



Harbison West Elementary

257 Crossbow Drive
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	447 Students	
Principal	Franklin L. Foster	803-476-3800
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

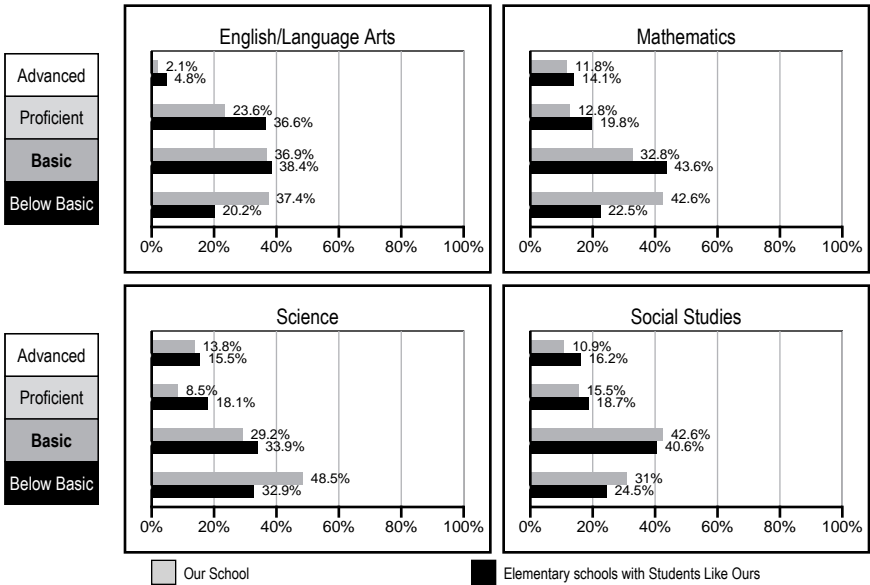
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	54	30	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 | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=447)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.6%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	10.8%	Up from 9.1%	10.7%	10.4%
With disabilities other than speech	15.3%	Up from 8.2%	8.5%	7.5%
Older than usual for grade	0.3%	Up from 0.0%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	64.2%	Down from 67.3%	56.7%	56.7%
Continuing contract teachers	66.0%	Down from 73.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.3%	Down from 77.3%	87.8%	86.4%
Teacher attendance rate	95.3%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$47,009	Up 0.6%	\$45,126	\$45,345
Professional development days/teacher	11.9 days	Down from 14.0 days	12.7 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 17.6 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 89.0%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$11,840	Up 21.1%	\$6,779	\$7,052
Percent of expenditures for instruction*	65.4%	Up from 64.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	60.2%	Down from 62.1%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

There were many new and wonderful initiatives at Harbison West Elementary School in the 2007-08 school year. Our faculty and staff were energized and excited as we carried out our slogan, "Building a Brighter Future, One Child at a Time."

Our top priorities continue to be teaching and learning. This year we began implementation of the Responsive Classroom Approach. This approach promoted safe, challenging, and joyful classrooms in our school in order for all students to be successful. We were fortunate to have the support of a Literacy Coach, Math/Science Coach, and a Technology Integration Specialist who assisted, modeled, and trained teachers in the use and best practices in teaching.

As we continued an emphasis to meet each child's individual needs, students in kindergarten through third grade worked on their specific literacy needs during Literacy Lab. A Reading Interventionist provided intense literacy instruction for students that needed additional support, and a math GEMS teacher worked with second through fifth graders to provide extra help with mathematics. The "RIT RUMBLE" was a special time to accelerate the students' math skills through targeted small groups, based on each student's Measures of Academic Performance score.

We provided our students with many leadership opportunities through participation in the HWES Morning News Team, Newspaper Staff, Student Town Council, Safety Patrol, Super Recyclers, Book Buddies, performance during PTO programs, and strings and chorus performances within the school and community.

Harbison West Elementary continued to make family involvement a priority. Parents were invited to participate in the Back-to-School Expo, Family Curriculum Nights, and Family Movie Night. We also invited and encouraged families to volunteer in the classroom, chaperone fieldtrips, and participate in the Birthday Book Lunch.

The SIC and PTO worked hard to provide exciting events for the school and families. Our PTO sponsored several family events that included Harbison West Has Talent and a Spring Fling. Money raised through fundraisers supported many student activities, the purchase of instructional materials, books for classroom libraries, and staff appreciation events. Our SIC served in an advisory capacity to the principal, as decisions were made to enhance teaching and learning.

The 2008–2009 school year is going to be even better, as our staff works to meet the needs of our students and we continue "Building a Brighter Future, One Child at a Time."

Gail Jabber, Esq., SIC Chair
Franklin L. Foster, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	71	25
Percent satisfied with learning environment	81.0%	83.1%	92.0%
Percent satisfied with social and physical environment	86.0%	78.9%	84.0%
Percent satisfied with school-home relations	48.8%	94.4%	87.5%

* 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 13 out of 21 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

Continuing School Improvement

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	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	96.3%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	213	100	37.4	36.9	23.6	2.1	34.9	62.4	48.2	No	Yes
Gender											
Male	115	100	44.4	32.3	20.2	3	29.3	55.3	41.7	N/A	N/A
Female	98	100	30.2	41.7	27.1	1	40.6	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	49	100	25	29.2	41.7	4.2	54.2	71.8	60	Yes	Yes
African American	147	100	40.9	42.4	15.2	1.5	27.3	41.1	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	59	100	72.7	27.3	0	0	3.6	26.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	40.3	41.2	17.6	0.8	27.7	38.6	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	213	100	42.6	32.8	12.8	11.8	30.8	64.1	45.8	No	Yes
Gender											
Male	115	100	43.4	31.3	11.1	14.1	29.3	64.6	45.6	N/A	N/A
Female	98	100	41.7	34.4	14.6	9.4	32.3	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	49	100	35.4	22.9	14.6	27.1	47.9	74.8	59	Yes	Yes
African American	147	100	44.7	37.9	9.8	7.6	23.5	39	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	59	100	85.5	14.5	0	0	5.5	32.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	47.9	35.3	7.6	9.2	24.4	39.2	31.4	No	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
Science											
All Students	141	100	48.5	29.2	8.5	13.8	22.3	51	35.7	96.3	96.7
Gender											
Male	76	100	48.5	27.3	6.1	18.2	24.2	53.6	37.4	96.3	96.6
Female	65	100	48.4	31.3	10.9	9.4	20.3	48.4	33.8	96.3	96.8
Racial/Ethnic Group											
White	33	100	37.5	18.8	18.8	25	43.8	61.5	49.2	95.8	96.7
African American	98	100	51.7	36	3.4	9	12.4	26.2	17	96.5	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	95.9	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	96.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.7	97
Disability Status											
Disabled	40	100	89.7	10.3	0	0	0	28.6	14	95.9	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	95.2	96.8
Socio-Economic Status											
Subsided meals	80	100	54.8	30.1	4.1	11	15.1	26.9	21.1	96	95.7
Social Studies											
All Students	141	100	31	42.6	15.5	10.9	26.4	51.9	34	96.3	96.7
Gender											
Male	72	100	31.1	39.3	16.4	13.1	29.5	55.7	36.6	96.3	96.6
Female	69	100	30.9	45.6	14.7	8.8	23.5	47.9	31.3	96.3	96.8
Racial/Ethnic Group											
White	30	100	13.8	41.4	20.7	24.1	44.8	60.1	44.5	95.8	96.7
African American	98	100	38.6	44.3	12.5	4.5	17	31.5	19.1	96.5	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	95.9	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	96.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.7	97
Disability Status											
Disabled	36	100	69.7	30.3	0	0	0	30.5	14.4	95.9	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	95.2	96.8
Socio-Economic Status											
Subsided meals	95	100	37.9	41.4	11.5	9.2	20.7	28.8	21	96	95.7

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

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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	83	98.8	25	36.1	37.5	1.4	38.9
	4	83	100	34.6	47.4	16.7	1.3	17.9
	5	74	100	35.3	50	13.2	1.5	14.7
	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
2008	3	66	100	40	31.7	26.7	1.7	28.3
	4	69	100	35.9	37.5	26.6	0	26.6
	5	78	100	36.6	40.8	18.3	4.2	22.5
	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
Mathematics								
2007	3	83	100	34.7	44.4	15.3	5.6	20.8
	4	83	100	34.6	25.6	25.6	14.1	39.7
	5	74	100	32.4	41.2	10.3	16.2	26.5
	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
2008	3	66	100	61.7	28.3	10	0	10
	4	69	100	34.4	32.8	18.8	14.1	32.8
	5	78	100	33.8	36.6	9.9	19.7	29.6
	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
Science								
2007	3	42	100	54.1	32.4	10.8	2.7	13.5
	4	83	100	47.4	33.3	14.1	5.1	19.2
	5	38	100	61.1	22.2	11.1	5.6	16.7
	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
2008	3	33	100	56.7	30	6.7	6.7	13.3
	4	69	100	48.4	28.1	9.4	14.1	23.4
	5	39	100	41.7	30.6	8.3	19.4	27.8
	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
Social Studies								
2007	3	41	97.6	19.4	58.3	8.3	13.9	22.2
	4	83	98.8	39	40.3	14.3	6.5	20.8
	5	36	97.2	48.4	29	9.7	12.9	22.6
	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
2008	3	33	100	26.7	46.7	20	6.7	26.7
	4	69	100	23.4	45.3	17.2	14.1	31.3
	5	39	100	48.6	34.3	8.6	8.6	17.1
	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

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