



## Corinth Elementary

128 Corinth Road  
Gaffney, SC 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	399 Students	
<b>Principal</b>	Brenda Sharts	864-489-2163
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mr. Billy Blackwell	864-902-3542

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

## 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**

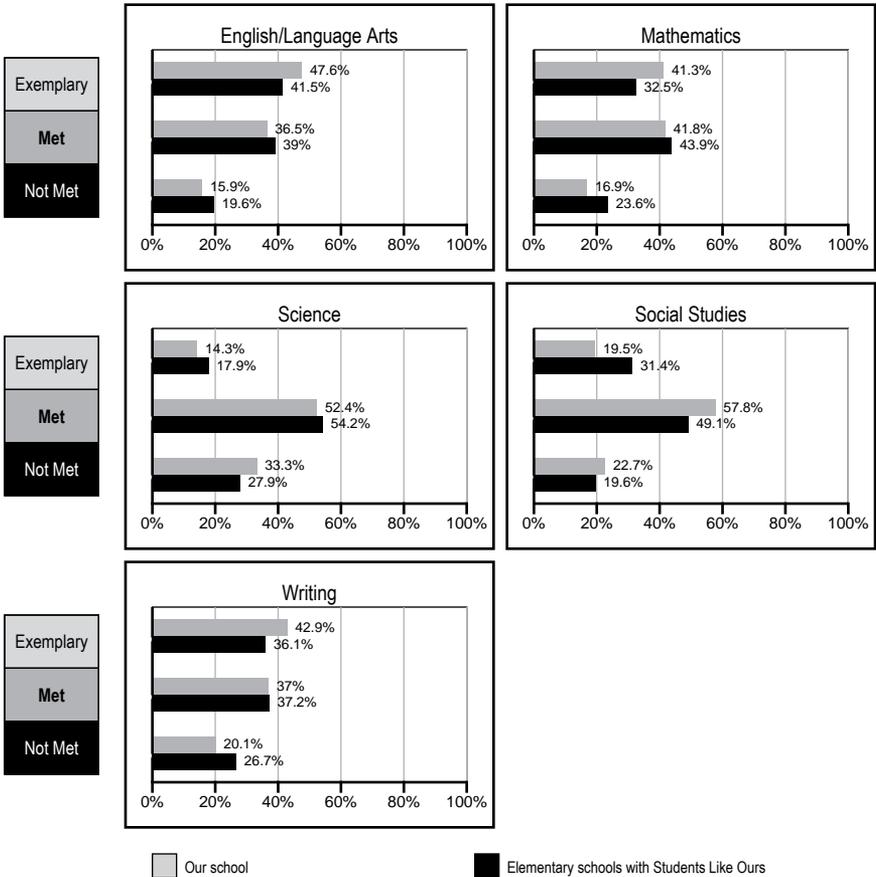
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
11	27	50	1	0

\* 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
<b>Students (n=399)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.8%	1.9%
Attendance rate	96.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	10.7%	Down from 11.7%	12.3%	10.0%
With disabilities other than speech	6.2%	Up from 5.7%	7.8%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	73.1%	Up from 56.0%	58.3%	59.4%
Continuing contract teachers	88.5%	Up from 84.0%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 89.9%	87.4%	85.9%
Teacher attendance rate	93.8%	Down from 95.2%	95.3%	95.1%
Average teacher salary*	\$45,909	Up 6.5%	\$46,721	\$47,149
Professional development days/teacher	11.6 days	Down from 11.7 days	10.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 20.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 91.0%	90.5%	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**	\$5,250	Down 1.9%	\$6,914	\$7,458
Percent of expenditures for instruction**	72.7%	Up from 68.2%	69.8%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Up from 66.5%	64.6%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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### Report of Principal and School Improvement Council

Our school motto states, "The key to success is doing your best". This year our school has been decorated with a Pirate Theme and our slogan has been "Learning is the Treasure Map to Success". Students are expected to do their best daily. Doing their best and trying hard to achieve each day will be their map to a successful year.

Our teachers followed the South Carolina Standards in all curriculum areas and provided the students with innovative and challenging lessons. Technology and hands-on manipulatives were also incorporated to make lessons even more student friendly.

Many successes have occurred during the 2008-2009 school year at Corinth Elementary School. Several of our students have won state and district awards for academics and citizenship.

As a part of our character education program, students participated in various service projects such as the March of Dimes' Walk America, the American Cancer Society's Relay for Life and the Jump Rope for Heart fundraiser.

Teacher and staff accomplishments include participation in numerous courses and staff development activities. Mrs. Anne Cole was named Corinth's "Teacher of the Year" and Ms. Kristin Mitchell was our "Distinguished Teacher of Reading".

Our parents and PTO worked very hard throughout this year and accomplished many goals. They provided our school with good behavior trips and incentives, books for the Literacy Closet, and many additional items requested by our teachers and students. Our school is looking forward to many more successes for the coming school year.

Brenda Sharts, Principal  
Heather Swayngim, SIC Chair

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	58	43
Percent satisfied with learning environment	96.3%	89.7%	93.0%
Percent satisfied with social and physical environment	100.0%	86.0%	88.1%
Percent satisfied with school-home relations	96.3%	77.6%	81.0%

\* 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 13 out of 13 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 58.8% (Met or Exemplary)**

All Students	199	100	15.9	36.5	47.6	90.5	78.1	82.8	Yes	Yes
<b>Gender</b>										
Male	110	100	19.4	36.9	43.7	88.3	74.5	79.3	N/A	N/A
Female	89	100	11.6	36	52.3	93	82	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	100	12.7	36.4	50.9	93.6	83.3	89.5	Yes	Yes
African American	15	100	50	42.9	7.1	57.1	68.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	46.2	34.6	19.2	69.2	47.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	104	100	23.2	41.1	35.8	84.2	71.5	75.5	Yes	Yes

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

All Students	199	100	16.9	41.8	41.3	87.3	77.5	78.9	Yes	Yes
<b>Gender</b>										
Male	110	100	17.5	43.7	38.8	87.4	76	77	N/A	N/A
Female	89	100	16.3	39.5	44.2	87.2	79.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	100	13.9	42.2	43.9	90.8	83.3	87.2	Yes	Yes
African American	15	100	50	42.9	7.1	50	64.9	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	61.5	15.4	23.1	53.8	40.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	104	100	29.5	37.9	32.6	77.9	71	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	135	100	33.3	52.4	14.3	66.7	56.6	67.5
<b>Gender</b>								
Male	76	100	31.4	52.9	15.7	68.6	56.7	67
Female	59	100	35.7	51.8	12.5	64.3	56.4	68
<b>Racial/Ethnic Group</b>								
White	123	100	31.3	53.9	14.8	68.7	65.2	79.5
African American	11	100	I/S	I/S	I/S	I/S	37.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	22.2	23.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	38.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	71	100	44.4	46	9.5	55.6	47	55.1
<b>Social Studies</b>								
All Students	135	100	22.7	57.8	19.5	77.3	58.5	72.3
<b>Gender</b>								
Male	75	100	27.1	52.9	20	72.9	58.2	71.5
Female	60	100	17.2	63.8	19	82.8	58.8	73.2
<b>Racial/Ethnic Group</b>								
White	124	100	18.8	60.7	20.5	81.2	65.8	80.7
African American	10	I/S	I/S	I/S	I/S	I/S	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	20	100	50	38.9	11.1	50	33.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	42.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	71	100	32.3	53.8	13.8	67.7	49.1	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
<b>Writing</b>										
All Students	196	100	20.1	37	42.9	79.9	64.3	70.2	96.1	96.4
<b>Gender</b>										
Male	108	100	24.3	43.7	32	75.7	57.9	63.2	96	96.4
Female	88	100	15.1	29.1	55.8	84.9	70.9	77.5	96.3	96.5
<b>Racial/Ethnic Group</b>										
White	179	100	19.1	34.7	46.2	80.9	70.4	79.1	96	96.2
African American	15	100	28.6	64.3	7.1	71.4	51.6	57.6	97.5	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.2	86.2	99.9	98.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	43.9	62.6	99.2	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	26	100	73.1	15.4	11.5	26.9	18.7	26.1	94.6	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	45.7	61.2	99.2	98
<b>Socio-Economic Status</b>										
Subsided meals	100	100	30.1	43	26.9	69.9	55.1	58.9	95.4	96.2

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	68	100	16.7	19.7	63.6	83.3
	4	71	100	16.9	46.2	36.9	83.1
	5	60	100	13.8	44.8	41.4	86.2
	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
<b>Mathematics</b>							
<b>2009</b>	3	68	100	22.7	31.8	45.5	77.3
	4	71	100	15.4	44.6	40	84.6
	5	60	100	12.1	50	37.9	87.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	34	100	42.4	39.4	18.2	57.6
	4	71	100	30.8	61.5	7.7	69.2
	5	30	100	28.6	46.4	25	71.4
	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
<b>Social Studies</b>							
<b>2009</b>	3	34	100	12.1	63.6	24.2	87.9
	4	71	100	26.2	61.5	12.3	73.8
	5	30	100	26.7	43.3	30	73.3
	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
<b>Writing</b>							
<b>2009</b>	3	67	100	18.2	33.3	48.5	81.8
	4	69	100	26.2	43.1	30.8	73.8
	5	60	100	15.5	34.5	50	84.5
	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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