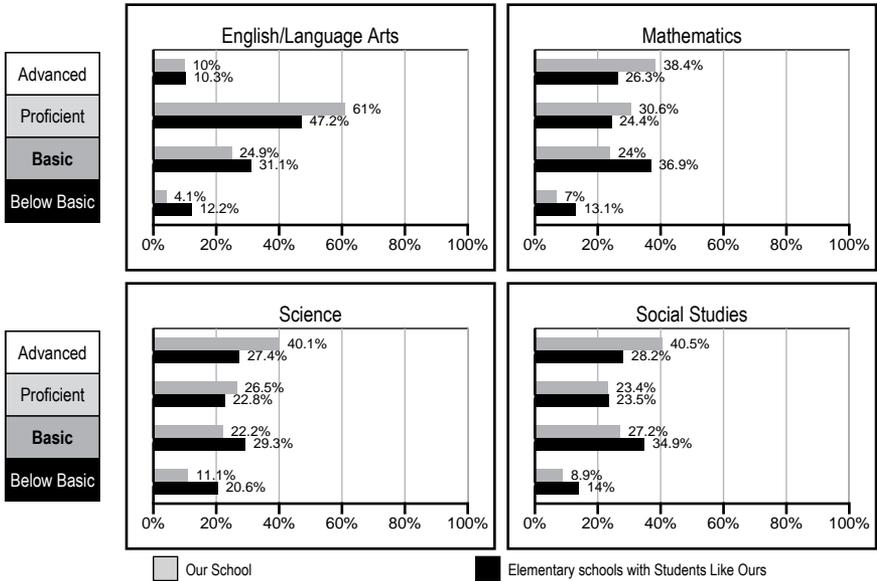
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	23	13	2	0

\* 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
<b>Students (n=558)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	100.0%	100.0%
Retention rate	2.2%	Down from 2.4%	1.7%	2.3%
Attendance rate	95.3%	Down from 95.9%	96.7%	96.3%
Eligible for gifted and talented	22.1%	Down from 24.5%	18.7%	10.4%
With disabilities other than speech	4.0%	Down from 4.8%	7.0%	7.5%
Older than usual for grade	0.7%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	54.3%	Down from 59.0%	59.7%	56.7%
Continuing contract teachers	82.9%	Down from 92.3%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 96.2%	88.2%	86.4%
Teacher attendance rate	99.3%	Down from 99.7%	95.3%	94.9%
Average teacher salary	\$49,357	Down 0.2%	\$46,290	\$45,345
Professional development days/teacher	12.0 days	Up from 9.8 days	11.7 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.6 to 1	20.3 to 1	18.5 to 1
Prime instructional time	94.6%	Down from 95.5%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,766	Up 7.0%	\$6,506	\$7,052
Percent of expenditures for instruction*	76.7%	Up from 75.6%	70.6%	69.1%
Percent of expenditures for teacher salaries*	58.8%	Down from 71.5%	66.2%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Harbor View Elementary continues to strive for higher scores, greater academic achievement, and well-rounded students. The SC Oversight Committee has rewarded Harbor View for the fourth year in a row for successfully closing the achievement gap. We were one of twenty schools in our county to receive this honor. This award shows that our students are striving to achieve their best for a quality education.

The School Improvement Council and our Parent/Teacher organizations have greatly enhanced our school's ability to achieve by supplying us with much needed equipment, rewards, and school supplies that are critical to student growth. The support we get from the SIC and PTA helps our school tremendously.

We have a partnership with The College of Charleston and the Citadel that enhances our educational program as well as the colleges' programs. We provided classroom teachers to help them with their student interns and their student teachers. Our teachers are always encouraged to provide help to these prospective teachers.

We encourage everyone to visit our school and see the outstanding job our staff, parents, and students do on a daily basis. We are proud of the professionalism our staff exhibit, the progress our students make, and the support we receive from parents.

Tim Ellenberger, Principal  
 Dale Dangerfield, SIC President

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	17	75	72
Percent satisfied with learning environment	100.0%	98.7%	93.0%
Percent satisfied with social and physical environment	100.0%	92.0%	94.4%
Percent satisfied with school-home relations	94.1%	94.7%	92.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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

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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

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 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	255	100	4.1	24.9	61	10	81.3	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	118	100	6.2	26.5	59.3	8	76.1	47.3	41.7	N/A	N/A
Female	137	100	2.3	23.4	62.5	11.7	85.9	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	202	100	2.6	19.4	65.4	12.6	85.3	77.6	60	Yes	Yes
African American	38	100	13.2	52.6	34.2	0	55.3	32.1	31.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	20	100	27.8	38.9	33.3	0	38.9	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	74	100	7.4	42.6	45.6	4.4	67.6	33	34	Yes	Yes

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

All Students	255	100	7.1	24.1	30.7	38.2	78.8	49.7	45.8	Yes	Yes
<b>Gender</b>											
Male	118	100	7.1	23	32.7	37.2	80.5	49.5	45.6	N/A	N/A
Female	137	100	7	25	28.9	39.1	77.3	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	202	100	3.1	23	29.8	44	83.8	75.6	59	Yes	Yes
African American	38	100	26.3	31.6	34.2	7.9	55.3	26.2	26.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	20	100	22.2	44.4	16.7	16.7	44.4	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	74	100	16.2	29.4	32.4	22.1	61.8	28.3	31.4	Yes	Yes

\* 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 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
<b>Science</b>											
All Students	170	100	11.2	22.4	26.1	40.4	66.5	39.2	35.7	95.3	96
<b>Gender</b>											
Male	77	100	12	20	26.7	41.3	68	40.8	37.4	95.2	95.8
Female	93	100	10.5	24.4	25.6	39.5	65.1	37.6	33.8	95.4	96.1
<b>Racial/Ethnic Group</b>											
White	137	100	6.2	20	28.5	45.4	73.8	66.4	49.2	95.2	96.1
African American	23	100	39.1	39.1	13	8.7	21.7	15.3	17	95.4	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.3	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	94.4	95.7
<b>Disability Status</b>											
Disabled	12	100	18.2	54.5	9.1	18.2	27.3	16.6	14	92.5	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.6	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	51	100	18.8	37.5	16.7	27.1	43.8	17.1	21.1	93.9	95.5
<b>Social Studies</b>											
All Students	168	100	8.9	27.2	23.4	40.5	63.9	40.2	34	95.3	96
<b>Gender</b>											
Male	75	100	8.6	17.1	32.9	41.4	74.3	42	36.6	95.2	95.8
Female	93	100	9.1	35.2	15.9	39.8	55.7	38.3	31.3	95.4	96.1
<b>Racial/Ethnic Group</b>											
White	132	100	8.1	23.4	22.6	46	68.5	63.3	44.5	95.2	96.1
African American	27	100	11.1	48.1	29.6	11.1	40.7	19.1	19.1	95.4	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.3	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	94.4	95.7
<b>Disability Status</b>											
Disabled	15	100	38.5	38.5	23.1	0	23.1	18.2	14.4	92.5	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.6	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	53	100	18.8	43.8	16.7	20.8	37.5	20.1	21	93.9	95.5

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	75	100	2.8	13.9	69.4	13.9	83.3
	4	88	100	7.1	19	63.1	10.7	73.8
	5	93	100	8.8	41.8	45.1	4.4	49.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	90	100	4.8	15.7	61.4	18.1	79.5
	4	83	100	2.6	26.9	65.4	5.1	70.5
	5	82	100	5	32.5	56.3	6.3	62.5
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	75	100	4.2	45.8	26.4	23.6	50
	4	88	100	8.3	17.9	27.4	46.4	73.8
	5	93	100	7.7	42.9	30.8	18.7	49.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	90	100	6	31.3	21.7	41	62.7
	4	83	100	6.4	17.9	37.2	38.5	75.6
	5	82	100	8.8	22.5	33.8	35	68.8
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	38	100	18.9	35.1	32.4	13.5	45.9
	4	88	100	15.5	19	23.8	41.7	65.5
	5	46	100	29.5	29.5	25	15.9	40.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	46	100	4.7	18.6	39.5	37.2	76.7
	4	83	100	12.8	24.4	21.8	41	62.8
	5	41	100	15	22.5	20	42.5	62.5
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	37	100	5.7	17.1	31.4	45.7	77.1
	4	88	100	8.3	32.1	21.4	38.1	59.5
	5	47	100	17	23.4	19.1	40.4	59.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	7.5	25	20	47.5	67.5
	4	83	100	6.4	29.5	24.4	39.7	64.1
	5	41	100	15	25	25	35	60
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample