

A C Corcoran Elementary

8585 Vistavia Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	537 Students	
Principal	Janice Timko	843-764-2218
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk
2005	Average	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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

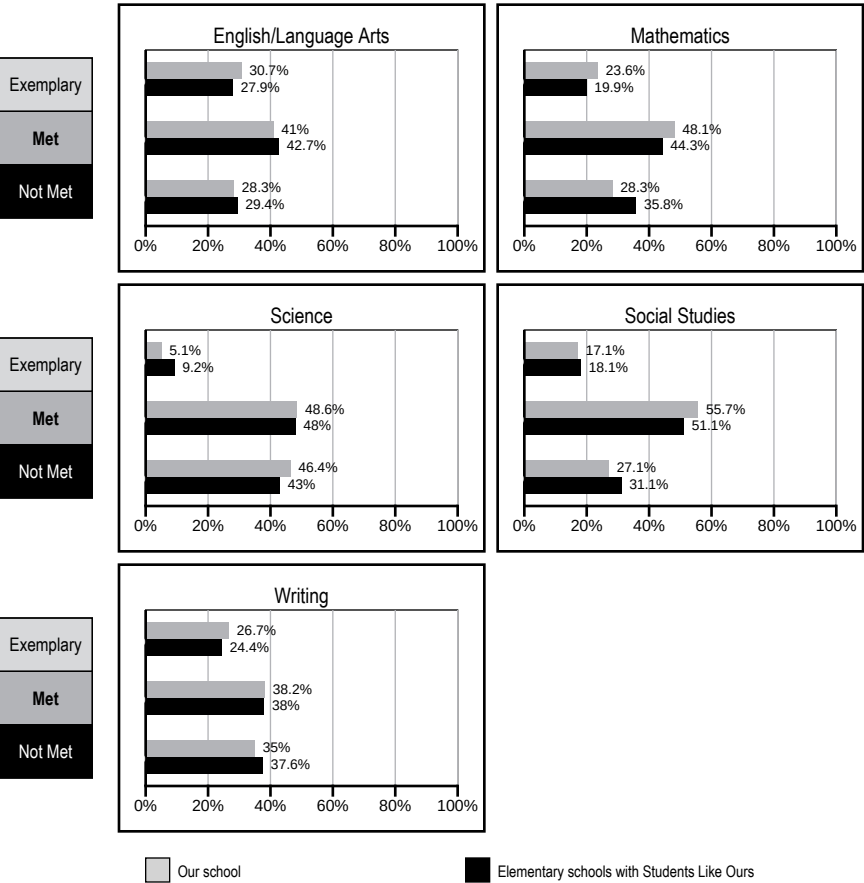
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	28	2

* Ratings are calculated with data available by 06/01/2010.

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=537)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	No Change	2.5%	1.9%
Attendance rate	95.8%	Down from 95.9%	96.1%	96.3%
Eligible for gifted and talented	4.4%	Down from 6.0%	6.4%	10.0%
With disabilities other than speech	5.0%	Down from 5.6%	9.0%	7.7%
Older than usual for grade	0.2%	Down from 1.2%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	43.2%	Down from 45.9%	56.8%	59.4%
Continuing contract teachers	70.5%	Up from 64.9%	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.7%	Up from 80.0%	84.7%	85.9%
Teacher attendance rate	94.7%	Up from 94.0%	95.0%	95.1%
Average teacher salary*	\$42,800	Up 4.3%	\$46,051	\$47,149
Professional development days/teacher	10.3 days	Down from 13.0 days	11.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.2 to 1	18.0 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 88.5%	89.9%	90.4%
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**	\$6,663	Up 5.1%	\$7,722	\$7,458
Percent of expenditures for instruction**	68.6%	Down from 69.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	63.6%	Down from 64.0%	62.2%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

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

The administration, faculty, and staff use school data to develop strategic plans for improvement. With the Charleston County School District's theme, "Excellence is our standard" as the backdrop, the mission at A. C. Corcoran is to provide instruction that will enable students to reach their maximum potential. The professional staff continues to strive to reduce the number of students scoring below basic in reading and mathematics on the state test by 10% each year. During the 2008-09, emphasis was directed toward increasing the number of students scoring proficient and advanced.

During the 2008-09 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 instructional resource teachers (IRT) 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.

The data from the 2008 PACT test indicated that an area that needed special emphasis was math. Students were targeted and were given an extra instructional period of math during the Move-to-Math program. MAP testing indicated positive gains as a result of this strategy.

The Positive Behavior System continued to be used. 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. Teachers mailed positive notes on a regular basis to parents. In addition, plans have been made to provide schoolwide training in CHAMPS prior to the 2009-10.

Students were recognized for positive discipline through the use of PAWS tickets. Students enjoyed a special carnival twice during the year 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	24	69	66
Percent satisfied with learning environment	95.8%	77.9%	84.6%
Percent satisfied with social and physical environment	100.0%	82.6%	82.8%
Percent satisfied with school-home relations	90.9%	87.0%	84.8%

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

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School Adequate Yearly Progress

YES

This school met 17 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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	236	100	28.3	41	30.7	85.4	84.9	82.8	Yes	Yes
Gender										
Male	121	100	33.3	44.4	22.2	80.6	81.8	79.3	N/A	N/A
Female	115	100	23.1	37.5	39.4	90.4	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	55	100	12.8	38.3	48.9	89.4	95.8	89.5	Yes	Yes
African American	160	100	33.6	41.8	24.7	82.9	74.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	13	100	72.7	18.2	9.1	36.4	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	30.8	46.2	23.1	92.3	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	30.4	42.7	26.9	84.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	236	100	28.3	48.1	23.6	82.1	81	78.9	Yes	Yes
Gender										
Male	121	100	35.2	42.6	22.2	78.7	79.3	77	N/A	N/A
Female	115	100	21.2	53.8	25	85.6	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	55	100	19.1	38.3	42.6	89.4	94.6	87.2	Yes	Yes
African American	160	100	32.9	52.1	15.1	79.5	67.9	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	13	100	54.5	36.4	9.1	54.5	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	7.7	46.2	46.2	92.3	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	30.4	51.5	18.1	80.7	69.2	70.2	Yes	Yes

* 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

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	156	99.4	46.4	48.6	5.1	53.6	68.9	67.5
Gender								
Male	79	98.7	45.1	50.7	4.2	54.9	68.2	67
Female	77	100	47.8	46.3	6	52.2	69.6	68
Racial/Ethnic Group								
White	39	97.4	20.6	64.7	14.7	79.4	90.4	79.5
African American	102	100	56	42.9	1.1	44	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	128	100	52.2	43.4	4.4	47.8	50.2	55.1

Social Studies

All Students	155	98.7	26.1	56.5	17.4	73.9	76.8	72.3
Gender								
Male	74	98.7	26.6	57.8	15.6	73.4	75.3	71.5
Female	81	98.8	25.7	55.4	18.9	74.3	78.4	73.2
Racial/Ethnic Group								
White	37	97.3	13.3	66.7	20	86.7	91.5	80.7
African American	106	99.1	30.9	53.6	15.5	69.1	62.7	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	124	99.2	30	53.6	16.4	70	64	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	240	100	35	38.2	26.7	65	74.1	70.2	95.8	96
Gender										
Male	123	100	46.8	31.5	21.6	53.2	67.8	63.2	95.7	95.9
Female	117	100	22.6	45.3	32.1	77.4	80.6	77.5	95.9	96.1
Racial/Ethnic Group										
White	56	100	30.6	42.9	26.5	69.4	90.4	79.1	95.2	95.9
African American	162	100	37.8	35.1	27	62.2	59.2	57.6	96	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.9	86.2	95.8	97
Hispanic	13	100	36.4	45.5	18.2	63.6	61.1	62.6	94.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	95	95.8
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	25	29.6	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	16	100	21.4	50	28.6	78.6	60.2	61.2	95.6	96.5
Socio-Economic Status										
Subsidized meals	192	100	37	37.6	25.4	63	59.1	58.9	96	95.7

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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							
2009	3	94	100	35.6	29.9	34.5	64.4
	4	75	100	30.3	37.9	31.8	69.7
	5	67	100	15.3	61	23.7	84.7
	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
Mathematics							
2009	3	94	100	34.5	35.6	29.9	65.5
	4	75	100	24.2	54.5	21.2	75.8
	5	67	100	23.7	59.3	16.9	76.3
	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
Science							
2009	3	48	97.9	42.9	54.8	2.4	57.1
	4	75	100	50	43.9	6.1	50
	5	33	100	43.3	50	6.7	56.7
	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
Social Studies							
2009	3	46	95.7	37.2	44.2	18.6	62.8
	4	75	100	12.1	68.2	19.7	87.9
	5	34	100	41.4	48.3	10.3	58.6
	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							
2009	3	93	100	34.5	37.9	27.6	65.5
	4	78	100	38.6	28.6	32.9	61.4
	5	69	100	31.7	50	18.3	68.3
	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

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