



East Cooper Montessori Charter

188 Civitas Street
Mount Pleasant, SC 29464

Grades	1-8 Middle School	
Enrollment	160 Students	
Principal	Jody Swanigan	843-216-2883
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	Good	Average
2007	Good	Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

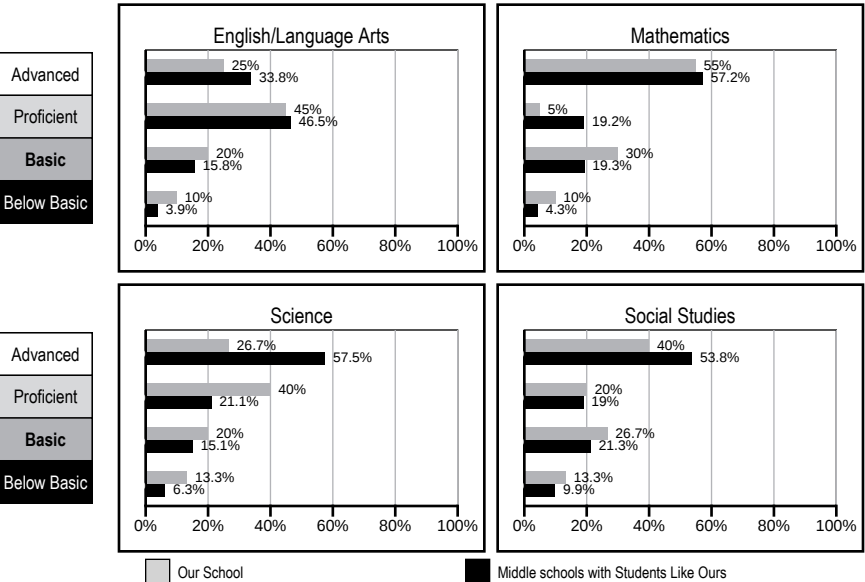
Percent of students tested in 2007-08 whose 2006-07 test scores were located 88.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	100.0
English 1	0	100.0
Physical Science	0	0
All Subjects	0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=160)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	35.6%	19.4%
Retention rate	1.9%	Down from 2.8%	0.3%	1.8%
Attendance rate	97.1%	Up from 96.1%	97.1%	95.8%
Eligible for gifted and talented	42.9%	Up from 40.7%	42.9%	15.3%
With disabilities other than speech	3.8%	Up from 2.8%	6.3%	12.9%
Older than usual for grade	0.6%	Down from 0.9%	0.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.1%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	33.3%	No Change	59.7%	55.0%
Continuing contract teachers	22.2%	Up from 16.7%	78.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	5.4%
Teachers returning from previous year	N/A	N/A	85.8%	83.4%
Teacher attendance rate	98.9%	Down from 100.0%	94.8%	94.9%
Average teacher salary	\$38,413	Up 19.3%	\$47,565	\$44,706
Professional development days/teacher	10.0 days	Down from 11.0 days	11.6 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 17.8 to 1	21.6 to 1	20.1 to 1
Prime instructional time	96.0%	Down from 96.1%	90.6%	89.3%
Opportunities in the arts	Poor	Down from Fair	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$7,159	Down 24.9%	\$7,159	\$7,097
Percent of expenditures for instruction*	59.0%	Up from 53.0%	63.7%	64.4%
Percent of expenditures for teacher salaries*	45.5%	Up from 35.8%	59.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Guided by the principles of Dr. Maria Montessori, East Cooper Montessori Charter School (ECMCS) offers an authentic Montessori education to elementary and middle school students in the Charleston County public school system. Located in the beautiful walking community of I'On, the school and surrounding green spaces offer unique academic opportunities and cultural diversity in the arts. Every year since its inception in 2003, ECMCS has grown to meet the increasing demand for public Montessori education. During the 2007-08 school year, ECMCS expanded its population by 56% percent to serve approximately 160 students from first through eighth grades. At the commencement of the 2007-08 school year, ECMCS moved out of mobile classrooms and into a brand new 12,000 square-foot facility.

Part of the mission of ECMCS is to provide a rigorous, Montessori education that guides children toward academic excellence and a lifelong love of learning. The school fulfills this aspect of its mission by offering a diverse curriculum that incorporates and extends district, state, and national standards and includes scientific and mathematical aptitudes, appreciation of history and timelines, literacy across disciplines, and the development of a student's humanity toward the local and global community. Montessori education is rooted in the natural curiosity of children about life and the world around them. Students develop their abilities by posing questions, designing investigations, and gaining skills necessary to express and pursue their own research interests.

The second part of the school's mission is to encourage stewardship of the greater community—not only from the students, but also from the parents, the faculty, and other community members involved with the school. This is achieved in many ways. Starting in the first grade, students devote at least 20 hours to an individual community service project called the Yearlong Peace Project. Crisis Ministries, My Sister's House, Habitat for Humanity, and the SPCA are just a few of the many organizations to which ECMCS students volunteer their time. Some students also serve the community by creating awareness of environmental concerns through activities such as recycling, beach and neighborhood clean-ups, and planting trees. Parents also generously donate their time and efforts to the school by serving on the school board and committees, helping out in the classrooms, researching community resources to support the school, and speaking at public events about the school's mission.

Some of the school's recent achievements include (1) winning a Palmetto Silver Award; (2) attaining an absolute rating of Good on the 2007 State of South Carolina report card; (3) being the beneficiary of a highly successful capital campaign that constructed the new building specifically for ECMCS; (4) securing a \$100,000 science and technology grant to improve student achievement in science; and (6) recruiting and training highly-qualified, state-certified Montessori professionals. But the school's greatest success is the breadth and depth of student achievement that has fueled the school's continued growth.

Jody Swanigan, Principal
Nancy Cagan, ECMCS Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	10	9
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	100.0%	I/S
Percent satisfied with school-home relations	100.0%	I/S	I/S

* Only students at the highest middle 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 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	31.5%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	96	100	6.3	24	50	19.8	81.3	53.5	48.2	Yes	Yes
Gender											
Male	45	100	2.2	28.9	51.1	17.8	84.4	47.3	41.7	N/A	N/A
Female	51	100	9.8	19.6	49	21.6	78.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	90	100	3.3	23.3	53.3	20	83.3	77.6	60	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	32.1	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	13	100	15.4	15.4	38.5	30.8	69.2	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	5	I/S	I/S	I/S	I/S	I/S	I/S	33	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	96	100	6.3	42.7	19.8	31.3	69.8	49.7	45.8	Yes	Yes
Gender											
Male	45	100	2.2	42.2	20	35.6	77.8	49.5	45.6	N/A	N/A
Female	51	100	9.8	43.1	19.6	27.5	62.7	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	90	100	4.4	44.4	18.9	32.2	71.1	75.6	59	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	26.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	13	100	23.1	30.8	23.1	23.1	53.8	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	5	I/S	I/S	I/S	I/S	I/S	I/S	28.3	31.4	I/S	I/S

* 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	66	100	12.1	31.8	24.2	31.8	56.1	39.2	35.7	97.1	96
Gender											
Male	33	100	6.1	27.3	24.2	42.4	66.7	40.8	37.4	97.1	95.8
Female	33	100	18.2	36.4	24.2	21.2	45.5	37.6	33.8	97.1	96.1
Racial/Ethnic Group											
White	61	100	8.2	32.8	26.2	32.8	59	66.4	49.2	97	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	15.3	17	98.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.2	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	86.8	96.3
Socio-Economic Status											
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	I/S	17.1	21.1	95.5	95.5

Social Studies

All Students	66	100	15.2	31.8	25.8	27.3	53	40.2	34	97.1	96
Gender											
Male	33	100	12.1	30.3	24.2	33.3	57.6	42	36.6	97.1	95.8
Female	33	100	18.2	33.3	27.3	21.2	48.5	38.3	31.3	97.1	96.1
Racial/Ethnic Group											
White	61	100	11.5	32.8	27.9	27.9	55.7	63.3	44.5	97	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	19.1	19.1	98.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	11	100	27.3	18.2	36.4	18.2	54.5	18.2	14.4	97.2	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	86.8	96.3
Socio-Economic Status											
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	I/S	20.1	21	95.5	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	20	100	10	15	50	25	75
	4	13	100	7.7	7.7	61.5	23.1	84.6
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	0	18.2	63.6	18.2	81.8
	7	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	30	100	3.3	13.3	46.7	36.7	83.3
	4	26	100	7.7	26.9	53.8	11.5	65.4
	5	20	100	5	40	55	0	55
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	20	100	15	30	45	10	55
	4	13	100	15.4	23.1	46.2	15.4	61.5
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	9.1	36.4	27.3	27.3	54.5
	7	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	30	100	0	40	26.7	33.3	60
	4	26	100	11.5	38.5	19.2	30.8	50
	5	20	100	5	65	25	5	30
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	13	100	15.4	38.5	38.5	7.7	46.2
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	15	100	0	20	46.7	33.3	80
	4	26	100	19.2	42.3	0	38.5	38.5
	5	10	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	13	100	7.7	23.1	23.1	46.2	69.2
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	15	100	0	26.7	26.7	46.7	73.3
	4	26	100	23.1	30.8	30.8	15.4	46.2
	5	10	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S

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