



Harleyville Elementary

1650 East Main Street
Dorchester,, SC 29437

Grades	PK-5 Elementary School	
Enrollment	255 Students	
Principal	Tracy Elmore Jackson	(843)462-7671
Superintendent	Jerry G. Montjoy	(843) 563-4535
Board Chair	Dr. Kenneth Jenkins	(843) 563-3228

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Below Average
2012	Good	Good
2011	Average	Average
2010	Average	Average
2009	Average	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

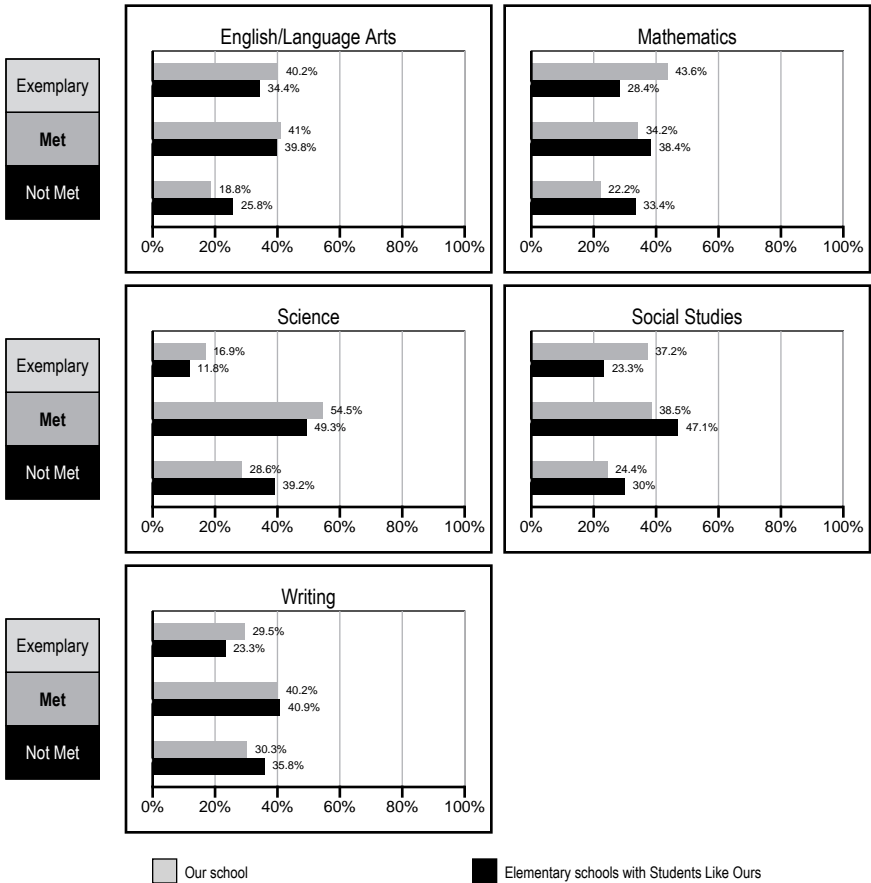
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	12	97	16	5

* Ratings are calculated with data available by 12/14/2013.

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=255)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Up from 1.3%	1.2%	0.9%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.3%
Served by gifted and talented program	5.2%	N/A	4.5%	7.2%
With disabilities	16.6%	N/A	14.1%	12.4%
Older than usual for grade	3.1%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	68.0%	Down from 69.4%	60.0%	62.5%
Continuing contract teachers	92.0%	Up from 91.7%	81.9%	83.3%
Teachers returning from previous year	87.3%	Down from 96.0%	87.0%	88.3%
Teacher attendance rate	93.3%	Down from 93.6%	94.7%	95.0%
Average teacher salary*	\$49,543	Down 1.1%	\$47,226	\$48,193
Professional development days/teacher	5.6 days	Down from 8.0 days	11.1 days	11.0 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 15.6 to 1	19.4 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 88.9%	89.5%	90.0%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,296	Down 0.9%	\$7,543	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 67.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 63.1%	65.0%	66.0%

* 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

The faculty, staff, and School Improvement Council of Harleyville Elementary each work collaboratively with one another to address the academic needs of our student population. Through continuous analysis of data and the implementation of programs, we plan and structure our curriculum to keep instructional efforts focused on target areas of concern.

The most recent data from MAP, Dominie, and benchmark assessments is used to help us guide our instructional approach throughout the year. This data also helps us to form groups of students for small group instruction and after school tutoring. Students identified with one or more deficient areas in reading receive reading intervention (RTI), which is a program that provides specialized, intense, small group assistance. The results from our 2012 PASS assessments identified fifth grade social studies to be the area of our strongest academic weakness. To address this instructional need, a content-specific consultant was hired to assist teachers with planning, and benchmarks were given throughout the year to monitor student progress.

As a school, we are continuously seeking ways to improve our students' academic performance. This process often involves seeking input from parents, community members, and other stakeholders to help establish a vested interest for at Harleyville Elementary School, our motto is to "Help Everyone Succeed."

Tracy Elmore Jackson, Principal
 Harriett Ramsey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	47	24
Percent satisfied with learning environment	95.5%	85.1%	75%
Percent satisfied with social and physical environment	100%	63%	62.5%
Percent satisfied with school-home relations	68.2%	78.7%	73.9%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	92.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Harleyville Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	655.4	661.1	626.2	645.7	100.0	100.0
Male	653.2	664.7	628.1	654.6	100.0	100.0
Female	657.9	657.1	624.2	634.3	100.0	100.0
White	666.3	668.8	633.5	660.8	100.0	100.0
African American	645.5	652.3	618.1	632.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	647.7	650.4	618.5	631.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	64	100	20	28.3	51.7	80
	4	78	100	20.8	38.9	40.3	79.2
	5	63	100	24.6	43.9	31.6	75.4
	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
2013	3	38	100	20.6	32.4	47.1	79.4
	4	47	100	12.5	47.5	40	87.5
	5	53	100	24	40	36	76
	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							
2012	3	64	100	26.7	26.7	46.7	73.3
	4	78	100	13.9	38.9	47.2	86.1
	5	63	100	21.1	36.8	42.1	78.9
	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
2013	3	38	100	44.1	11.8	44.1	55.9
	4	47	100	17.5	40	42.5	82.5
	5	53	100	10	50	40	90
	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							
2012	3	32	100	34.5	34.5	31	65.5
	4	78	100	12.5	76.4	11.1	87.5
	5	33	100	41.4	34.5	24.1	58.6
	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
2013	3	19	100	47.1	41.2	11.8	52.9
	4	47	100	5	70	25	95
	5	27	100	52	36	12	48
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	32	100	25.8	38.7	35.5	74.2
	4	78	100	11.1	54.2	34.7	88.9
	5	31	100	55.2	37.9	6.9	44.8
	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
2013	3	19	100	23.5	29.4	47.1	76.5
	4	46	100	25.6	48.7	25.6	74.4
	5	27	96.3	26.9	30.8	42.3	73.1
	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
Writing							
2012	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	61	93.4	24.5	39.6	35.8	75.5
	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
2013	3	38	97.4	34.3	34.3	31.4	65.7
	4	50	94	17.5	55	27.5	82.5
	5	53	90.6	37	32.6	30.4	63
	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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