



A. C. Corcoran Elementary School

8585 Vistavia Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	648 Students	
Principal	Reginald L. Bright	(843) 764-2218
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	Average	Below Average
2012	Average	Below Average
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

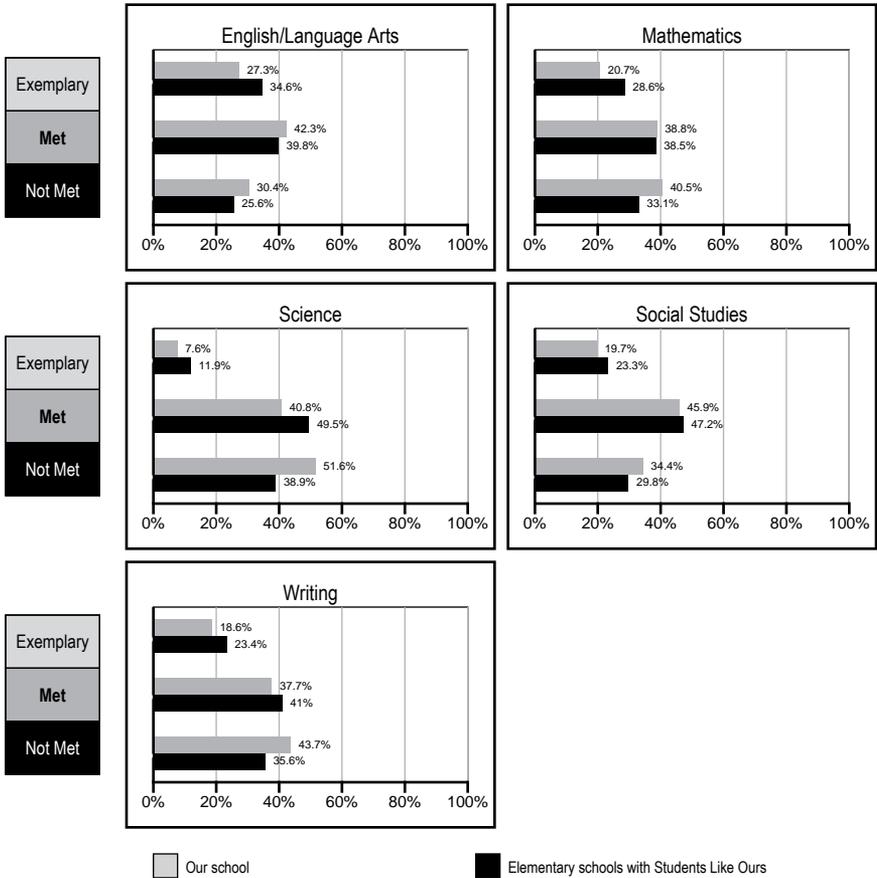
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	14	95	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=648)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.5%	1.2%	0.9%
Attendance rate	95.6%	No Change	96.0%	96.3%
Served by gifted and talented program	3.2%	N/A	4.5%	7.2%
With disabilities	6.2%	N/A	14.0%	12.4%
Older than usual for grade	1.3%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.7%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	54.0%	Down from 59.6%	59.4%	62.5%
Continuing contract teachers	64.0%	Down from 74.5%	81.9%	83.3%
Teachers returning from previous year	81.3%	Down from 84.3%	87.0%	88.3%
Teacher attendance rate	96.5%	Down from 97.9%	94.7%	95.0%
Average teacher salary*	\$41,325	Up 0.3%	\$47,228	\$48,193
Professional development days/teacher	11.3 days	Down from 11.4 days	11.2 days	11.0 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 24.9 to 1	19.4 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 93.2%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$6,678	Up 12.8%	\$7,580	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 69.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Down from 68.2%	65.0%	66.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Corcoran Elementary is dedicated to the goal of providing the best possible education for our students, academically, socially and emotionally. Undergirding our efforts is the Charleston County School District's, "Charleston Achieving Excellence." We work toward a yearly reduction in the total number of students scoring not met in reading and math on the state PASS test as well as increasing the number of students scoring in the exemplary category in these areas.

Based on our 2012 PASS test results, Corcoran Elementary demonstrated an "Average" performance rating and a "Below Average" improvement rating. Corcoran received a "B" on our federal rating. We continue to work to provide all of the additional support possible in order to improve upon these ratings.

In order to make improvements, teachers compile a variety of test data in order to identify areas of strengths and weaknesses displayed by our children. Instruction is developed with a focus of remediation in areas of concern along with acceleration in our areas of strength. Student progress in grades one through five is regularly monitored with the administration of the MAP test three times a year. The results of the MAP test provide data with which we modify and refine our instruction as is appropriate. Kindergarten and first grade students are administered the Aimsweb in order to gather data and to drive instruction that best meets the needs identified during testing cycles.

Grade level teams meet weekly with our Instructional Resource teacher, assistant principal and principal. During these meetings, student progress is monitored and teachers work together sharing instructional strategies and best practices in order to provide instruction that meets the needs of all the children. The Common Core Curriculum, the State Support Documents and instructional calendars serve as the foundation for all planning and instruction.

The Positive Behavior Interventions and Supports (PBIS) system continues as the selected model for our school. Teachers receive on-going training in proactive classroom management and in developing and maintaining a positive learning environment. With a school-wide focus on positive behaviors, students are recognized on our morning news show, earn PAWS tickets which can be redeemed at our school store, and are honored at our Awards Assemblies that take place at the end of each reporting period.

Our entire school family is dedicated to the children of our community and to the provision of the best education possible for each and every one.

Reginald L. Bright, Principal

Theresa Wilson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	67	34
Percent satisfied with learning environment	93.8%	79.1%	76.5%
Percent satisfied with social and physical environment	94.4%	67.7%	80%
Percent satisfied with school-home relations	88.9%	68.7%	82.9%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	60.4
Overall Grade Conversion	D

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

A. C. Corcoran 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	1.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.3	628.0	601.0	623.6	100.0	100.0
Male	634.0	622.5	599.1	617.8	100.0	100.0
Female	652.8	633.6	602.9	629.5	100.0	100.0
White	673.4	656.8	636.2	652.2	100.0	100.0
African American	636.0	620.5	590.6	614.9	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	637.7	620.5	592.2	615.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
--------------------	--------------------	-------------------	------------------	-------------------------

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	96	97.9	20.5	36.1	43.4	79.5
	4	87	100	31.6	44.7	23.7	68.4
	5	94	100	30.2	48.8	20.9	69.8
	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	84	100	32.4	36.5	31.1	67.6
	4	96	100	25.3	44.8	29.9	74.7
	5	75	100	34.8	45.5	19.7	65.2
	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	96	99	34.5	33.3	32.1	65.5
	4	87	100	39.5	46.1	14.5	60.5
	5	94	100	34.9	44.2	20.9	65.1
	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
2013	3	84	100	56.8	27	16.2	43.2
	4	96	100	31	40.2	28.7	69
	5	75	100	34.8	50	15.2	65.2
	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
Science							
2012	3	46	100	52.5	35	12.5	47.5
	4	87	100	N/AV	N/AV	N/AV	52.6
	5	48	100	50	43.2	6.8	50
	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	41	100	66.7	22.2	11.1	33.3
	4	96	100	42.5	48.3	9.2	57.5
	5	38	100	N/AV	N/AV	N/AV	41.2
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	49	100	34.1	36.4	29.5	65.9
	4	87	100	35.5	56.6	7.9	64.5
	5	46	100	66.7	26.2	7.1	33.3
	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	43	100	36.8	47.4	15.8	63.2
	4	96	100	26.4	48.3	25.3	73.6
	5	37	100	53.1	37.5	9.4	46.9
	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							
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	93	100	34.5	49.4	16.1	65.5
	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	86	100	53.9	31.6	14.5	46.1
	4	95	99	40.9	37.5	21.6	59.1
	5	74	100	35.8	44.8	19.4	64.2
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample