



## H E Corley Elementary

1500 Chadford Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	555 Students	
<b>Principal</b>	Judith Franchini, Ed.D.	803-476-4001
<b>Superintendent</b>	Dr. Herbert M. Berg	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

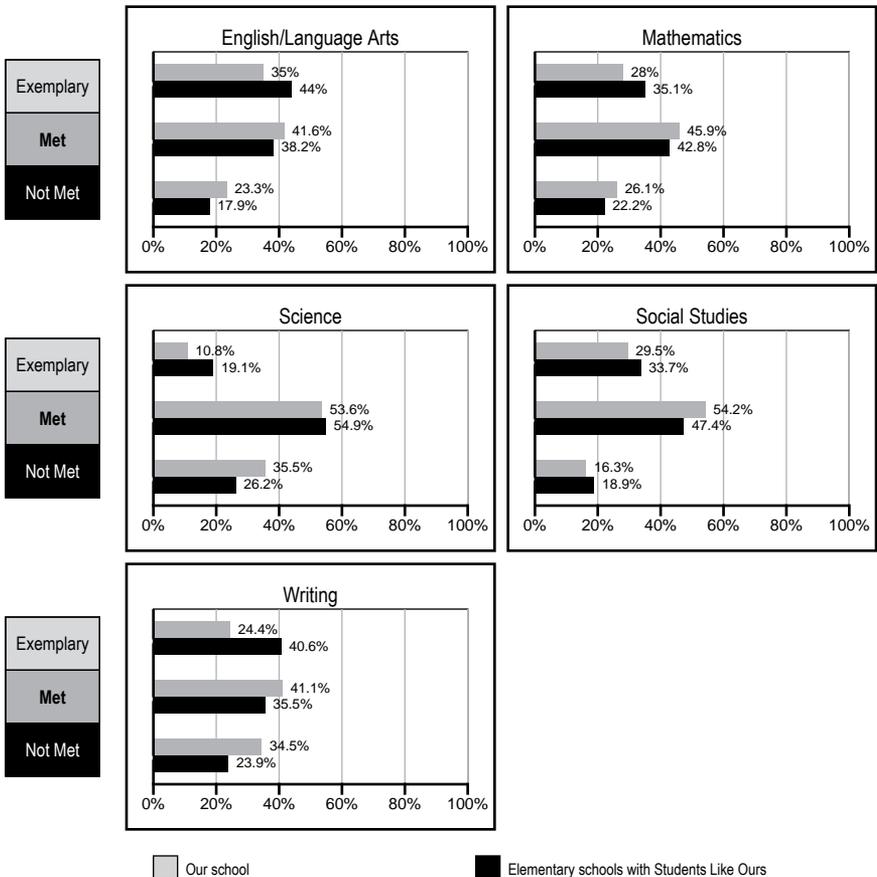
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
18	32	40	0	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=555)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.7%	1.9%
Attendance rate	96.9%	Up from 96.8%	96.4%	96.3%
Eligible for gifted and talented	9.9%	Down from 14.3%	14.2%	10.0%
With disabilities other than speech	5.9%	Up from 5.4%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	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=60)</b>				
Teachers with advanced degrees	70.0%	Up from 67.2%	60.7%	59.4%
Continuing contract teachers	80.0%	Up from 70.5%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 82.9%	88.5%	85.9%
Teacher attendance rate	95.9%	Up from 95.0%	95.2%	95.1%
Average teacher salary*	\$48,881	Up 0.1%	\$47,548	\$47,149
Professional development days/teacher	12.5 days	Down from 13.3 days	11.2 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 14.9 to 1	19.2 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 90.5%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,284	Up 21.9%	\$6,963	\$7,458
Percent of expenditures for instruction**	67.9%	Up from 65.3%	69.2%	68.8%
Percent of expenditures for teacher salaries**	65.9%	Up from 63.5%	62.6%	63.2%

\* 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**

The mission of H.E. Corley Elementary School, in collaboration with parents and community, is to empower students to become life-long CHAMPS embracing our five essential traits: strong Character, Healthy living, high Achievement, good Manners, Positive thinking, and community Service, in a safe, nurturing, and stimulating environment.

The top priority at HEC continues to be student achievement. Our staff believes that professional development and personal responsibility is the key to student success. We are making great strides in implementing a balanced literacy approach. Grade-level teachers, coaches, and administrators met for in-depth study of instructional strategies and best practices. Each quarter we analyze student achievement data to determine which additional academic interventions are needed. School-based professional development included work with author Lester Laminack on choosing systemically related read alouds and creating cross curricular units of study. We worked with Drs. Boutte (USC), and Johnson (SCSU) studying strategies for closing the achievement gap. Our School Improvement Council (SIC) made disseminating information about closing the achievement gap their priority for this year. Teachers attended local and state conferences and returned to share new, innovative ideas with colleagues.

We continue to increase the rigor of our instruction through the analysis of Measures of Academic Progress (MAP) test data collected three times during the school year. Teachers met frequently to discuss student strengths and techniques that could be used to accelerate learning. Teachers used the data to form targeted teaching groups within their classes. Use of this data to make instructional decisions now plays a large role in teacher planning and curriculum design. Creating assessments that directly reflect sound instruction, utilize open-ended questions, and parallel high quality student thinking has been a goal for our math meetings.

Building a safe and nurturing learning environment continues to be a focus at HEC. The SIC made remodeling our front office a capital projects priority. Our Corley C.H.A.M.P.S. program continues to recognize children for the development of strong positive character traits. Fifth graders served on our Safety Patrol, Strings and Choral programs, and Student Council. Our Student Council participated in a canned food drive and the Pennies for Patients fundraising program. Our fourth and fifth graders serve as news correspondents and live TV news anchors each morning when they present the Corley News Network (CNN).

HEC commends and thanks our PTO for their generous efforts toward school improvement. Their wonderful support has made a difference to our school family.

Mr. Todd Harvey, SIC chairperson  
Dr. Judy Franchini, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	32	81	33
Percent satisfied with learning environment	81.3%	85.2%	81.3%
Percent satisfied with social and physical environment	90.6%	84.0%	84.4%
Percent satisfied with school-home relations	81.3%	90.1%	78.1%

\* Only students at the highest elementary 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

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

<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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	273	100	23.3	41.6	35	87.5	90.7	82.8	Yes	Yes
<b>Gender</b>										
Male	141	100	27.1	41.4	31.6	85	87.9	79.3	N/A	N/A
Female	132	100	19.4	41.9	38.7	90.3	93.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	122	100	14.7	37.9	47.4	93.1	94.6	89.5	Yes	Yes
African American	135	100	34.1	43.7	22.2	81	81.9	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	51.3	28.2	20.5	64.1	64.3	52	I/S	Yes
<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	7	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	141	100	34.1	37.9	28	81.1	80.4	75.5	Yes	Yes

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

All Students	273	100	26.1	45.9	28	82.5	89.7	78.9	Yes	Yes
<b>Gender</b>										
Male	141	100	25.6	45.9	28.6	83.5	88.6	77	N/A	N/A
Female	132	100	26.6	46	27.4	81.5	90.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	122	100	17.2	40.5	42.2	86.2	94.5	87.2	Yes	Yes
African American	135	100	35.7	50.8	13.5	77.8	78.3	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	56.4	23.1	20.5	59	64.7	45.5	I/S	Yes
<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	7	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	141	100	36.4	42.4	21.2	73.5	78	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
<b>Science</b>								
All Students	176	99.4	35.5	53.6	10.8	64.5	81.3	67.5
<b>Gender</b>								
Male	95	100	30.3	61.8	7.9	69.7	80.5	67
Female	81	98.8	41.6	44.2	14.3	58.4	82	68
<b>Racial/Ethnic Group</b>								
White	80	98.8	20.5	61.5	17.9	79.5	89.2	79.5
African American	87	100	53.2	45.6	1.3	46.8	61.9	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.4	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	25	100	58.3	25	16.7	41.7	54	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	5	I/S	I/S	I/S	I/S	I/S	72.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	88	100	50.6	43.2	6.2	49.4	64	55.1
<b>Social Studies</b>								
All Students	177	100	16.3	54.2	29.5	83.7	86	72.3
<b>Gender</b>								
Male	93	100	19.3	51.1	29.5	80.7	84.9	71.5
Female	84	100	12.8	57.7	29.5	87.2	87.2	73.2
<b>Racial/Ethnic Group</b>								
White	80	100	12	48	40	88	90.6	80.7
African American	88	100	20.5	60.2	19.3	79.5	75.4	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.3	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	29	100	34.5	51.7	13.8	65.5	62.1	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	4	I/S	I/S	I/S	I/S	I/S	79.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	95	100	25.8	50.6	23.6	74.2	72.2	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	269	99.3	34	41.4	24.6	66	80.4	70.2	96.9	96.7
<b>Gender</b>										
Male	139	98.6	39.7	44.3	16	60.3	74.8	63.2	96.7	96.6
Female	130	100	28	38.4	33.6	72	86	77.5	97.1	96.7
<b>Racial/Ethnic Group</b>										
White	122	99.2	26.7	43.1	30.2	73.3	87	79.1	96.4	96.6
African American	131	99.2	40.8	40	19.2	59.2	64.9	57.6	97.3	96.8
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.7	86.2	97.5	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	62.6	96.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	68.7	95	94
<b>Disability Status</b>										
Disabled	40	97.5	48.7	41	10.3	51.3	39.2	26.1	96.5	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.7	61.2	96.9	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	131	99.2	40.6	43	16.4	59.4	61.1	58.9	96.4	95.9

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 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	99	100	18.3	33.3	48.4	81.7
	4	80	100	36	42.7	21.3	64
	5	94	100	18	49.4	32.6	82
	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	99	100	28	39.8	32.3	72
	4	80	100	28	49.3	22.7	72
	5	94	100	22.5	49.4	28.1	77.5
	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
<b>Science</b>							
<b>2009</b>	3	49	100	38.3	44.7	17	61.7
	4	80	100	45.3	49.3	5.3	54.7
	5	47	97.9	15.9	70.5	13.6	84.1
	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
<b>Social Studies</b>							
<b>2009</b>	3	50	100	17.4	43.5	39.1	82.6
	4	80	100	9.3	62.7	28	90.7
	5	47	100	26.7	51.1	22.2	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	97	99	33.3	39.8	26.9	66.7
	4	78	100	46.7	37.3	16	53.3
	5	94	98.9	23.9	46.6	29.5	76.1
	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

Abbreviations for Missing Data

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