



## H. E. Corley Elementary

1500 Chadford Road  
Irmo, SC 29063

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

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Good</b>     | <b>Average</b> |
| 2011        | Good            | Average        |
| 2010        | Good            | Good           |
| 2009        | Average         | Average        |
| 2008        | 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 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://www.eoc.sc.gov>

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

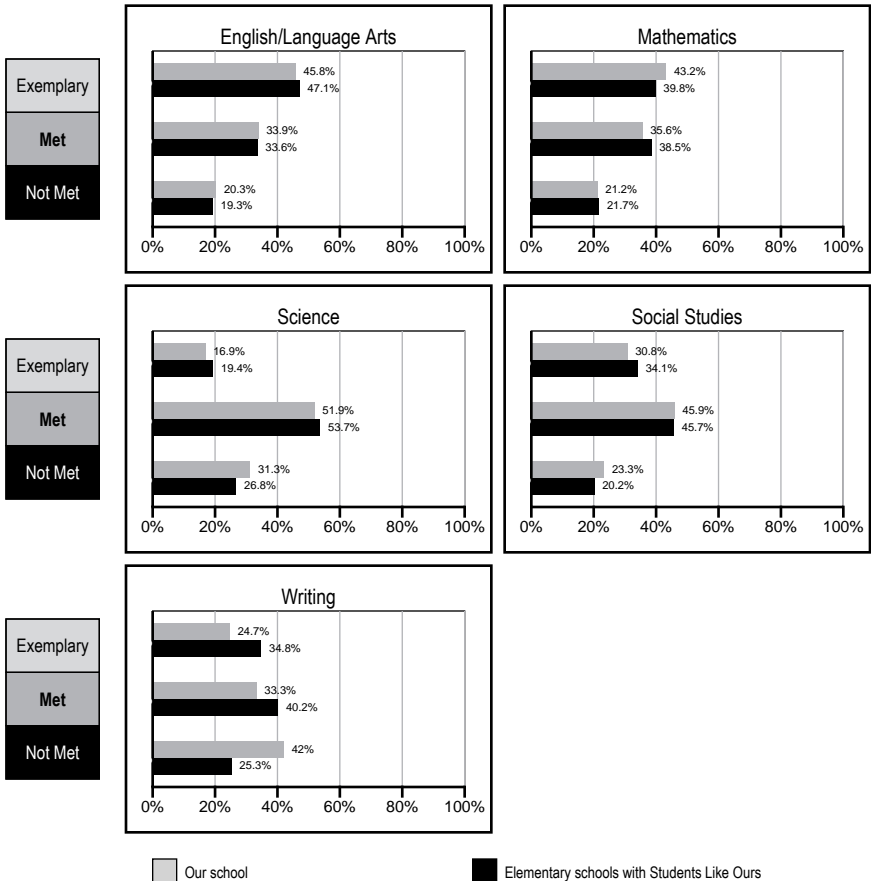
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.7%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 31        | 45   | 27      | 0             | 0       |

\* Ratings are calculated with data available by 11/07/2012.

**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=556)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.0%       | Down from 0.2%        | 0.9%                                       | 1.0%                     |
| Attendance rate  | 97.1%      | Up from 96.6%         | 96.5%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=55)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 70.9%      | Down from 71.7%       | 62.2%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 87.8%      | Up from 81.9%         | 89.3%                                      | 88.7%                    |
| Teacher attendance rate  | 95.7%      | Up from 94.9%         | 95.1%                                      | 95.1%                    |
| Average teacher salary*  | \$48,971   | Up 0.6%               | \$47,703                                   | \$47,210                 |
| Professional development days/teacher  | 11.7 days  | Down from 13.1 days   | 11.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 6.0        | Up from 5.0           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.0 to 1  | Down from 21.4 to 1   | 20.2 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 92.0%      | Up from 90.4%         | 90.3%                                      | 90.5%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 97.8%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$11,207   | Down 5.3%             | \$6,693                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 67.1%      | Down from 69.6%       | 68.6%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 66.3%      | Down from 68.0%       | 66.3%                                      | 65.7%                    |

\* 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 2011-12, 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 2011-12 school year, our teachers conducted student-led conferences with their parents, which provided an opportunity for our students to evaluate their own performance. Students were given leadership roles within each classroom, served on the student council, the recycling team and/or recognized as a monthly Champ. Students participated in two sessions of six-week clubs. The clubs included cooking, basketball, origami, game boards, art, study skills, and drama. As a part of our Farm to School grant we held a spaghetti supper in the fall, which was very well attended. We have two raised beds in which students cultivated collards, kale, radishes, peppers, onions and cabbage. Our Champs of the Month taste tested some of the HEC raised vegetables along with the SC produce of the month. Students were involved in fundraising for Jump Rope for Heart and our PTO used the Fund Run as a primary resource.

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 and The Crocodilian. Gateway Baptist Church provided backpacks for some of our students and we received the Palmetto Silver Award from the State Department of Education for high general absolute performance. We were named a Green Step school for our efforts in recycling and placed third in the Midlands in the Recycle Bowl. Thanks to the generous support of our PTO, we were able to install a walking trail around the playground.

H. E. Corley continues to build relationships with business partners such as Fatz, Ameris Bank Teresa Miley - State Farm, Chic Fil-A, Sonic and Wal-Mart. We also continue to build bonds with the community as every grade level had family outreach initiatives.

Mrs. Catrina Jones, SIC Chairperson  
Dr. Judy Franchini, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 42       | 80        | 25       |
| Percent satisfied with learning environment            | 97.6%    | 80.5%     | 84.0%    |
| Percent satisfied with social and physical environment | 97.6%    | 87.2%     | 72.0%    |
| Percent satisfied with school-home relations           | 92.9%    | 94.9%     | 76.0%    |

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

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>86.2</b> |
| <b>Overall Grade Conversion</b>      | <b>B</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

**Accountability Indicator for Title I Schools**

H. E. Corley Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 5.6%                | 2.6%         |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                 | 5.1%         |

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 6.1%              | 0.0%                   | No                         |
| Student attendance rate                         | 97.1%             | 94.0%*                 | Yes                        |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 663.4    | 663.6     | 625.4        | 642.6               | 99.6         | 99.6          |
| Male                              | 654.6    | 663.0     | 624.0        | 644.9               | 99.2         | 99.2          |
| Female                            | 673.0    | 664.3     | 627.0        | 640.1               | 100.0        | 100.0         |
| White                             | 685.3    | 687.4     | 644.5        | 668.1               | 99.0         | 99.0          |
| African American                  | 646.8    | 644.7     | 609.9        | 624.8               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 611.7    | 618.7     | 587.8        | 604.5               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 648.6    | 647.5     | 616.5        | 623.5               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 73                            | 100      | 17.8      | 21.9  | 60.3        | 82.2               |
|                              | 4     | 85                            | 100      | 16.9      | 36.1  | 47          | 83.1               |
|                              | 5     | 83                            | 98.8     | 25.3      | 43    | 31.6        | 74.7               |
|                              | 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>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 73                            | 100      | 28.8      | 23.3  | 47.9        | 71.2               |
|                              | 4     | 85                            | 100      | 12        | 39.8  | 48.2        | 88                 |
|                              | 5     | 83                            | 98.8     | 22.8      | 43    | 34.2        | 77.2               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 38                            | 100      | 39.5      | 26.3  | 34.2        | 60.5               |
|                              | 4     | 85                            | 100      | 27.7      | 60.2  | 12          | 72.3               |
|                              | 5     | 40                            | 100      | 30.8      | 59    | 10.3        | 69.2               |
|                              | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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         | N/A                |
| <b>2012</b>           | 3     | 35                            | 100      | 28.6      | 31.4  | 40          | 71.4               |
|                       | 4     | 85                            | 100      | 15.7      | 53    | 31.3        | 84.3               |
|                       | 5     | 43                            | 97.7     | 32.5      | 45    | 22.5        | 67.5               |
|                       | 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>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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         | N/A                |
| <b>2012</b>           | 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     | 85                            | 98.8     | 42        | 33.3  | 24.7        | 58                 |
|                       | 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         | N/A                |

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