



## East Cooper Montessori Charter School

250 Ponsbury Rd  
Mount Pleasant, SC 29464

<b>Grades</b>	1-8 Elementary School	
<b>Enrollment</b>	239 Students	
<b>Principal</b>	Jody Swanigan	843-216-2883
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	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 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 2011-12 whose 2010-11 test scores were located

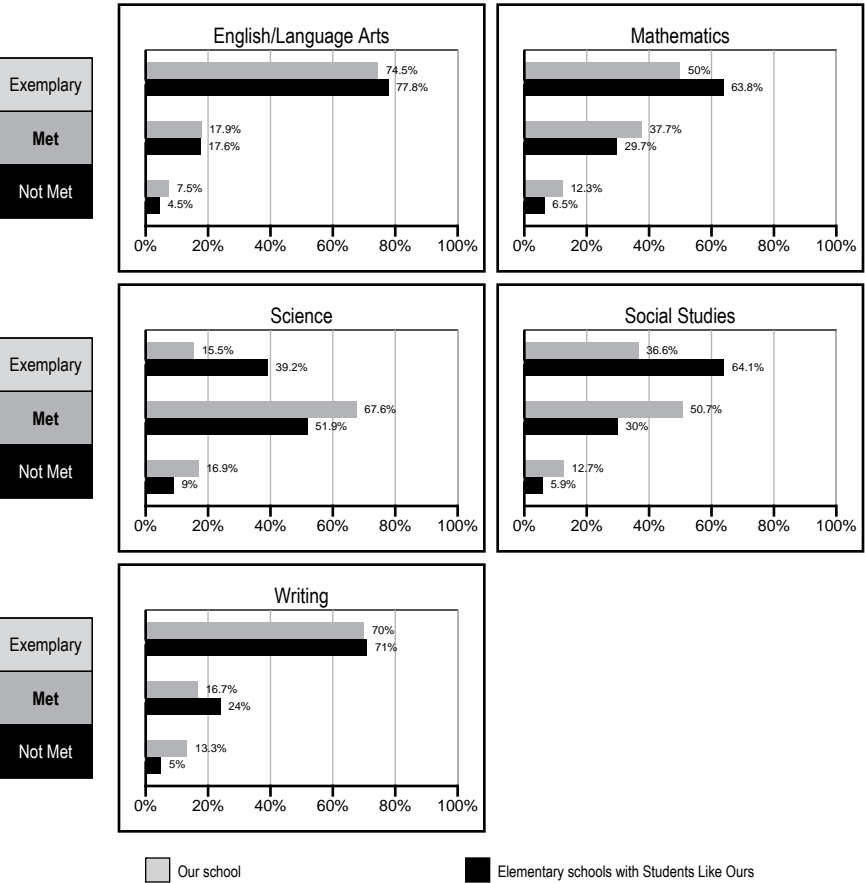
92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	0	0	0	0

\* Ratings are calculated with data available by 11/07/2012.

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
<b>Students (n=239)</b>				
First graders who attended full-day kindergarten	97.4%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	0.4%	1.0%
Attendance rate	96.9%	Up from 96.6%	97.1%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	33.3%	Down from 42.1%	66.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	86.5%	Up from 83.3%	86.5%	88.7%
Teacher attendance rate	98.3%	Up from 97.1%	98.3%	95.1%
Average teacher salary*	\$43,020	Up 1.1%	\$45,833	\$47,210
Professional development days/teacher	11.9 days	Up from 7.9 days	8.6 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	9.0	4.0
Student-teacher ratio in core subjects	6.4 to 1	Down from 17.5 to 1	21.8 to 1	20.0 to 1
Prime instructional time	95.4%	Up from 93.0%	94.9%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	No	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,493	Down 6.9%	\$5,648	\$7,247
Percent of expenditures for instruction**	64.0%	Up from 56.0%	64.0%	68.2%
Percent of expenditures for teacher salaries**	52.4%	Up from 51.1%	61.7%	65.7%

\* 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

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. ECMCS is the only public charter school in the state of South Carolina serving students in both an elementary environment and middle school environment and has become a model school for new Montessori Charter Schools.

The mission of ECMCS, in part, 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 an enriched and cultural curriculum that incorporates and extends district, state and national standards. Students develop their abilities by posing questions, designing investigations, and gaining skills necessary to express and pursue their own research interests. 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 are all part of the curriculum at ECMCS.

The second part of the school's mission is to encourage stewardship of the greater community. Starting in the first grade, all of our students devote at least 20 hours to an individual community service project called the Yearlong Peace Project. Standout projects this year that made a particularly notable impact on the community at large were the Oyster Bed Restoration project through the DNR, "Team Tortuga" that adopted a second turtle at the South Carolina Aquarium, and the "Keys for Hope Organization" that built a formal organization to manage the exponential growth of their fundraising efforts supporting Crisis Ministries. Parent volunteerism is an integral part of the success of ECMCS and sets the example for students. Parents served nearly 6,000 hours on the school board and committees, helping out in the classrooms and researching community resources to support the school's mission.

The consistent and professional leadership of the Governing Board and school administration remains a cornerstone of its success. The school, like all public schools, must continue to do more with less. Our fiscal conservatism and solid strategic planning has allowed the school to expand its facilities in order to better accommodate the extensive wait list.

The 2011-2012 school-year was filled with many significant accomplishments. The school was again awarded the Palmetto Goal Award; opened two new classrooms creating 50 more seats for CCSD students and was selected for as a featured school site for the documentary Montessori on the Move. The school offers gifted education in an immersion setting instead of a pull-out model. All ECMCS lead teachers are required to be endorsed in Gifted Education in addition to being state certified in the area of instruction as well as Montessori certified. The school's greatest success is seen in the success of its students.

Jody Swanigan, Principal

Alys Campaigne, Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	30	22
Percent satisfied with learning environment	100.0%	93.3%	95.2%
Percent satisfied with social and physical environment	100.0%	89.7%	100.0%
Percent satisfied with school-home relations	100.0%	90.0%	100.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, 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	100.0
Overall Grade Conversion	A

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

East Cooper Montessori Charter 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	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	33.3%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	696.3	672.0	638.8	649.0	99.4	99.4
Male	682.5	671.1	630.2	646.5	100.0	100.0
Female	708.4	672.9	646.7	651.3	98.8	98.8
White	698.6	673.5	642.4	650.2	99.3	99.3
African American	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	33	100	3	3	93.9	97
	4	27	100	3.7	25.9	70.4	96.3
	5	25	100	N/AV	N/AV	N/AV	100
	6	19	100	10.5	15.8	73.7	89.5
	7	12	100	18.2	27.3	54.5	81.8
	8	12	100	8.3	25	66.7	91.7
2012	3	40	100	12.5	15	72.5	87.5
	4	36	100	N/AV	N/AV	N/AV	100
	5	30	96.7	6.9	17.2	75.9	93.1
	6	27	100	N/AV	N/AV	N/AV	100
	7	14	100	7.1	28.6	64.3	92.9
	8	11	100	N/AV	N/AV	N/AV	100
Mathematics							
2011	3	33	100	3	21.2	75.8	97
	4	27	100	7.4	37	55.6	92.6
	5	25	100	4.3	47.8	47.8	95.7
	6	19	100	5.3	31.6	63.2	94.7
	7	12	100	27.3	9.1	63.6	72.7
	8	12	100	16.7	41.7	41.7	83.3
2012	3	40	100	15	25	60	85
	4	36	100	11.1	38.9	50	88.9
	5	30	96.7	6.9	55.2	37.9	93.1
	6	27	100	11.1	40.7	48.1	88.9
	7	14	100	7.1	28.6	64.3	92.9
	8	11	100	9.1	18.2	72.7	90.9
Science							
2011	3	16	100	18.8	56.3	25	81.3
	4	27	100	22.2	63	14.8	77.8
	5	12	100	25	41.7	33.3	75
	6	10	I/S	I/S	I/S	I/S	I/S
	7	12	100	27.3	27.3	45.5	72.7
	8	6	I/S	I/S	I/S	I/S	I/S
2012	3	20	100	30	50	20	70
	4	36	100	13.9	75	11.1	86.1
	5	15	100	6.7	73.3	20	93.3
	6	14	100	7.1	71.4	21.4	92.9
	7	14	100	7.1	35.7	57.1	92.9
	8	6	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	17	100	5.9	35.3	58.8	94.1
	4	27	100	11.1	59.3	29.6	88.9
	5	13	100	18.2	27.3	54.5	81.8
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	27.3	54.5	18.2	72.7
	8	6	I/S	I/S	I/S	I/S	I/S
2012	3	20	100	15	45	40	85
	4	36	100	11.1	52.8	36.1	88.9
	5	15	93.3	7.1	57.1	35.7	92.9
	6	13	100	N/AV	N/AV	N/AV	100
	7	14	100	14.3	28.6	57.1	85.7
	8	5	I/S	I/S	I/S	I/S	I/S
Writing							
2011	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	25	100	8.7	17.4	73.9	91.3
	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	12	100	N/AV	N/AV	N/AV	100
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	30	93.3	7.1	17.9	75	92.9
	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	11	100	N/AV	N/AV	N/AV	100

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