

A C Corcoran Elementary

8585 Vistavia Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	547 Students	
Principal	Kenneth R. Plaster	843-764-2218
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

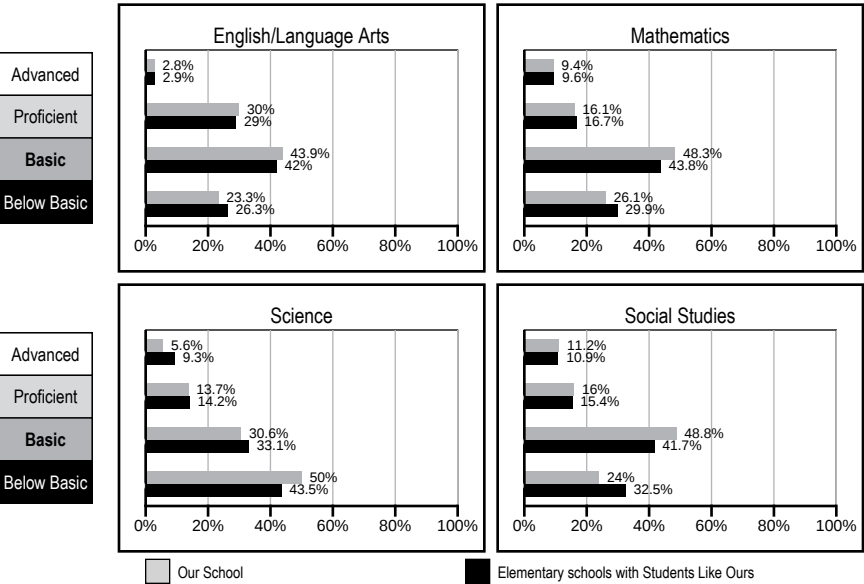
99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	62	10

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=547)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 1.8%	2.9%	2.3%
Attendance rate	95.9%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	6.0%	Up from 4.3%	6.3%	10.4%
With disabilities other than speech	5.6%	Up from 3.7%	8.9%	7.5%
Older than usual for grade	1.2%	Up from 1.0%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	45.9%	No Change	54.5%	56.7%
Continuing contract teachers	64.9%	Up from 59.5%	73.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Up from 78.1%	85.4%	86.4%
Teacher attendance rate	94.0%	Down from 94.7%	94.9%	94.9%
Average teacher salary	\$41,021	Up 0.9%	\$44,199	\$45,345
Professional development days/teacher	13.0 days	Down from 18.0 days	12.9 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 18.0 to 1	17.9 to 1	18.5 to 1
Prime instructional time	88.5%	Down from 89.0%	89.0%	89.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,342	Up 7.3%	\$7,513	\$7,052
Percent of expenditures for instruction*	69.7%	Up from 68.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.0%	Down from 64.3%	63.2%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This report card for A. C. Corcoran Elementary School is presented annually to the parents, community, and interested citizens. The report is designed to give the reader a snapshot of the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use the information to develop strategic plans for improvement. With the Charleston County School District's theme, "Excellence is our standard," as the backdrop, the mission of A. C. Corcoran is to provide instruction that will enable students to reach their potential. The professional staff continues to strive to reduce the number of students scoring below basic in reading and mathematics on the PACT by 10% each year. Strategies are used to increase the number of students scoring proficient and advanced.

During the 2007-08 school year, the faculty studied student data to determine instructional strategies. Student progress was monitored in grades 2 through 5 by using the MAP results. Teachers charted student progress on the DATA WALL by using the MAP results. Students were tested in August, November, and March.

Students were also monitored in kindergarten and first grade by using the DIBELS test. In addition, the MAP program was implemented in kindergarten and first grade.

The lead teacher and teacher coach, along with the principal, met weekly with the grade level teams to discuss instructional strategies, monitor student progress, and discuss implementation of strategies and the coherent curriculum. The coherent curriculum and instructional calendars drive the instructional program for all students.

Small group instruction was provided for targeted students in math and reading. The MAP assessment was used to monitor progress throughout the year.

The Positive Behavior System entered the third year of implementation. This program trained teachers in how to be more proactive with classroom management and how to be persistent in promoting a positive learning environment. Teachers received additional training and continued to promote positive discipline.

Students were recognized for positive discipline through the use of PAWS tickets. Students enjoyed a special carnival as well as weekly recognitions on the morning show. Students also received PAWS awards at the Awards Assembly at the end of each grading period.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers increased, and the volunteers were honored with an end-of-year breakfast.

Russell Coletti, Chairman SIC
Kenneth R. Plaster, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	55	28
Percent satisfied with learning environment	93.3%	92.7%	88.9%
Percent satisfied with social and physical environment	100.0%	84.9%	85.7%
Percent satisfied with school-home relations	62.5%	90.9%	75.0%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 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	
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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	213	99.5	22.9	44.1	30.2	2.8	46.4	53.5	48.2	Yes	Yes
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Gender											
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Male	116	99.1	32	44.3	23.7	0	39.2	47.3	41.7	N/A	N/A
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Female	97	100	12.2	43.9	37.8	6.1	54.9	59.9	55	N/A	N/A
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Racial/Ethnic Group											
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White	50	98	17.5	35	42.5	5	60	77.6	60	Yes	Yes
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African American	144	100	25	47.6	25.8	1.6	40.3	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	14	100	30	60	10	0	40	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status											
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Disabled	23	100	62.5	31.3	6.3	0	18.8	20.4	16	I/S	I/S
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	16	100	15.4	46.2	30.8	7.7	61.5	40	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	168	99.4	24.3	46.4	27.1	2.1	42.9	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	213	100	26.1	48.3	16.1	9.4	42.8	49.7	45.8	Yes	Yes
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Gender											
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Male	116	100	27.6	48	16.3	8.2	41.8	49.5	45.6	N/A	N/A
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Female	97	100	24.4	48.8	15.9	11	43.9	49.9	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	50	100	19.5	46.3	22	12.2	65.9	75.6	59	Yes	Yes
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African American	144	100	29.8	49.2	15.3	5.6	33.1	26.2	26.9	No	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	14	100	20	70	0	10	40	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status											
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Disabled	23	100	68.8	31.3	0	0	6.3	20.2	17.1	I/S	I/S
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	16	100	15.4	46.2	7.7	30.8	61.5	40.1	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	168	100	26.2	50.4	15.6	7.8	38.3	28.3	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	144	100	50	30.6	13.7	5.6	19.4	39.2	35.7	95.9	96
Gender											
Male	76	100	45.5	36.4	13.6	4.5	18.2	40.8	37.4	95.7	95.8
Female	68	100	55.2	24.1	13.8	6.9	20.7	37.6	33.8	96	96.1
Racial/Ethnic Group											
White	32	100	22.2	37	25.9	14.8	40.7	66.4	49.2	94.8	96.1
African American	101	100	60.9	27.6	8	3.4	11.5	15.3	17	96.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.7	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	96.6	95.7
Disability Status											
Disabled	16	100	72.7	9.1	18.2	0	18.2	16.6	14	94.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.9	96.3
Socio-Economic Status											
Subsided meals	117	100	55	27	13	5	18	17.1	21.1	95.9	95.5

Social Studies

All Students	146	100	24	48.8	16	11.2	27.2	40.2	34	95.9	96
Gender											
Male	82	100	21.4	48.6	21.4	8.6	30	42	36.6	95.7	95.8
Female	64	100	27.3	49.1	9.1	14.5	23.6	38.3	31.3	96	96.1
Racial/Ethnic Group											
White	36	100	12.9	48.4	16.1	22.6	38.7	63.3	44.5	94.8	96.1
African American	98	100	29.1	50	17.4	3.5	20.9	19.1	19.1	96.2	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.7	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	96.6	95.7
Disability Status											
Disabled	14	100	30	50	20	0	20	18.2	14.4	94.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.9	96.3
Socio-Economic Status											
Subsided meals	113	100	25.8	50.5	16.5	7.2	23.7	20.1	21	95.9	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	76	100	13.6	30.3	53	3	56.1
	4	66	100	14	50.9	35.1	0	35.1
	5	53	98.1	32.6	58.7	8.7	0	8.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	98.7	16.7	36.7	38.3	8.3	46.7
	4	77	100	20.3	47.8	31.9	0	31.9
	5	61	100	34	48	18	0	18
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	75	100	13.8	56.9	21.5	7.7	29.2
	4	66	100	24.6	42.1	15.8	17.5	33.3
	5	53	100	25.5	61.7	8.5	4.3	12.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	26.2	49.2	13.1	11.5	24.6
	4	77	100	18.8	52.2	18.8	10.1	29
	5	61	100	36	42	16	6	22
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	17.2	51.7	20.7	10.3	31
	4	66	100	50.9	33.3	12.3	3.5	15.8
	5	28	100	62.5	29.2	4.2	4.2	8.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	29	38.7	25.8	6.5	32.3
	4	77	100	52.2	31.9	10.1	5.8	15.9
	5	31	100	70.8	16.7	8.3	4.2	12.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	11.1	36.1	30.6	22.2	52.8
	4	66	100	35.1	52.6	10.5	1.8	12.3
	5	25	100	56.5	30.4	4.3	8.7	13
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	6.7	50	30	13.3	43.3
	4	77	100	23.2	53.6	14.5	8.7	23.2
	5	30	100	46.2	34.6	3.8	15.4	19.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample