



HARBOR VIEW ELEMENTARY

1576 Harbor View Road
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	580 Students	
Principal	Lara J. Latto	843-762-2749
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	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 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

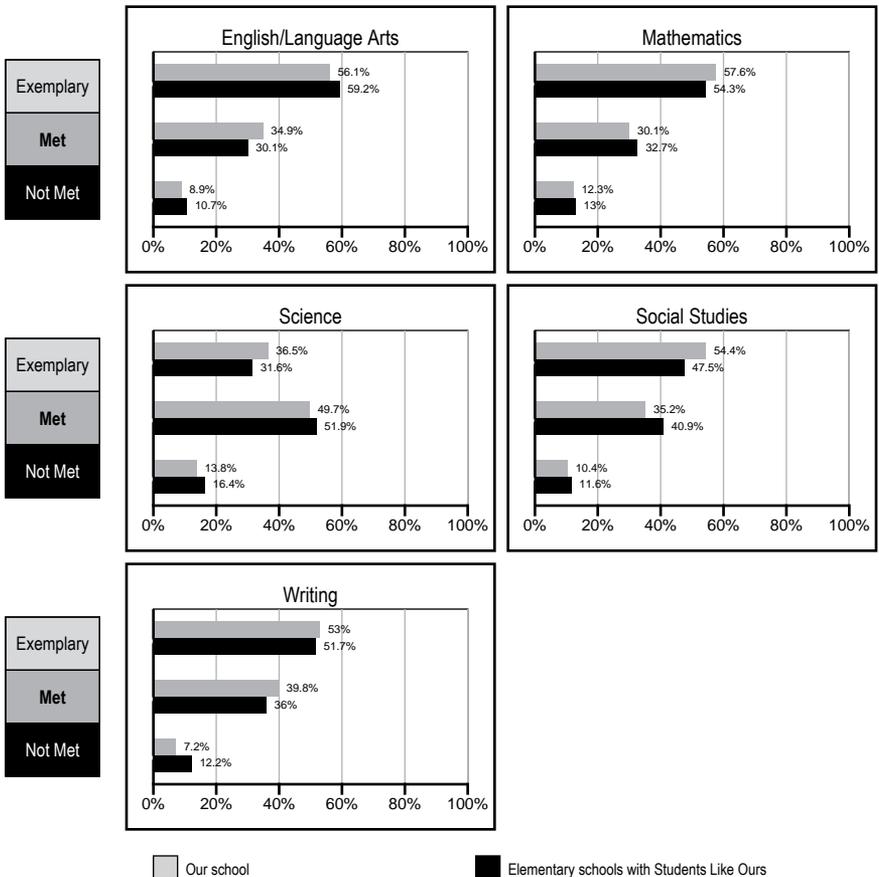
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	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=580)				
First graders who attended full-day kindergarten	100.0%	Up from 97.7%	100.0%	100.0%
Retention rate	1.1%	Up from 0.4%	0.7%	1.1%
Attendance rate	95.4%	Down from 95.8%	96.5%	96.2%
Served by gifted and talented program	27.3%	Up from 25.7%	25.8%	13.4%
With disabilities other than speech	1.4%	Down from 2.7%	2.7%	4.1%
Older than usual for grade	0.5%	Up from 0.2%	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=35)				
Teachers with advanced degrees	51.4%	Down from 52.8%	67.5%	62.5%
Continuing contract teachers	85.7%	Down from 88.9%	90.5%	88.2%
Teachers returning from previous year	91.0%	Up from 89.2%	90.3%	87.8%
Teacher attendance rate	96.3%	Down from 99.5%	95.6%	95.2%
Average teacher salary*	\$48,745	Down 3.6%	\$47,655	\$46,773
Professional development days/teacher	7.2 days	Down from 12.8 days	8.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 22.2 to 1	21.4 to 1	19.9 to 1
Prime instructional time	91.6%	Down from 95.3%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	78.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,568	Up 1.2%	\$6,801	\$7,447
Percent of expenditures for instruction**	73.1%	Down from 73.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	71.4%	Up from 70.1%	67.8%	65.8%

* 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

Harbor View Elementary continues to strive for excellence in academics, citizenship, and educational opportunities for all the students. We continue to maintain high expectations for our students as we encourage them 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 nights, Accelerated Reading, an annual talent show as well as theatrical and choral productions. New technology has provided students with a new source of information that engages them in the learning process and increases their enthusiasm for learning. Results from our 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's academic performance continues to shine. We were awarded the Palmetto Gold Award for Closing the Achievement Gap and for General Performance based on the students' performance on the Palmetto Assessment of State Standards (PASS). In addition, Harbor View received an Excellent school report card rating in both areas: Absolute Rating and Growth Rating. Harbor View once again obtained the 13 of 13 objectives necessary to demonstrate the goal of Met with regards to Adequate Yearly Progress (AYP) this year. These objectives are based on the student performance on PASS, student participation on PASS and the attendance rate of students. We are very proud of the dedication of Harbor View's faculty and staff to achieve excellence in all areas.

Our accomplishments would not be possible without the support we receive from our parents, extended family, community, and business partners. Our PTA and family volunteers provide endless hours of support to Harbor View doing things such as working in the library to help shelve the books and working with students one-on-one to increase literacy. Together, we will continue to strive for excellence, encourage our students to think before they act, and to be the best that they can be.

Paul Roddey, SIC Chairperson
 Lara Latto, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	82	77
Percent satisfied with learning environment	100.0%	87.7%	90.8%
Percent satisfied with social and physical environment	100.0%	85.4%	90.9%
Percent satisfied with school-home relations	89.3%	87.7%	86.7%

* 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	281	100	8.9	34.9	56.1	94.8	83.1	82.4	Yes	Yes
Gender										
Male	137	100	9	34.6	56.4	94	79.9	78.7	N/A	N/A
Female	144	100	8.8	35.3	55.9	95.6	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	230	100	8.1	31.4	60.5	95.5	94.8	88.9	Yes	Yes
African American	33	100	17.9	64.3	17.9	89.3	71.9	72.9	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	15.2	44.6	40.2	91.3	72.9	75.4	Yes	Yes

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

All Students	281	100	12.3	30.1	57.6	92.6	82.8	81.9	Yes	Yes
Gender										
Male	137	100	10.5	28.6	60.9	92.5	81.1	79.9	N/A	N/A
Female	144	100	14	31.6	54.4	92.6	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	230	100	11.2	27.4	61.4	93.3	94.9	88.9	Yes	Yes
African American	33	100	28.6	60.7	10.7	82.1	70.9	71.4	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	17.4	44.6	38	92.4	72.7	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	190	99.5	13.8	49.7	36.5	86.2	69.2	68.6
Gender								
Male	100	99	12.5	50	37.5	87.5	68.4	68.3
Female	90	100	15.3	49.4	35.3	84.7	70	68.9
Racial/Ethnic Group								
White	157	100	9.9	51.7	38.4	90.1	90.4	80.7
African American	19	94.7	56.3	31.3	12.5	43.8	48.4	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	57	98.3	23.6	49.1	27.3	76.4	51.8	57.3
Social Studies								
All Students	190	99.5	10.4	35.2	54.4	89.6	75.5	72.5
Gender								
Male	91	100	9	29.2	61.8	91	74.4	72
Female	99	99	11.8	40.9	47.3	88.2	76.6	73.1
Racial/Ethnic Group								
White	155	99.4	8.6	32.5	58.9	91.4	91	81
African American	21	100	35.3	47.1	17.6	64.7	60.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	67	100	16.9	46.2	36.9	83.1	61.8	62.9

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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	85	100	7.2	39.8	53	92.8	75.8	73.2	95.4	96
Gender										
Male	32	100	16.1	35.5	48.4	83.9	70.7	67.2	95.2	95.9
Female	53	100	1.9	42.3	55.8	98.1	81.1	79.4	95.6	96.1
Racial/Ethnic Group										
White	70	100	8.7	37.7	53.6	91.3	90.8	81.5	95.2	96.1
African American	12	100	N/AV	N/AV	N/AV	100	61.3	61.3	96.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	97.1	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.4	66.7	95.9	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.6	95.9
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.9	26	93.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.6	96.3
Socio-Economic Status										
Subsidized meals	37	100	5.7	51.4	42.9	94.3	62.2	63.2	94.8	95.5

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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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	97	100	7.6	25	67.4	92.4
	4	99	100	5.3	35.1	59.6	94.7
	5	85	100	14.5	45.8	39.8	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	97	100	15.2	25	59.8	84.8
	4	99	100	2.1	21.3	76.6	97.9
	5	85	100	20.5	45.8	33.7	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	49	98	26.1	39.1	34.8	73.9
	4	99	100	8.5	52.1	39.4	91.5
	5	42	100	12.2	56.1	31.7	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	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
2011	3	48	97.9	13	26.1	60.9	87
	4	99	100	3.2	33	63.8	96.8
	5	43	100	23.8	50	26.2	76.2
	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
Writing							
2010	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
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	85	100	7.2	39.8	53	92.8
	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

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