



H E Corley Elementary

1500 Chadford Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	558 Students	
Principal	Dr. Judith Franchini	803-476-4001
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Good
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

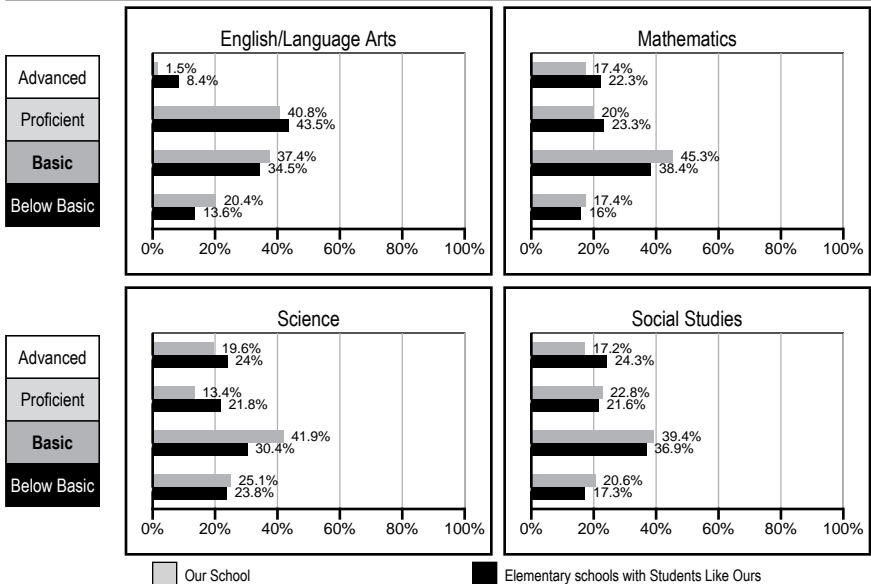
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	34	55	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=558)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.3%	2.0%	2.3%
Attendance rate	96.8%	Up from 96.5%	96.4%	96.3%
Eligible for gifted and talented	14.3%	Down from 14.7%	15.4%	10.4%
With disabilities other than speech	5.4%	Up from 4.7%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	67.2%	Up from 60.4%	59.8%	56.7%
Continuing contract teachers	70.5%	Down from 86.8%	80.2%	77.3%
Teachers with emergency or provisional certificates	1.9%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 87.7%	89.4%	86.4%
Teacher attendance rate	95.0%	Up from 94.4%	94.8%	94.9%
Average teacher salary	\$48,816	Up 2.7%	\$46,464	\$45,345
Professional development days/teacher	13.3 days	Down from 13.5 days	13.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 16.1 to 1	19.4 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 89.2%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,258	Up 1.7%	\$6,427	\$7,052
Percent of expenditures for instruction*	65.3%	Down from 67.1%	69.7%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Down from 65.4%	65.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of H.E. Corley Elementary School, in collaboration with parents and the community, is to empower students in a safe, nurturing, and stimulating environment to become lifelong CHAMPS, embracing our five essential traits: strong Character, Healthy living, high Achievement, good Manners, Positive thinking, and community Service. During the 2007-08 school year, H.E. Corley Elementary continued to meet Adequate Yearly Progress as outlined by the federal No Child Left Behind Act.

The top priority at HEC continues to be student achievement. Our staff believes that professional development is the key to student success. Through the South Carolina Reading Initiative and our literacy coach, we are making great strides to implement a balanced literacy approach. Grade levels, coaches, and administration met for extended planning times for in-depth study of instructional strategies and best practices. Teachers attended local and state conferences and returned to share new, innovative ideas with colleagues. School-based professional development included a first look at how to include six Read Alouds per day, using data to determine instructional practices, and analyzing the books included in our classroom libraries.

We have increased the rigor of our instruction through the analysis of Measures of Academic Progress (MAP) test data, which is collected three times during the school year. 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. Creating assessments that directly reflect sound instruction, utilize open-ended questions, and parallel high-quality student thinking was a goal for our math meetings. Summer planning will play a strong role in creating community among teachers and setting the stage for a strong school year. Our emphasis for 2008-09 will be to seek ways to close achievement differences between the varieties of student groups.

Building a safe and nurturing learning environment continues to be a focus at HEC. The School Improvement Council focused on serving healthy foods. We now have salads and fresh fruit available for students every day. Our Corley CHAMPS program continues to recognize children for the development of strong positive character traits. Reduced numbers of student office referrals is a direct result of this program. Our school received two awards for our recycling efforts. One from Lexington County for reducing waste and the other from Keep the Midlands Beautiful (\$300). Our fourth and fifth graders served as news correspondents and live TV news anchors each morning when they presented 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. Their donations allowed the school to invest in classroom tables, meet the needs of specific grade levels, and assist students who could otherwise not afford fieldtrips. Their wonderful support, both physical and financial, has made a difference for our school family.

Judith A. Franchini, Principal
Vanessa Nelson- Reed, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	92	47
Percent satisfied with learning environment	69.2%	87.0%	93.5%
Percent satisfied with social and physical environment	90.4%	85.9%	89.4%
Percent satisfied with school-home relations	90.2%	91.3%	78.7%

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

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School Adequate Yearly Progress

NO

This school met 13 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. Sanction: Implement the restructuring plan.
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	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	285	100	20.4	37.4	40.8	1.5	54.3	62.4	48.2	Yes	Yes
Gender											
Male	154	100	23.8	42	32.2	2.1	46.9	55.3	41.7	N/A	N/A
Female	131	100	16.4	32	50.8	0.8	63.1	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	134	100	13.1	30	54.6	2.3	68.5	71.8	60	Yes	Yes
African American	140	100	28.6	44.4	26.2	0.8	38.9	41.1	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	34	100	51.5	33.3	15.2	0	21.2	26.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	30.6	44.4	25	0	38	38.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	285	100	17.4	45.3	20	17.4	54.7	64.1	45.8	Yes	Yes
Gender											
Male	154	100	15.4	46.2	21	17.5	53.1	64.6	45.6	N/A	N/A
Female	131	100	19.7	44.3	18.9	17.2	56.6	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	134	100	6.9	44.6	20	28.5	69.2	74.8	59	Yes	Yes
African American	140	100	28.6	46.8	19	5.6	39.7	39	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	34	100	39.4	39.4	9.1	12.1	30.3	32.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	119	100	32.4	41.7	18.5	7.4	38	39.2	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	191	100	25.1	41.9	13.4	19.6	33	51	35.7	96.8	96.7
Gender											
Male	103	100	24	40.6	16.7	18.8	35.4	53.6	37.4	96.9	96.6
Female	88	100	26.5	43.4	9.6	20.5	30.1	48.4	33.8	96.7	96.8
Racial/Ethnic Group											
White	86	100	10.7	41.7	14.3	33.3	47.6	61.5	49.2	96.2	96.7
African American	96	100	40.9	40.9	11.4	6.8	18.2	26.2	17	97.4	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	96.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	97
Disability Status											
Disabled	23	100	34.8	47.8	4.3	13	17.4	28.6	14	96.1	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	96.7	96.8
Socio-Economic Status											
Subsided meals	80	100	40.5	41.9	8.1	9.5	17.6	26.9	21.1	96.4	95.7
Social Studies											
All Students	191	100	20.6	39.4	22.8	17.2	40	51.9	34	96.8	96.7
Gender											
Male	100	100	25.5	30.9	20.2	23.4	43.6	55.7	36.6	96.9	96.6
Female	91	100	15.1	48.8	25.6	10.5	36	47.9	31.3	96.7	96.8
Racial/Ethnic Group											
White	87	100	14.3	35.7	23.8	26.2	50	60.1	44.5	96.2	96.7
African American	96	100	26.1	44.3	22.7	6.8	29.5	31.5	19.1	97.4	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	96.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	97
Disability Status											
Disabled	26	100	32	36	16	16	32	30.5	14.4	96.1	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	96.7	96.8
Socio-Economic Status											
Subsided meals	86	100	34.2	45.6	16.5	3.8	20.3	28.8	21	96.4	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	105	99.1	9.2	41.8	45.9	3.1	49
	4	108	100	17.3	35.6	47.1	0	47.1
	5	115	100	17.4	49.5	31.2	1.8	33
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	16.7	35.9	43.6	3.8	47.4
	4	97	100	23.4	39.4	36.2	1.1	37.2
	5	102	100	20.4	36.6	43	0	43
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	105	100	19.2	55.6	15.2	10.1	25.3
	4	108	100	15.4	30.8	21.2	32.7	53.8
	5	115	100	15.6	44	18.3	22	40.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	23.1	53.8	12.8	10.3	23.1
	4	97	100	17	50	19.1	13.8	33
	5	102	100	12.9	33.3	26.9	26.9	53.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	100	26	32	28	14	42
	4	108	100	25	27.9	24	23.1	47.1
	5	57	100	49.1	21.8	16.4	12.7	29.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	22.5	45	20	12.5	32.5
	4	97	100	26.6	48.9	10.6	13.8	24.5
	5	51	100	24.4	24.4	13.3	37.8	51.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	20.4	44.9	28.6	6.1	34.7
	4	108	100	25	38.5	26.9	9.6	36.5
	5	58	100	27.8	44.4	13	14.8	27.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	15.8	55.3	18.4	10.5	28.9
	4	97	100	18.1	37.2	23.4	21.3	44.7
	5	51	100	29.2	31.3	25	14.6	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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