



SC Annual School Report Card Summary

A. C. Corcoran Elementary School
CHARLESTON
Grades: PK-5 Enrollment: 675
Principal: Reginald L. Bright
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mrs. Cindy Bohn Coats

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	C	N/A
2013	Average	Below Average	N/A	N/A	D	N/A
2012	Average	Below Average	N/A	N/A	B	Reward

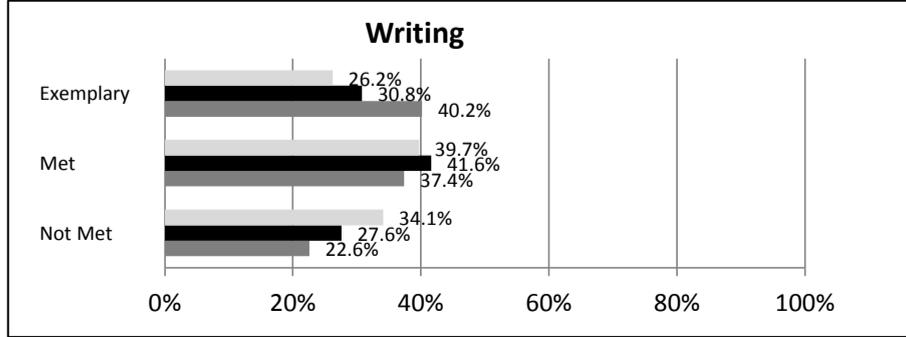
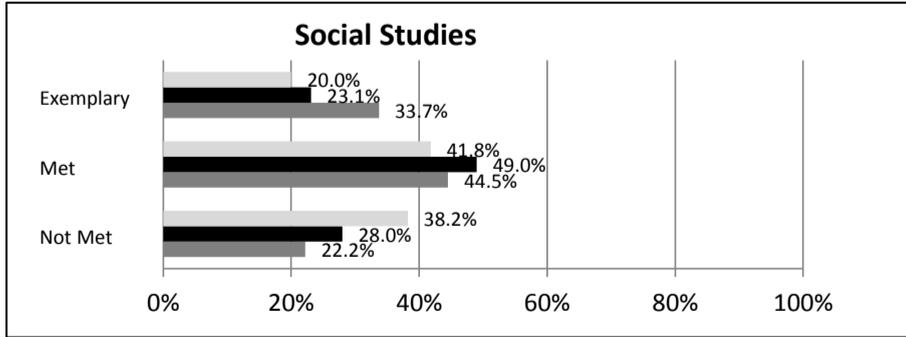
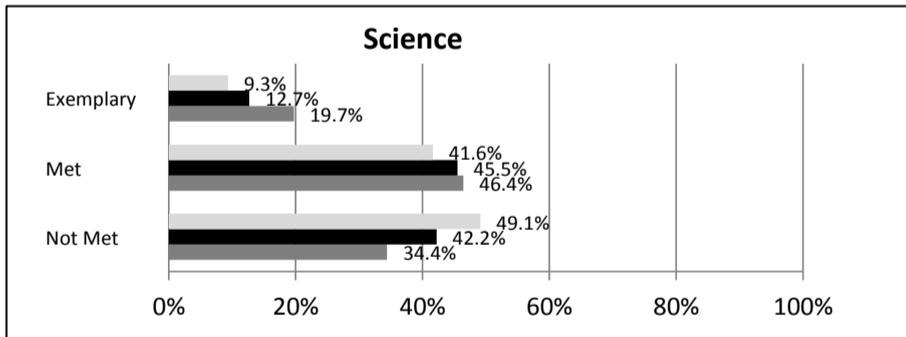
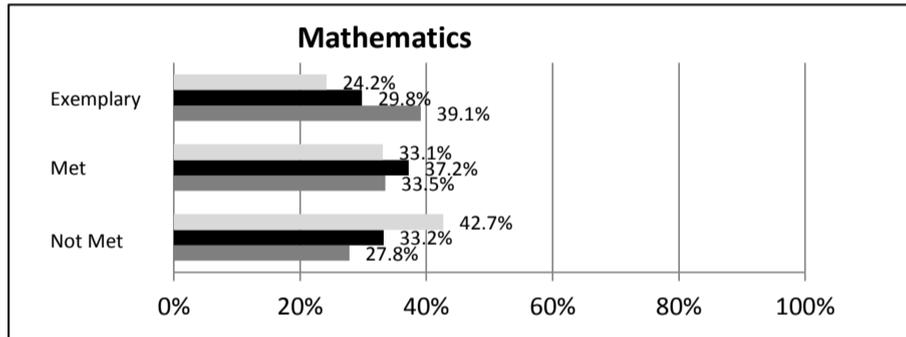
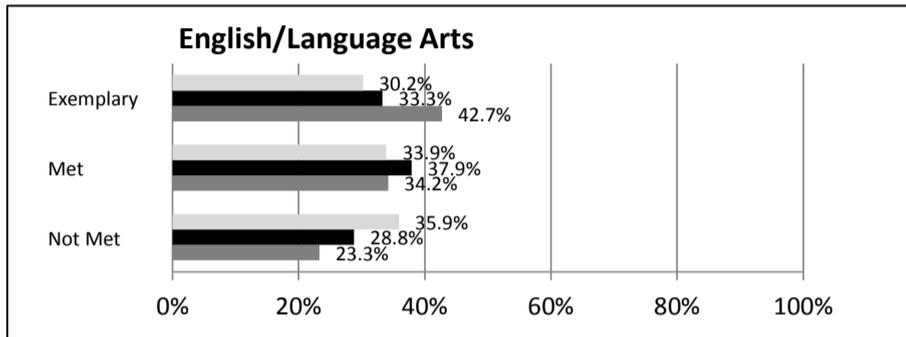
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	15	117	10	2

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

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

**A. C. Corcoran Elementary School
CHARLESTON**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 675)				
Retention rate	0.4%	Up from 0.3%	1.4%	1.0%
Attendance rate	96.0%	Up from 95.6%	96.0%	96.5%
Served by gifted and talented program	3.1%	Down from 3.2%	4.7%	7.3%
With disabilities	6.6%	Up from 6.2%	13.6%	12.5%
Older than usual for grade	0.7%	Down from 1.3%	2.5%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.0%	0.0%
Teachers (n = 52)				
Teachers with advanced degrees	51.9%	Down from 54.0%	60.5%	62.3%
Continuing contract teachers	67.3%	Up from 64.0%	80.0%	81.2%
Teachers returning from previous year	82.7%	Up from 81.3%	87.1%	88.4%
Teacher attendance rate	95.4%	Down from 96.5%	95.1%	95.3%
Average teacher salary*	\$43,437	Up 5.1%	\$47,043	\$47,902
Classes not taught by highly qualified teachers	7.5%	Up from 1.2%	0.0%	0.0%
Professional development days/teacher	10.1 days	Down from 11.3 days	11.0 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	24.3 to 1	Up from 19.9 to 1	19.3 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 91.3%	90.0%	90.7%
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**	\$7,569	Up 13.3%	\$8,000	\$7,680
Percent of expenditures for instruction**	68.5%	Down from 71.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	68.2%	Up from 68.0%	65.0%	66.0%
ESEA composite index score	75.3	Up from 60.4	79.6	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	29	87	39
Percent satisfied with learning environment	96.5%	77.0%	84.6%
Percent satisfied with social and physical environment	93.1%	80.0%	71.8%
Percent satisfied with school-home relations	69.0%	89.5%	65.8%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of A. C. Corcoran Elementary is to provide the best possible education for our students, academically, socially and emotionally. We are working toward this goal by implementing the Personal Mastery framework funded with the Race to the Top grant. During the first year of the grant the school has been focused on creating a culture and climate that is centered on the learner. This flexible framework creates classroom environments that engage and accelerate all students to be globally competitive.

According to our 2013 PASS test results, A. C. Corcoran Elementary demonstrated an "Average" performance rating and a "Below Average" improvement rating. A. C. Corcoran received a "D" on our 2013 federal rating. We are working toward a yearly reduction in the total number of students scoring not met in math and reading on the state PASS test as well as increasing the number of students scoring in the exemplary category in these areas. We continue to work to provide all the additional support possible in order to improve upon these ratings. This school year with the Primary Grade Academy (PGS) and Title I funds we were able to provide an interventionist in all grades kindergarten through fifth.

To make instructional improvements, teachers use a variety of assessment data to identify areas of strengths and weaknesses of the students they teach. Instruction is developed with a focus on remediation in areas of concern along with acceleration in areas of strength. Student progress in grades one through five is regularly monitored with the administration of the MAP test. Kindergarten and first grade students are administered Aimsweb in order to gather data and to drive instruction that best meets the identified needs.

Weekly teacher curriculum teams meet with the Instructional Resource teacher, assistant principal and principal. At each meeting, student progress is monitored and teachers work together sharing instructional strategies and best practices in order to provide instruction that will help students master their instructional needs. The Common Core Curriculum, the State Support Documents and instructional calendars serve as the key components for all instructional planning.

The Positive Behavior Interventions and Supports (PBIS) system continues to be implemented at Corcoran and works very well with our personal mastery system. Teachers receive on-going training in developing and maintaining a positive learning environment. With a school-wide focus on positive behaviors and personal mastery students are being taught to take ownership of their behavior and academics.

The entire school community is working collaboratively to ensure all of the students that attend our school are striving to meet their highest potential.

Reginald L. Bright, Principal

Theresa Wilson, SIC Chairperson

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