



H E CORLEY ELEMENTARY

1500 Chadford Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	556 Students	
Principal	Judith Franchini, Ed.D.	803-476-4001
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	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 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://eoc.sc.gov>

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

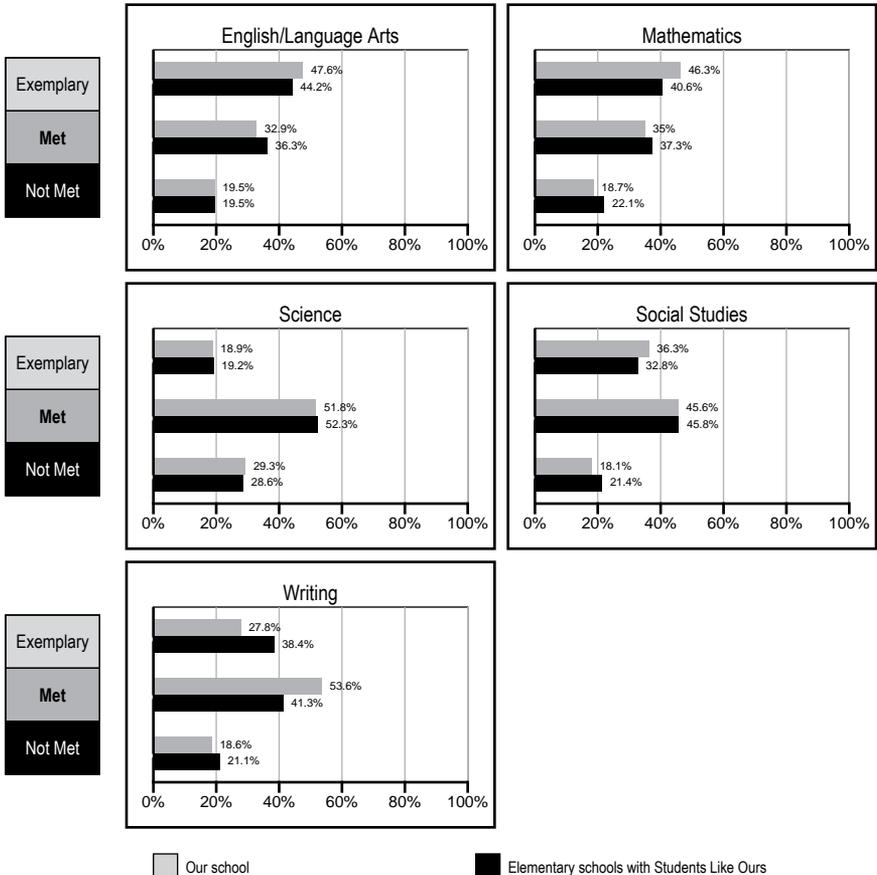
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	37	37	0	0

* Ratings are calculated with data available by 11/09/2011.

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=556)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.1%	1.1%
Attendance rate	96.6%	Down from 99.9%	96.1%	96.2%
Served by gifted and talented program	20.2%	Up from 15.8%	16.5%	13.4%
With disabilities other than speech	3.0%	Down from 5.3%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	71.7%	Down from 76.4%	60.9%	62.5%
Continuing contract teachers	81.1%	Up from 80.0%	90.0%	88.2%
Teachers returning from previous year	81.9%	Up from 80.2%	88.4%	87.8%
Teacher attendance rate	94.9%	Down from 96.0%	95.3%	95.2%
Average teacher salary*	\$48,656	Down 0.4%	\$46,510	\$46,773
Professional development days/teacher	13.1 days	Down from 13.8 days	10.5 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.0 to 1	20.6 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 94.4%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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**	\$11,828	Down 1.1%	\$6,808	\$7,447
Percent of expenditures for instruction**	69.6%	Up from 68.5%	68.6%	68.4%
Percent of expenditures for teacher salaries**	68.0%	Up from 66.5%	66.0%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

We work hard at H.E. Corley Elementary School to fulfill our mission "in collaboration with parents, and community...to empower students to become life-long CHAMPS!" Our teachers are highly qualified and continue to hone their skills in order to focus on the individual learning styles of each student. In 2010-11, we continued making student achievement our number one priority and school-based professional development remained a cornerstone in our efforts to prepare teachers to meet the needs of all students. Dr. Jan Richardson, nationally recognized reading consultant, continued collaborating with teachers in an effort to strengthen guided reading strategies.

During the 2010-11 school year, our teachers conducted student-led conferences with parents, which provided our students an opportunity to evaluate their performance. This year we initiated a green/healthy living program with local, state, and national partners. The first phase has successfully been launched with a new butterfly garden where students will collect data for the international Monarch Larva Monitoring Project with the University of Minnesota and EdVenture Children's Museum.

This year we provided an anti-bullying curriculum in grades 4 and 5. H.E. Corley was honored by the South Carolina Chapter of the National School Public Relations Association for our Beginning of the School Year Bulletin. Gateway Baptist Church provided backpacks for all our students and we received the Palmetto Silver Award from the State Department of Education for high general absolute performance.

We were the only elementary school in South Carolina to receive the Great Start Award from the Environmental Protection Agency. Ms. Gina Hilts was named the South Carolina Physical Education Teacher of the Year and Ms. Tina Mento, our music teacher, received National Board Certification. Thanks to the generous support of our PTO, we were able to install a disc course, one of only two school-based courses in the Midlands area. H.E. Corley continues to build relationships with business partners such as Fatz, Ameris Bank and Wal-mart. We also continue to build bonds with the community as every grade level had family outreach initiatives.

Mr. Al Harvey, SIC Chairperson
Dr. Judy Franchini, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	95	46
Percent satisfied with learning environment	95.3%	90.3%	84.8%
Percent satisfied with social and physical environment	97.7%	92.6%	88.9%
Percent satisfied with school-home relations	88.4%	92.6%	84.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	260	100	19.5	32.9	47.6	87.8	89.6	82.4	Yes	Yes
Gender										
Male	135	100	22.7	32	45.3	85.9	86.7	78.7	N/A	N/A
Female	125	100	16.1	33.9	50	89.8	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	118	100	8.8	27.4	63.7	94.7	93.8	88.9	Yes	Yes
African American	125	100	30.3	38.7	31.1	81.5	80.2	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	83	I/S	I/S
Disability Status										
Disabled	41	100	53.8	38.5	7.7	59	60.2	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	27.9	36.4	35.7	82.9	79.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	260	100	18.7	35	46.3	85.8	90.6	81.9	Yes	Yes
Gender										
Male	135	100	18.8	33.6	47.7	85.9	88.7	79.9	N/A	N/A
Female	125	100	18.6	36.4	44.9	85.6	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	118	100	6.2	32.7	61.1	93.8	95	88.9	Yes	Yes
African American	125	100	30.3	36.1	33.6	78.2	80.8	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	84.4	I/S	I/S
Disability Status										
Disabled	41	100	51.3	38.5	10.3	53.8	63	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	26.4	41.4	32.1	79.3	80.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	172	100	29.3	51.8	18.9	70.7	81.2	68.6
Gender								
Male	90	100	32.9	42.4	24.7	67.1	80.2	68.3
Female	82	100	25.3	62	12.7	74.7	82.2	68.9
Racial/Ethnic Group								
White	85	100	15.9	53.7	30.5	84.1	89.5	80.7
African American	78	100	44.7	48.7	6.6	55.3	62.7	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	70.8
Disability Status								
Disabled	31	100	60	36.7	3.3	40	49.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.6	60.7
Socio-Economic Status								
Subsidized meals	96	100	37.4	50.5	12.1	62.6	65.8	57.3
Social Studies								
All Students	171	100	18.1	45.6	36.3	81.9	85.5	72.5
Gender								
Male	93	100	14.9	43.7	41.4	85.1	84.1	72
Female	78	100	21.9	47.9	30.1	78.1	86.8	73.1
Racial/Ethnic Group								
White	73	100	7.4	45.6	47.1	92.6	91.7	81
African American	86	100	26.8	46.3	26.8	73.2	71.3	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	73.5
Disability Status								
Disabled	23	100	33.3	47.6	19	66.7	56.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	83.8	69.7
Socio-Economic Status								
Subsidized meals	106	100	24.7	49.5	25.8	75.3	70.8	62.9

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	99	100	18.6	53.6	27.8	81.4	83.4	73.2	96.6	96.8
Gender										
Male	51	100	25.5	54.9	19.6	74.5	77.5	67.2	96.6	96.8
Female	48	100	10.9	52.2	37	89.1	89.2	79.4	96.6	96.8
Racial/Ethnic Group										
White	48	100	10.6	55.3	34	89.4	88.6	81.5	96.1	96.7
African American	43	100	28.6	50	21.4	71.4	72.1	61.3	97	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.8	87	98.6	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	97.8	96.4
Disability Status										
Disabled	17	100	41.2	52.9	5.9	58.8	40.5	26	96.5	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.5	97.3
Socio-Economic Status										
Subsidized meals	54	100	22.6	54.7	22.6	77.4	71	63.2	96.4	96.1

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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							
2010	3	83	100	20.3	16.5	63.3	79.7
	4	96	100	19.1	38.3	42.6	80.9
	5	77	100	26.4	51.4	22.2	73.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	78	100	14.1	21.1	64.8	85.9
	4	83	100	23.1	35.9	41	76.9
	5	99	100	20.6	39.2	40.2	79.4
	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							
2010	3	83	100	29.1	34.2	36.7	70.9
	4	96	100	19.1	36.2	44.7	80.9
	5	77	100	27.8	45.8	26.4	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	78	100	19.7	31	49.3	80.3
	4	83	100	15.4	30.8	53.8	84.6
	5	99	100	20.6	41.2	38.1	79.4
	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							
2010	3	42	100	35.9	30.8	33.3	64.1
	4	96	100	25.5	66	8.5	74.5
	5	38	100	40	40	20	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	100	29.7	54.1	16.2	70.3
	4	83	100	21.8	55.1	23.1	78.2
	5	49	100	40.8	44.9	14.3	59.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	41	100	15	40	45	85
	4	96	100	16	48.9	35.1	84
	5	39	100	29.7	51.4	18.9	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	11.8	35.3	52.9	88.2
	4	83	100	14.1	53.8	32.1	85.9
	5	50	100	29.2	39.6	31.3	70.8
	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							
2010	3	81	100	38.8	32.5	28.8	61.3
	4	97	100	34.7	47.4	17.9	65.3
	5	77	100	38.9	31.9	29.2	61.1
	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
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	99	100	18.6	53.6	27.8	81.4
	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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