



Harbor View Elementary

1576 Harbor View Road
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	589 Students	
Principal	Tim Ellenberger	843-762-2749
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

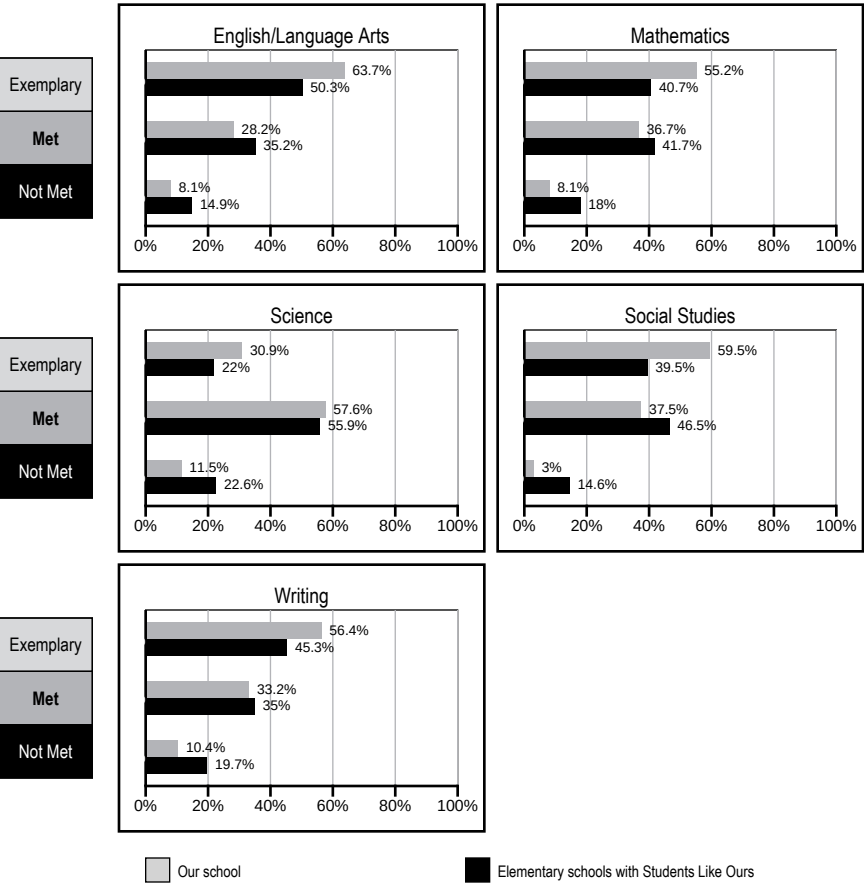
95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	19	8	0	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=589)				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Down from 2.2%	1.5%	1.9%
Attendance rate	95.9%	Up from 95.3%	96.7%	96.3%
Eligible for gifted and talented	22.8%	Up from 22.1%	17.8%	10.0%
With disabilities other than speech	3.3%	Down from 4.0%	8.1%	7.7%
Older than usual for grade	0.6%	Down from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	No Change	60.7%	59.4%
Continuing contract teachers	88.6%	Up from 82.9%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 89.5%	86.1%	85.9%
Teacher attendance rate	95.1%	Down from 99.3%	95.2%	95.1%
Average teacher salary*	\$50,640	Up 2.6%	\$47,927	\$47,149
Professional development days/teacher	14.4 days	Up from 12.0 days	10.2 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.1 to 1	20.0 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 94.6%	91.1%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,427	Down 5.3%	\$6,632	\$7,458
Percent of expenditures for instruction**	74.7%	Down from 76.7%	70.6%	68.8%
Percent of expenditures for teacher salaries**	70.0%	Up from 58.8%	66.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our school, Harbor View Elementary, continues to strive for excellence in academics, citizenship and educational opportunities for all of our students. Academic expectations remain high and help with the success of Harbor View's rigorous curriculum and great test scores. Harbor View is dedicated to encouraging students to become not only excellent students but also productive citizens. Student's helping others and contributing to the community is an integral part of education. Our emphasis on educational opportunities for our students is reflected in student learning outside the traditional classroom environment, on field trips, Math/Science night, Raise-a-Reader and our talent show, as well as theatrical and chorus experience for older students.

In 2009, Harbor View was again awarded the Palmetto Gold award for seven out of the past eight years and received an Excellent absolute rating on the state report card. Harbor View met all 17 of the adequate yearly progress objectives based upon student performance, participation of students and student attendance rate. We are proud of the dedication of Harbor View's faculty and staff to achieve excellence in all areas. Our accomplishments are in large part due to the high level of support received from our parents, extended family, community, and business partners. Our PTA and family volunteers provide endless support to Harbor View. PTA's fund raisers have been very successful and have helped provide necessary materials and equipment to enhance educational opportunities at our school. The new technological plan developed by the county will provide the school with 30 new Dell computers for our computer lab and Smart Boards for the classrooms. Harbor View's active School Improvement Council encourages a focus on academic improvement with the goal of bringing more students to the highest level on PASS tests.

We will continue to strive to provide our students with access to the latest technological advances. All of our classes have internet access, which is very helpful to the teacher as well as students. Students are encouraged to read and take tests with our Accelerated Reader Program. Results from the new PASS tests and DIEBELS testing assist us in differentiating instruction to meet the needs of each individual student.

Harbor View will always continue to strive for excellence, we challenge our students every day to dedicate themselves to becoming "the very best me I can be!"

Tim Ellenberger
Principal

Dale Dangerfield
SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	82	75
Percent satisfied with learning environment	100.0%	92.7%	90.4%
Percent satisfied with social and physical environment	100.0%	98.8%	92.0%
Percent satisfied with school-home relations	100.0%	97.5%	86.1%

* Only students at the highest elementary 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
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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	
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.9%	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	258	100	8.1	28.2	63.7	97.6	84.9	82.8	Yes	Yes
Gender										
Male	117	100	9.1	27.3	63.6	95.5	81.8	79.3	N/A	N/A
Female	141	100	7.2	29	63.8	99.3	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	206	100	6.1	22.8	71.1	99	95.8	89.5	Yes	Yes
African American	37	100	18.9	54.1	27	91.9	74.8	73.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	15	100	42.9	50	7.1	78.6	53.5	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	10	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	88	100	11.6	40.7	47.7	94.2	74.9	75.5	Yes	Yes

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

All Students	258	100	8.1	36.7	55.2	94.8	81	78.9	Yes	Yes
Gender										
Male	117	100	10	31.8	58.2	93.6	79.3	77	N/A	N/A
Female	141	100	6.5	40.6	52.9	95.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	206	100	7.6	31.5	60.9	94.4	94.6	87.2	Yes	Yes
African American	37	100	13.5	64.9	21.6	94.6	67.9	66.7	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	15	100	42.9	28.6	28.6	64.3	46.9	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	10	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	88	100	11.6	44.2	44.2	94.2	69.2	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	175	100	11.4	57.8	30.7	88.6	68.9	67.5
Gender								
Male	82	100	13.2	46.1	40.8	86.8	68.2	67
Female	93	100	10	67.8	22.2	90	69.6	68
Racial/Ethnic Group								
White	141	100	8.3	57.6	34.1	91.7	90.4	79.5
African American	23	100	34.8	60.9	4.3	65.2	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	66.7	36.6	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	7	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	61	100	13.6	66.1	20.3	86.4	50.2	55.1

Social Studies

All Students	174	100	3	37.5	59.5	97	76.8	72.3
Gender								
Male	80	100	2.7	33.3	64	97.3	75.3	71.5
Female	94	100	3.2	40.9	55.9	96.8	78.4	73.2
Racial/Ethnic Group								
White	138	100	1.5	33.3	65.2	98.5	91.5	80.7
African American	25	100	8	60	32	92	62.7	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.6	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	7	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	56	100	3.7	42.6	53.7	96.3	64	62.1

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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	256	99.2	10	33.3	56.6	90	74.1	70.2	95.9	96
Gender										
Male	114	100	15.3	36	48.6	84.7	67.8	63.2	95.7	95.9
Female	142	98.6	5.8	31.2	63	94.2	80.6	77.5	96.1	96.1
Racial/Ethnic Group										
White	202	99.5	7.6	33	59.4	92.4	90.4	79.1	95.8	95.9
African American	38	100	26.3	42.1	31.6	73.7	59.2	57.6	96.2	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.1	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.3	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	94.4	95.8
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	46.2	29.6	26.1	94	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.2	61.2	95.8	96.5
Socio-Economic Status										
Subsidized meals	86	97.7	15.5	44	40.5	84.5	59.1	58.9	95.4	95.7

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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	88	100	8	27.6	64.4	92
	4	91	100	8.2	25.9	65.9	91.8
	5	79	100	7.9	31.6	60.5	92.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	88	100	12.6	34.5	52.9	87.4
	4	91	100	1.2	34.1	64.7	98.8
	5	79	100	10.5	42.1	47.4	89.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	11.6	60.5	27.9	88.4
	4	91	100	4.7	58.8	36.5	95.3
	5	40	100	26.3	52.6	21.1	73.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	44	100	4.5	27.3	68.2	95.5
	4	91	100	2.4	36.5	61.2	97.6
	5	39	100	2.6	51.3	46.2	97.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	89	100	10.2	25	64.8	89.8
	4	90	98.9	8.1	40.7	51.2	91.9
	5	77	98.7	12	34.7	53.3	88
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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