



H E CORLEY ELEMENTARY

1500 Chadford Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	545 Students	
Principal	Judith Franchini, Ed.D.	803-476-4001
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Good

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

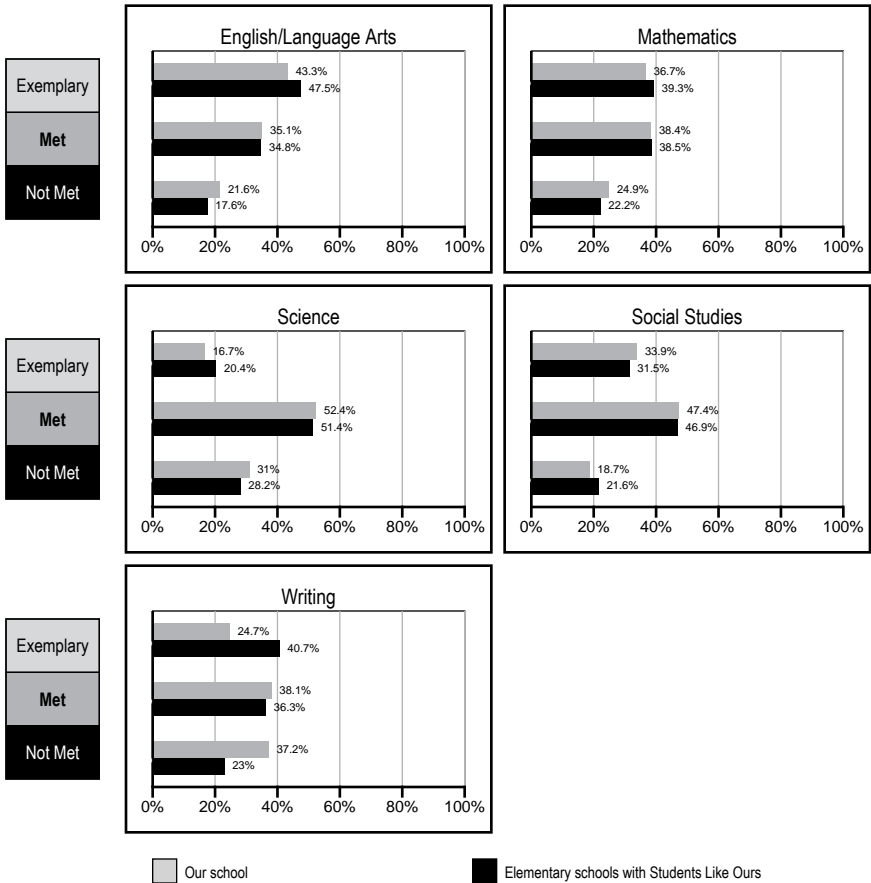
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	40	27	0	0

* Ratings are calculated with data available by 03/09/2011.

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=545)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	1.2%
Attendance rate	99.9%	Up from 96.9%	96.2%	96.1%
Eligible for gifted and talented	15.8%	Up from 9.9%	15.8%	11.7%
With disabilities other than speech	5.3%	Down from 5.9%	7.9%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	76.4%	Up from 70.0%	61.1%	60.5%
Continuing contract teachers	80.0%	No Change	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 81.5%	89.1%	87.0%
Teacher attendance rate	96.0%	Up from 95.9%	95.5%	95.4%
Average teacher salary*	\$48,870	Down 0.0%	\$48,096	\$47,288
Professional development days/teacher	13.8 days	Up from 12.5 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 16.6 to 1	20.2 to 1	19.2 to 1
Prime instructional time	94.4%	Up from 91.5%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,956	Up 6.0%	\$7,015	\$7,548
Percent of expenditures for instruction**	68.5%	Up from 67.9%	69.0%	68.7%
Percent of expenditures for teacher salaries**	66.5%	Up from 65.9%	65.5%	65.1%

* 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

We work hard at H. E. Corley Elementary 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 2009-10, 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. Karen Eldridge spent several days with the school's leadership team in order to assist us in building a culture of achievement. Jan Richardson provided teachers with the opportunity to learn from one of the nation's experts on guided reading.

During the 2009-10 school year, our students participated in extracurricular activities that included field trips, Valentine Bingo, performances, Math Night, Literacy Night and Crocfest. Other highlights included our CHAMPS character program, various after-school clubs, during and after school tutoring, and a Saturday Enrichment Academy with emphasis placed on mathematics. We continue to promote healthy living, with special emphasis placed this year on eating healthy snacks and exercise. Our front office was remodeled over the summer, just in time for the start of the new school year. This renovation provided not only much needed space, but added security for our students and staff.

This year we were recognized as a Community-Friendly school. We continue to celebrate our recent accreditation from the Southern Association of Colleges and Schools and the National Association for the Education of Young Children. Our PTO remains very supportive and active. In addition, H. E. Corley continues to build relationships with business partners such as Fatz, Ameris Bank, and Kroger.

Judith A. Franchini, Principal
Todd Harvey, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	69	32
Percent satisfied with learning environment	87.0%	89.9%	80.6%
Percent satisfied with social and physical environment	90.7%	94.2%	84.4%
Percent satisfied with school-home relations	87.0%	89.9%	71.9%

* 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 17 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. 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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	99.9%	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	256	100	21.6	35.1	43.3	89	90.5	83.5	Yes	Yes
Gender										
Male	142	100	24.6	34.3	41	87.3	87.7	80.1	N/A	N/A
Female	114	100	18	36	45.9	91	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	122	100	12.5	30	57.5	95.8	94.8	89.6	Yes	Yes
African American	120	100	33	40.2	26.8	81.3	80.7	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	36	100	50	26.5	23.5	64.7	66.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	32.4	34.6	33.1	82.4	81.4	76.9	Yes	Yes

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

All Students	256	100	24.9	38.4	36.7	83.3	90.4	80.4	Yes	Yes
Gender										
Male	142	100	28.4	33.6	38.1	80.6	88.9	78.4	N/A	N/A
Female	114	100	20.7	44.1	35.1	86.5	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	122	100	13.3	35	51.7	90.8	94.8	87.8	Yes	Yes
African American	120	100	38.4	41.1	20.5	75	80.1	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	36	100	61.8	26.5	11.8	52.9	65	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	35.3	40.4	24.3	75.7	79.4	72.8	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	176	100	31	52.4	16.7	69	81.1	67.3
Gender								
Male	99	100	30.1	48.4	21.5	69.9	80.2	66.9
Female	77	100	32	57.3	10.7	68	82	67.7
Racial/Ethnic Group								
White	84	100	14.6	59.8	25.6	85.4	88.8	79.6
African American	82	100	48.1	44.2	7.8	51.9	63.8	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	26	100	62.5	33.3	4.2	37.5	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	98	100	43.5	50	6.5	56.5	63.8	55.4
Social Studies								
All Students	176	100	18.7	47.4	33.9	81.3	84.4	70.9
Gender								
Male	90	100	17.2	41.4	41.4	82.8	83.4	70.1
Female	86	100	20.2	53.6	26.2	79.8	85.4	71.7
Racial/Ethnic Group								
White	83	100	13.3	49.4	37.3	86.7	89.2	79.2
African American	81	100	27.6	47.4	25	72.4	73.2	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	37.5	29.2	33.3	62.5	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	100	100	28.1	47.9	24	71.9	71.7	60.8

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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	255	100	37.2	38.1	24.7	62.8	81	72.1	99.9	98.8
Gender										
Male	143	100	41.2	40.4	18.4	58.8	75.2	65.2	99.9	98.7
Female	112	100	32.4	35.1	32.4	67.6	86.9	79.2	99.8	98.8
Racial/Ethnic Group										
White	123	100	27.3	40.5	32.2	72.7	87.5	80.8	99.9	98.8
African American	119	100	47.8	36.3	15.9	52.2	66	59.7	99.8	98.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.9	99
Disability Status										
Disabled	35	100	70.6	23.5	5.9	29.4	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	143	100	44.2	35.5	20.3	55.8	64.4	61.9	99.8	98.5

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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							
2009	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
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
	8	0	N/A	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							
2009	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
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
Writing							
2009	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
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

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