



Harbison West Elementary

257 Crossbow Drive
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	380 Students	
Principal	Dr. Barbara P. Brockhard	803-476-3800
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

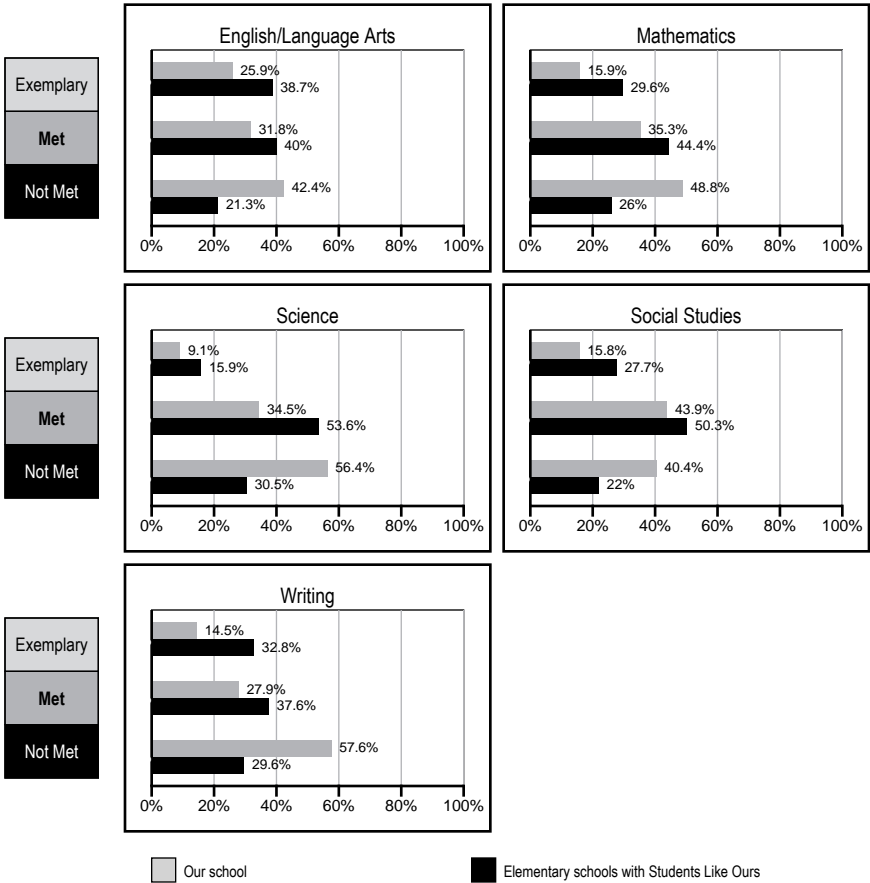
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	72	2	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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=380)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	2.1%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	7.4%	Down from 10.8%	10.9%	10.0%
With disabilities other than speech	15.1%	Down from 15.3%	9.3%	7.7%
Older than usual for grade	0.3%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	71.4%	Up from 64.2%	59.0%	59.4%
Continuing contract teachers	75.5%	Up from 66.0%	84.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.0%	Down from 75.3%	86.7%	85.9%
Teacher attendance rate	93.9%	Down from 95.3%	95.1%	95.1%
Average teacher salary*	\$48,165	Up 2.5%	\$47,306	\$47,149
Professional development days/teacher	15.1 days	Up from 11.9 days	11.8 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 15.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 89.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,857	Up 17.0%	\$7,291	\$7,458
Percent of expenditures for instruction**	65.0%	Down from 65.4%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 60.2%	63.4%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008 – 2009 school year at Harbison West Elementary School was an exhilarating year. HWES was honored with the Palmetto Silver Award for our commitment to providing a quality education for each child.

Our students continue to achieve in many areas. Four students were recognized for their writing accomplishments through the State Superintendent's Writing contest and four of our grade 5 students were science fair winners. One student was selected to participate in the district's Honors Chorus and one received the Governor's Citizenship Award. Many of our students were chosen as winners in art competitions including the State Fair Art Contest and the Richland County Library's Kids in Print competition.

Our top priority continues to be a focus on teaching and learning. For two years we have implemented the Responsive Classroom Approach which promotes safe, challenging, and joyful classrooms in order for all students to be successful. Every teacher continues training in the use of best practices for instruction with the support of a Literacy Coach, Math and Science Coach, and a Technology Integration Specialist.

Meeting each child's individual needs is a priority at Harbison West Elementary School. Students in kindergarten through fifth grade work on their specific literacy needs through small group instruction with the support of Reading Recovery teachers, a Reading Interventionist, and a trained paraprofessional. A Math Interventionist and trained paraprofessionals work with students in grades 1 - 5 to provide extra help in mathematics through the VMATH program. Students have access to a Compass Learning Lab to work on targeted, explicit instruction in mathematics and reading.

Providing leadership opportunities and after school activities is one of our goals. Students can participate in the HWES Morning News Team, Newspaper Staff, Student Town Council, Safety Patrol, Super Recyclers, and Book Buddies. After school opportunities include the Running Club, After School Chorus, Piano Class, and performances during PTO programs and family night events.

Family involvement is a priority as parents are invited to participate in the Explorer Expo, Family Literacy, Math and Science Nights, Family Movie Night, and Fabulous Fine Arts Night. We sponsor Parenting Power Sessions to support our families as they work with their children at home. Parents are also encouraged to volunteer in classrooms, chaperone field trips, participate in the Birthday Book Lunch, and participate in the Parent Teacher Organization.

Through Project SOAR, students are able to participate in a free after school program that supports their academic and social learning. The Escolares Academy, the first magnet program for our district, was established at Harbison West for Gifted and Talented grades 2, 3, and 4 students.

The 2008 -2009 school year has been a great year at Harbison West Elementary. Our dedicated staff is always ready to meet the needs of our young learners as we continue "Building a Brighter Future One Child at a Time."

Franklin Foster, Principal
Carla Abrams, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	67	33
Percent satisfied with learning environment	90.0%	76.1%	81.8%
Percent satisfied with social and physical environment	90.0%	67.2%	96.9%
Percent satisfied with school-home relations	79.6%	91.0%	93.9%

* 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 16 out of 19 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

CA

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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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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	196	99.5	42.4	31.8	25.9	72.9	90.7	82.8	Yes	Yes
Gender										
Male	107	99.1	48.4	23.7	28	65.6	87.9	79.3	N/A	N/A
Female	89	100	35.1	41.6	23.4	81.8	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	47	97.9	33.3	20.5	46.2	76.9	94.6	89.5	I/S	Yes
African American	132	100	46.6	36.4	16.9	72	81.9	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	64	98.4	83.9	12.5	3.6	33.9	64.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	48.6	33.6	17.8	71	80.4	75.5	Yes	Yes

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

All Students	196	99.5	48.8	35.3	15.9	60.6	89.7	78.9	Yes	Yes
Gender										
Male	107	99.1	49.5	34.4	16.1	60.2	88.6	77	N/A	N/A
Female	89	100	48.1	36.4	15.6	61	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	47	97.9	25.6	46.2	28.2	76.9	94.5	87.2	I/S	Yes
African American	132	100	58.5	30.5	11	54.2	78.3	66.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	64	98.4	N/AV	N/AV	N/AV	26.8	64.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	54.2	33.6	12.1	57.9	78	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	127	100	56.8	34.2	9	43.2	81.3	67.5
Gender								
Male	72	100	62.5	26.6	10.9	37.5	80.5	67
Female	55	100	48.9	44.7	6.4	51.1	82	68
Racial/Ethnic Group								
White	30	100	12	60	28	88	89.2	79.5
African American	87	100	67.5	29.9	2.6	32.5	61.9	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	46	100	79.1	18.6	2.3	20.9	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsided meals	74	100	67.6	27.9	4.4	32.4	64	55.1
Social Studies								
All Students	129	100	40.9	43.5	15.7	59.1	86	72.3
Gender								
Male	68	100	43.3	36.7	20	56.7	84.9	71.5
Female	61	100	38.2	50.9	10.9	61.8	87.2	73.2
Racial/Ethnic Group								
White	28	100	29.2	54.2	16.7	70.8	90.6	80.7
African American	88	100	45	43.8	11.3	55	75.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	41	100	73	24.3	2.7	27	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsided meals	77	100	47.1	40	12.9	52.9	72.2	62.1

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
Writing										
All Students	197	99	57.1	28.2	14.7	42.9	80.4	70.2	96.2	96.7
Gender										
Male	106	99.1	63	22.8	14.1	37	74.8	63.2	96	96.6
Female	91	98.9	50	34.6	15.4	50	86	77.5	96.5	96.7
Racial/Ethnic Group										
White	44	97.7	42.1	26.3	31.6	57.9	87	79.1	95	96.6
African American	135	99.3	63	27.7	9.2	37	64.9	57.6	96.7	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.7	86.2	97	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	62.6	95.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	99.9	94
Disability Status										
Disabled	63	96.8	92.5	5.7	1.9	7.5	39.2	26.1	95.3	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	63.7	61.2	95.4	96.6
Socio-Economic Status										
Subsidized meals	121	99.2	63.9	26.9	9.3	36.1	61.1	58.9	96	95.9

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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	62	100	43.4	26.4	30.2	56.6
	4	61	100	52.8	32.1	15.1	47.2
	5	73	98.6	32.8	35.9	31.3	67.2
	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	62	100	45.3	39.6	15.1	54.7
	4	61	100	62.3	30.2	7.5	37.7
	5	73	98.6	40.6	35.9	23.4	59.4
	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
Science							
2009	3	30	100	68	28	4	32
	4	61	100	57.4	37	5.6	42.6
	5	36	100	46.9	34.4	18.8	53.1
	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
Social Studies							
2009	3	32	100	24.1	37.9	37.9	75.9
	4	61	100	46.3	48.1	5.6	53.7
	5	36	100	46.9	40.6	12.5	53.1
	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							
2009	3	63	98.4	53.8	21.2	25	46.2
	4	62	100	60	34.5	5.5	40
	5	72	98.6	57.1	28.6	14.3	42.9
	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

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