



## HARBOR VIEW ELEMENTARY

1576 Harbor View Road  
Charleston, SC 29412

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	581 Students	
<b>Principal</b>	Tim Ellenberger	843-762-2749
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	At-Risk
2006	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**

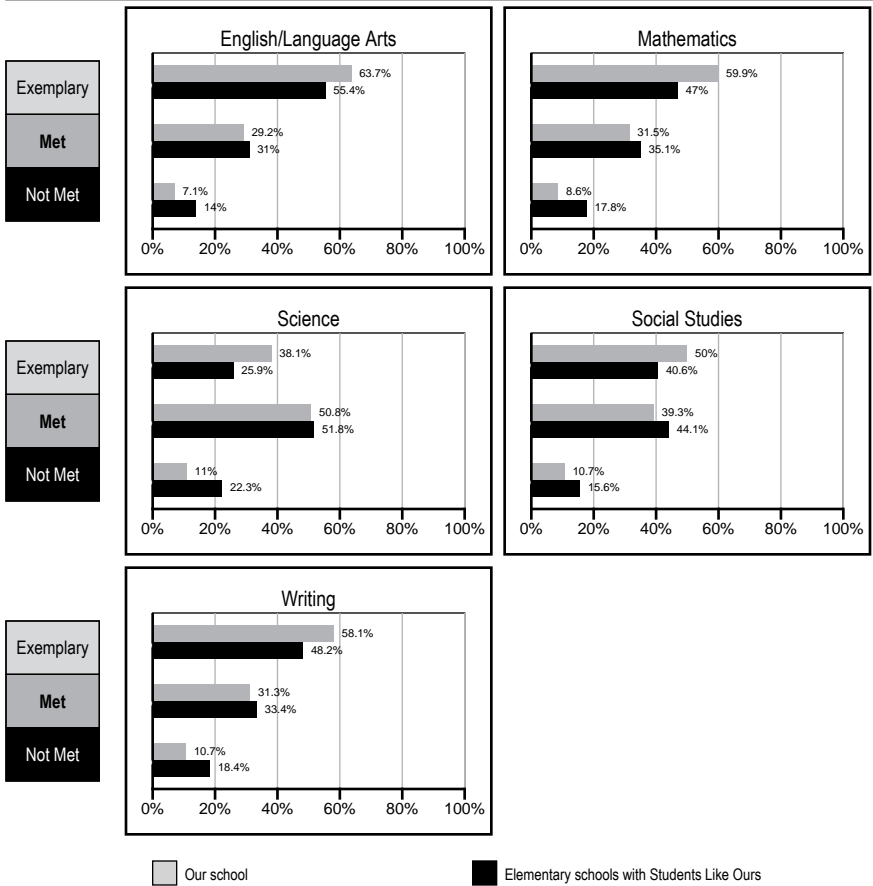
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.9%

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

Excellent	Good	Average	Below Average	At-Risk
26	15	2	1	0

\* Ratings are calculated with data available by 03/09/2011.

**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
<b>Students (n=581)</b>				
First graders who attended full-day kindergarten	97.7%	Down from 97.8%	100.0%	100.0%
Retention rate	0.4%	Down from 1.3%	0.9%	1.2%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.1%
Eligible for gifted and talented	25.7%	Up from 22.8%	20.2%	11.7%
With disabilities other than speech	2.7%	Down from 3.3%	7.0%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	52.8%	Down from 54.3%	64.4%	60.5%
Continuing contract teachers	88.9%	Up from 88.6%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 88.4%	88.5%	87.0%
Teacher attendance rate	99.5%	Up from 95.1%	95.9%	95.4%
Average teacher salary*	\$50,587	Down 0.1%	\$48,629	\$47,288
Professional development days/teacher	12.8 days	Down from 14.4 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 22.5 to 1	20.9 to 1	19.2 to 1
Prime instructional time	95.3%	Up from 90.7%	92.3%	90.8%
Opportunities in the arts	Good	Up from Poor	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**	\$6,490	Up 1.0%	\$7,025	\$7,548
Percent of expenditures for instruction**	73.8%	Down from 74.7%	70.8%	68.7%
Percent of expenditures for teacher salaries**	70.1%	Up from 70.0%	68.5%	65.1%

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

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Harbor View Elementary continues to strive for excellence in academics, citizenship, and educational opportunities for all the students. Our academic expectations remain very high. Harbor View is dedicated to encouraging students to become not only excellent students, but productive and model citizens. Students helping one another and contributing to the community is an integral part of their education. Our emphasis on educational opportunities for our students is reflected in student learning outside the traditional classroom environment through field trips, Math/Science nights, Raise-a-Reader, and our annual talent show, as well as theatrical and chorus productions.

2009-2010 was a stellar year at Harbor View. We were awarded the Palmetto Gold in both of the areas the award is given. The first Palmetto Gold Award was for closing the achievement gap and the other was in improvement. Harbor View has received the Palmetto Gold eight out of the past nine years. We also got Excellent in both areas of the State Report Card: the Absolute rating and the Improvement rating. Harbor View also once again obtained the Annual Yearly Progress (AYP) this year. This year, on AYP, we obtained 13 out of 13 objectives based upon student performance, participation of the students, and our student attendance rating. We are very proud of the dedication of Harbor View's faculty and staff to achieve excellence in all areas. The teachers at Harbor View strive for excellence. Our accomplishments in a large part are due to the high level of support we receive from our parents, extended families, community, and business partners. Our PTA and family volunteers provide endless support to Harbor View. Our PTA's fundraisers have been very successful and have helped provide adequate supplies, materials, and equipment to enhance the learning of our students. The new technology plan that was developed by CCSD gave all teachers new laptops and SMARTboards for their classrooms. Harbor View's active School Improvement Council (SIC) encourages a focus on academic excellence with the goal of bringing more students to their highest level on the PASS tests.

Harbor View will continue to strive to provide our students with access to the latest technological advances. Each of our classes has Internet access. Students at Harbor View are encouraged to read 25 books yearly on their Lexile Level, as well as to take tests with our Accelerated Reader Program. Results from the PASS tests, MAP tests, and DIBELS testing assist us in differentiating instruction that is needed to meet the needs of each individual student.

Harbor View will always continue to strive for excellence; we encourage our students to think before they act and to be the best they can be.

Tim Ellenberger, Principal

Paula Roddey, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	79	71
Percent satisfied with learning environment	100.0%	91.1%	93.0%
Percent satisfied with social and physical environment	100.0%	85.9%	85.7%
Percent satisfied with school-home relations	100.0%	92.4%	88.6%

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.8%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	276	100	7.1	29.2	63.7	96.3	85	83.5	Yes	Yes
<b>Gender</b>										
Male	135	100	7.6	28.2	64.1	93.9	81.6	80.1	N/A	N/A
Female	141	100	6.6	30.1	63.2	98.5	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	4.9	27.6	67.6	97.8	95.3	89.6	Yes	Yes
African American	30	100	27.6	44.8	27.6	82.8	75.2	74.6	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	N/A	N/A	N/A	100	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	99	100	9.7	38.7	51.6	93.5	76.4	76.9	Yes	Yes

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

All Students	276	100	8.6	31.5	59.9	96.3	81	80.4	Yes	Yes
<b>Gender</b>										
Male	135	100	7.6	26.7	65.6	95.4	78.9	78.4	N/A	N/A
Female	141	100	9.6	36	54.4	97.1	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	230	100	6.2	31.1	62.7	97.3	94.5	87.8	Yes	Yes
African American	30	100	24.1	44.8	31	86.2	68	69.3	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	9.1	9.1	81.8	100	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	99	100	9.7	38.7	51.6	96.8	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	187	100	11.5	50.5	37.9	88.5	67.4	67.3
<b>Gender</b>								
Male	94	100	12.1	39.6	48.4	87.9	66.2	66.9
Female	93	100	11	61.5	27.5	89	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	155	100	8.6	49.3	42.1	91.4	89	79.6
African American	23	100	31.8	59.1	9.1	68.2	46.7	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	68	100	16.7	59.1	24.2	83.3	49.3	55.4
<b>Social Studies</b>								
All Students	182	100	10.7	39.3	50	89.3	73.8	70.9
<b>Gender</b>								
Male	81	100	10	30	60	90	72.3	70.1
Female	101	100	11.2	46.9	41.8	88.8	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	152	100	7.4	39.6	53	92.6	90.1	79.2
African American	20	100	30	50	20	70	58.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	69	100	13.6	45.5	40.9	86.4	60.2	60.8

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
<b>Writing</b>										
All Students	279	99.6	10.3	31.4	58.3	89.7	75	72.1	95.8	95.7
<b>Gender</b>										
Male	136	99.3	10.7	36.6	52.7	89.3	69.1	65.2	95.6	95.5
Female	143	100	10	26.4	63.6	90	81	79.2	96.1	95.8
<b>Racial/Ethnic Group</b>										
White	232	99.6	8.8	30.7	60.5	91.2	91	80.8	95.9	95.8
African American	31	100	20	46.7	33.3	80	60.2	59.7	95.5	95.5
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.2	87	98.6	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.7	64.6	93.1	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.1	73.4	96.7	95.6
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	27.3	28.4	27.7	94.5	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	12	100	9.1	9.1	81.8	90.9	63.5	63.7	97.3	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	99	100	9.6	44.7	45.7	90.4	61.1	61.9	95	95.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	100	100	3.2	16.8	80	96.8
	4	93	100	9.8	38	52.2	90.2
	5	83	100	8.8	33.8	57.5	91.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	100	100	10.5	24.2	65.3	89.5
	4	93	100	8.7	34.8	56.5	91.3
	5	83	100	6.3	36.3	57.5	93.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	51	100	12	42	46	88
	4	93	100	12	57.6	30.4	88
	5	43	100	10	45	45	90
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	49	100	6.5	26.1	67.4	93.5
	4	93	100	12	42.4	45.7	88
	5	40	100	12.5	47.5	40	87.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	101	99	7.3	29.2	63.5	92.7
	4	93	100	10.9	34.8	54.3	89.1
	5	85	100	13.3	30.1	56.6	86.7
	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

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