



Harbor View Elementary School

891 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	513 Students	
Principal	Lara J. Latto	(843) 762-2749
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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

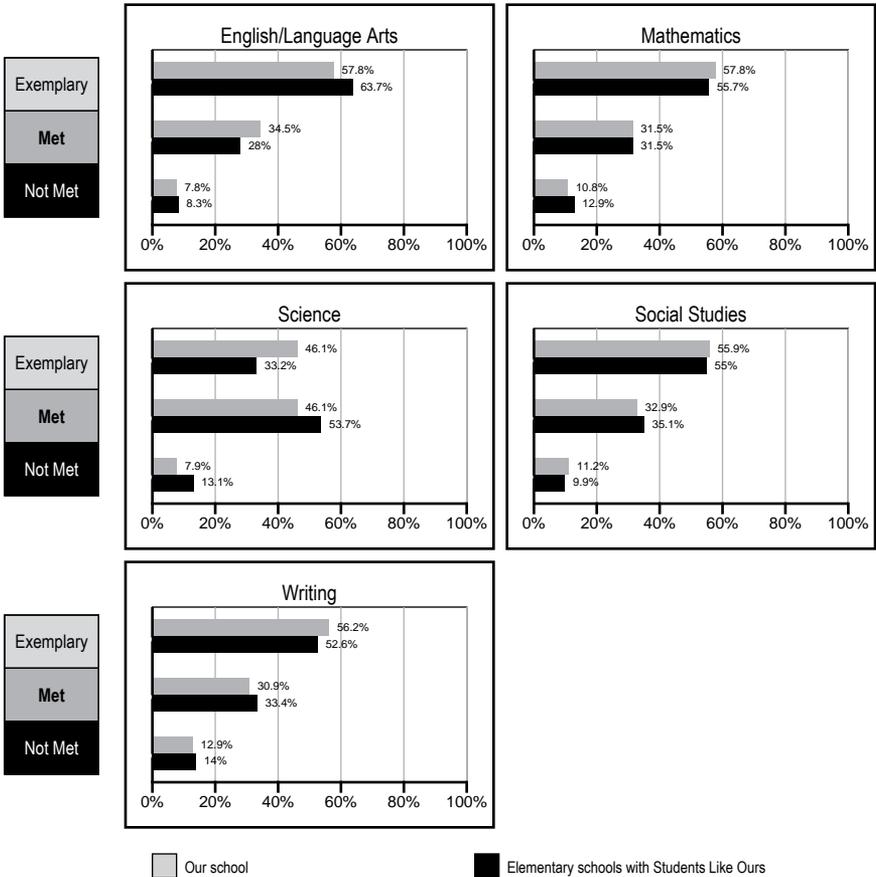
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	1	0	0	0

* 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=513)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 0.4%	0.6%	0.9%
Attendance rate	96.4%	Down from 96.5%	96.7%	96.3%
Served by gifted and talented program	14.4%	N/A	14.3%	7.2%
With disabilities	4.8%	N/A	9.3%	12.4%
Older than usual for grade	1.5%	N/A	1.1%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	55.6%	No Change	61.1%	62.5%
Continuing contract teachers	91.7%	Down from 100.0%	84.0%	83.3%
Teachers returning from previous year	92.1%	Up from 92.0%	90.3%	88.3%
Teacher attendance rate	96.2%	Down from 98.3%	95.1%	95.0%
Average teacher salary*	\$50,555	Up 2.5%	\$49,298	\$48,193
Professional development days/teacher	9.5 days	Up from 4.6 days	10.8 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.2 to 1	21.0 to 1	20.1 to 1
Prime instructional time	91.8%	Down from 94.8%	91.1%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,505	Up 4.5%	\$7,070	\$7,364
Percent of expenditures for instruction**	71.0%	No Change	69.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Up from 69.9%	66.5%	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

Harbor View Elementary continues the quest for excellence in academics, citizenship, and educational opportunities for all students, recognizing the learning differences that exist within our diverse student body. We hold high expectations for our students as we encourage them not only to live up to their potential academically but also personally, with healthy choices, social awareness, leadership qualities, and values contributing to a "moral compass" that guides the Harbor View experience. A student's understanding of the "big picture" and his/her impact on our planet is also integral to our school, with a new focus on renewals and recyclables.

The faculty and staff at Harbor View continue to provide excellent instruction, and are committed to the success of Harbor View students both academically and personally. We have once again been named a Palmetto Gold Award Winning school by the State Department of Education based on the general performance of the students' results on the 2012 Palmetto Assessment of State Standards (PASS). In addition, we received an Excellent school report card rating and was one of ten schools to receive a perfect score based on students' performance and improvement.

In addition to our focus on academics, Harbor View is committed to a wellness program that is supported by faculty and parents and makes healthy choices a part of our everyday lesson to students. Our school was recognized for establishing outstanding best practices and is promoting more physical activity every day and mental wellness for all by providing yoga, meditations spaces, and other exercise programs.

Harbor View has a new focus on recycling and composting, which began when we were selected for the CCSD composting pilot program. As a school, we diverted thousands of pounds of trash from our local landfill. Our SIC and PTA have taken this program a step further and have participated in educating our students about making good choices for the earth. Our students take pride in these initiatives and understand that their small daily choices can lead to valuable change in the world.

At Harbor View, we have school pride but also strive to support the individual student. We celebrate the talents of our students. We look beyond IEPs and 504 plans to recognize the special needs that a student might have. As we move towards the Common Core Curriculum and Vision 2016, educational programs proven to be effective instruments in early intervention, tutoring, remediation, and extended learning will continue to be invaluable to our students.

The continued support of our students by the parents, teachers, and community will ensure that Harbor View Elementary continues to be an excellent-rated school and an excellent place for all of our individual students. We are proud of our school!

"Together we will learn, grow, and Sail for Excellence. Today I dedicate myself to becoming the very best me I can be." –Excerpt from The Harbor View Creed

Lara Latto, Principal

Downing Child, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	69	68
Percent satisfied with learning environment	100%	84.1%	88.2%
Percent satisfied with social and physical environment	100%	82.4%	86.6%
Percent satisfied with school-home relations	94.1%	88.4%	86.7%

* 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	92.5
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

Harbor View Elementary School 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	684.0	677.0	658.8	672.6	100.0	100.0
Male	678.0	674.3	658.3	675.6	100.0	100.0
Female	690.5	680.0	659.3	669.7	100.0	100.0
White	691.6	685.6	667.5	681.0	100.0	100.0
African American	644.7	633.6	610.7	628.5	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	667.2	657.1	638.7	652.4	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	79	100	5.3	18.4	76.3	94.7
	4	97	100	5.3	35.1	59.6	94.7
	5	81	100	14.1	41	44.9	85.9
	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	89	100	9.3	16.3	74.4	90.7
	4	75	100	6.9	29.2	63.9	93.1
	5	76	100	6.8	60.8	32.4	93.2
	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							
2012	3	79	100	5.3	19.7	75	94.7
	4	97	100	4.3	29.8	66	95.7
	5	81	100	16.7	39.7	43.6	83.3
	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
2013	3	89	100	15.1	18.6	66.3	84.9
	4	75	100	6.9	19.4	73.6	93.1
	5	76	100	9.5	58.1	32.4	90.5
	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							
2012	3	40	97.5	13.2	47.4	39.5	86.8
	4	97	100	8.5	60.6	30.9	91.5
	5	41	100	22.5	50	27.5	77.5
	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	43	100	4.8	35.7	59.5	95.2
	4	75	100	5.6	44.4	50	94.4
	5	39	100	15.8	60.5	23.7	84.2
	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

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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	39	100	5.3	18.4	76.3	94.7
	4	97	100	4.3	43.6	52.1	95.7
	5	40	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	46	100	9.1	18.2	72.7	90.9
	4	75	100	8.3	34.7	56.9	91.7
	5	37	100	19.4	47.2	33.3	80.6
	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
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	81	98.8	19.2	37.2	43.6	80.8
	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	88	100	16.3	22.1	61.6	83.7
	4	76	100	11	24.7	64.4	89
	5	76	100	10.8	47.3	41.9	89.2
	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

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