



HARBISON WEST ELEMENTARY

257 Crossbow Drive
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	489 Students	
Principal	Dr. Barbara P. Brockhard	803-476-3800
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	Below 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://eoc.sc.gov>

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

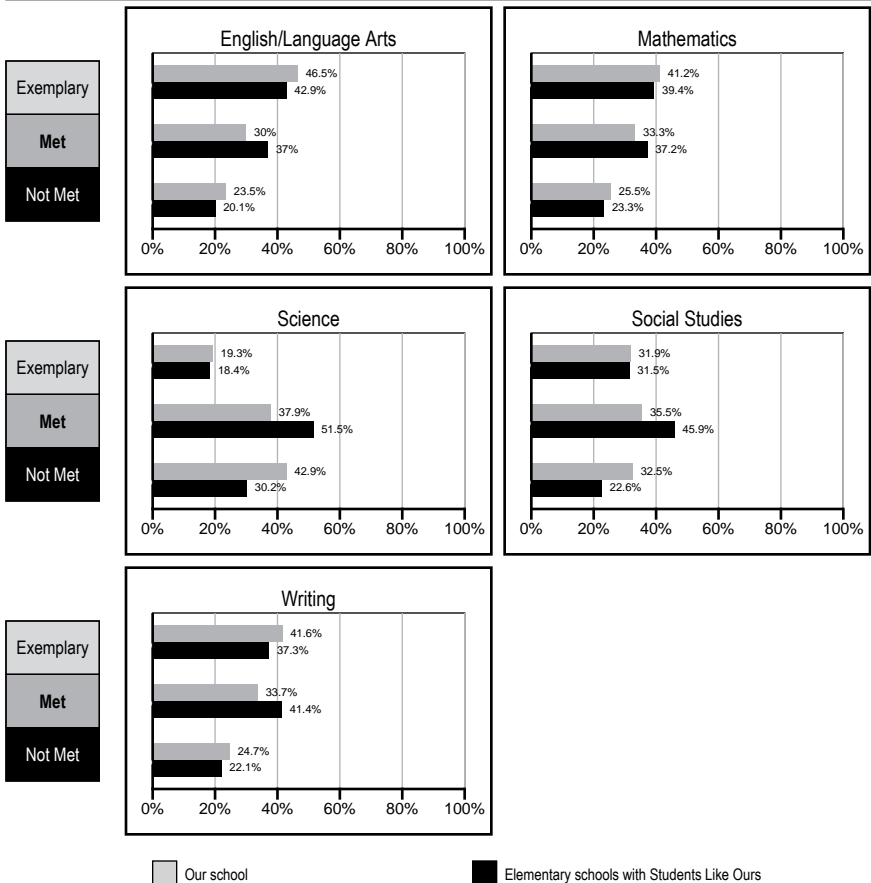
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	47	1	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=489)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	No Change	1.2%	1.1%
Attendance rate	96.5%	Down from 99.9%	96.1%	96.2%
Served by gifted and talented program	25.6%	Up from 21.3%	14.6%	13.4%
With disabilities other than speech	4.2%	Down from 13.9%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	71.1%	Down from 73.5%	60.8%	62.5%
Continuing contract teachers	75.6%	Down from 77.6%	90.0%	88.2%
Teachers returning from previous year	74.1%	Down from 74.3%	88.5%	87.8%
Teacher attendance rate	94.6%	Down from 95.4%	95.2%	95.2%
Average teacher salary*	\$45,819	Down 2.1%	\$46,537	\$46,773
Professional development days/teacher	7.1 days	Up from 6.0 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 16.4 to 1	20.2 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 94.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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**	\$14,223	Down 10.5%	\$6,913	\$7,447
Percent of expenditures for instruction**	66.0%	Up from 64.6%	68.5%	68.4%
Percent of expenditures for teacher salaries**	65.1%	Up from 61.9%	65.9%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

The 2010–2011 school year at Harbison West Elementary School (HWES) was an outstanding year. Continuing to provide a high quality education for each child in our school was evident by our student achievement gains on the MAP tests.

Our students continue to achieve in many areas. Four students were recognized for their writing accomplishments through the State Superintendent’s Writing contest, with a HWES student named as the district winner. The Escolares Academy also presented the Annie, Jr. musical. Many of our students were chosen as art, poetry, and poster winners in various state and national competitions.

A strong focus on student achievement continues to be our top priority. All teachers continue to implement best practices for instruction with the aid of our strong instructional support team, which includes a Response to Intervention Specialist, Math Coach, and a Technology Integration Specialist. Teachers focus on data analysis to make sound instructional decisions that best support student learning and instruction.

We strive to meet each child’s individual needs at Harbison West Elementary School. Students in kindergarten through fifth grade work on their specific literacy needs through small group instruction with support of Reading Recovery teachers, three Reading Interventionists, and trained paraprofessionals. All students continue to utilize the Compass Learning Odyssey Computer Lab to work on targeted, explicit instruction in mathematics and reading.

HWES provides leadership opportunities and after school activities for our students and families. Students can participate in the HWES Morning News Team, Handy Helpers, Safety Patrol, Super Recyclers, Student Council and Book Buddies. After school opportunities include the HWES Step Team, Dance Team, and performances during PTO programs and family night events. Through Project SOAR, students are able to participate in a free after school program that supports their academic and social learning. The Boys and Girls Club also provides after care for our students and families.

We promote family involvement through many planned events such as the Back to School Expo, Family Literacy and Math Nights, Family Movie Night, All Pro Dads, 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.

The Escolares Academy, the first magnet program for our district for Gifted and Talented students, was expanded this year as one second grade and two fifth grade classes were added. An additional third and fourth grade class will be added for the 2011-2012 school year. The program continues to grow each year.

The 2010-2011 school year has been a banner year at Harbison West Elementary. Our dedicated staff continues to focus on student achievement and success. We ARE the Harbison Heroes.

Dr. Barbara Brockhard, Principal
 Rev. Michael Buckson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	92	52
Percent satisfied with learning environment	95.5%	84.8%	94.0%
Percent satisfied with social and physical environment	97.7%	73.6%	94.2%
Percent satisfied with school-home relations	79.1%	89.1%	96.1%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 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

RP-HOLD

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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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 = 79.4% (Met or Exemplary)

All Students	278	99.6	23.1	30.2	46.7	84.7	89.6	82.4	Yes	Yes
Gender										
Male	147	100	27.8	30.2	42.1	79.4	86.7	78.7	N/A	N/A
Female	131	99.2	18.1	30.2	51.7	90.5	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	83	100	11.4	17.7	70.9	91.1	93.8	88.9	Yes	Yes
African American	173	99.4	29.9	38.2	31.9	81.3	80.2	72.9	Yes	Yes
Asian/Pacific Islander	17	100	25	12.5	62.5	81.3	94	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	83	I/S	I/S
Disability Status										
Disabled	55	100	56.3	29.2	14.6	52.1	60.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	33.3	16.7	50	75	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	189	100	32.1	39.1	28.8	79.5	79.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	278	99.6	25.2	33.5	41.3	81	90.6	81.9	Yes	Yes
Gender										
Male	147	100	27.8	34.1	38.1	77.8	88.7	79.9	N/A	N/A
Female	131	99.2	22.4	32.8	44.8	84.5	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	83	100	12.7	19	68.4	91.1	95	88.9	Yes	Yes
African American	173	99.4	31.9	43.1	25	75.7	80.8	71.4	Yes	Yes
Asian/Pacific Islander	17	100	25	25	50	81.3	96.6	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	84.4	I/S	I/S
Disability Status										
Disabled	55	100	62.5	22.9	14.6	43.8	63	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	33.3	16.7	50	75	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	189	100	35.3	41.7	23.1	73.7	80.7	74.9	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	189	100	42.6	38.3	19.1	57.4	81.2	68.6
Gender								
Male	104	100	43	39.5	17.4	57	80.2	68.3
Female	85	100	42.1	36.8	21.1	57.9	82.2	68.9
Racial/Ethnic Group								
White	51	100	14.6	39.6	45.8	85.4	89.5	80.7
African American	124	100	57.4	36.6	5.9	42.6	62.7	51.4
Asian/Pacific Islander	11	100	36.4	36.4	27.3	63.6	89.7	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	70.8
Disability Status								
Disabled	37	100	78.1	12.5	9.4	21.9	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.6	60.7
Socio-Economic Status								
Subsidized meals	132	100	59.4	36.8	3.8	40.6	65.8	57.3
Social Studies								
All Students	185	99.5	32.1	35.8	32.1	67.9	85.5	72.5
Gender								
Male	92	100	34.9	34.9	30.1	65.1	84.1	72
Female	93	98.9	29.3	36.6	34.1	70.7	86.8	73.1
Racial/Ethnic Group								
White	60	100	17.2	25.9	56.9	82.8	91.7	81
African American	108	99.1	42.4	42.4	15.2	57.6	71.3	60
Asian/Pacific Islander	13	100	23.1	30.8	46.2	76.9	91.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	73.5
Disability Status								
Disabled	39	100	67.6	20.6	11.8	32.4	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.8	69.7
Socio-Economic Status								
Subsidized meals	120	100	48.5	38.8	12.6	51.5	70.8	62.9

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	98	100	24.7	33.7	41.6	75.3	83.4	73.2	96.5	96.8
Gender										
Male	56	100	34.7	34.7	30.6	65.3	77.5	67.2	96.3	96.8
Female	42	100	12.5	32.5	55	87.5	89.2	79.4	96.7	96.8
Racial/Ethnic Group										
White	33	100	16.1	3.2	80.6	83.9	88.6	81.5	96.2	96.7
African American	59	100	30.2	54.7	15.1	69.8	72.1	61.3	96.6	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.8	87	97	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	90.1	96.4
Disability Status										
Disabled	20	100	66.7	22.2	11.1	33.3	40.5	26	95.5	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.8	65.7	96.3	97.3
Socio-Economic Status										
Subsidized meals	66	100	29.8	52.6	17.5	70.2	71	63.2	96.4	96.1

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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							
2010	3	83	100	24.7	20.5	54.8	75.3
	4	72	100	23.7	37.3	39	76.3
	5	70	100	34.5	48.3	17.2	65.5
	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
2011	3	84	98.8	18.1	23.6	58.3	81.9
	4	96	100	32.1	32.1	35.7	67.9
	5	98	100	18.6	33.7	47.7	81.4
	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
Mathematics							
2010	3	83	100	28.8	24.7	46.6	71.2
	4	72	100	18.6	30.5	50.8	81.4
	5	70	100	56.9	25.9	17.2	43.1
	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
2011	3	84	98.8	33.3	19.4	47.2	66.7
	4	96	100	25	35.7	39.3	75
	5	98	100	18.6	43	38.4	81.4
	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							
2010	3	40	100	54.3	14.3	31.4	45.7
	4	72	100	28.8	47.5	23.7	71.2
	5	37	100	58.1	35.5	6.5	41.9
	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
2011	3	43	100	47.2	30.6	22.2	52.8
	4	96	100	41.7	40.5	17.9	58.3
	5	50	100	40.5	40.5	19	59.5
	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

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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							
2010	3	43	97.7	24.3	32.4	43.2	75.7
	4	72	100	16.9	50.8	32.2	83.1
	5	32	100	50	42.3	7.7	50
	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
2011	3	41	97.6	19.4	38.9	41.7	80.6
	4	96	100	38.1	34.5	27.4	61.9
	5	48	100	31.1	35.6	33.3	68.9
	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
Writing							
2010	3	81	100	44.6	18.9	36.5	55.4
	4	68	100	30.5	32.2	37.3	69.5
	5	69	98.6	60.3	27.6	12.1	39.7
	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
2011	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	98	100	24.7	33.7	41.6	75.3
	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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