



Corinth Elementary School

128 Corinth Road
Gaffney, SC 29340

| | | |
|-----------------------|------------------------|---------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 368 Students | |
| Principal | Brenda Sharts | 864-4879-2163 |
| Superintendent | Dr. Quincie L. Moore | 864-902-3500 |
| Board Chair | Mike Ellis | 864-206-2233 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2013 | Good | Good |
| 2012 | Good | Good |
| 2011 | Good | Good |
| 2010 | Good | Good |
| 2009 | Good | 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

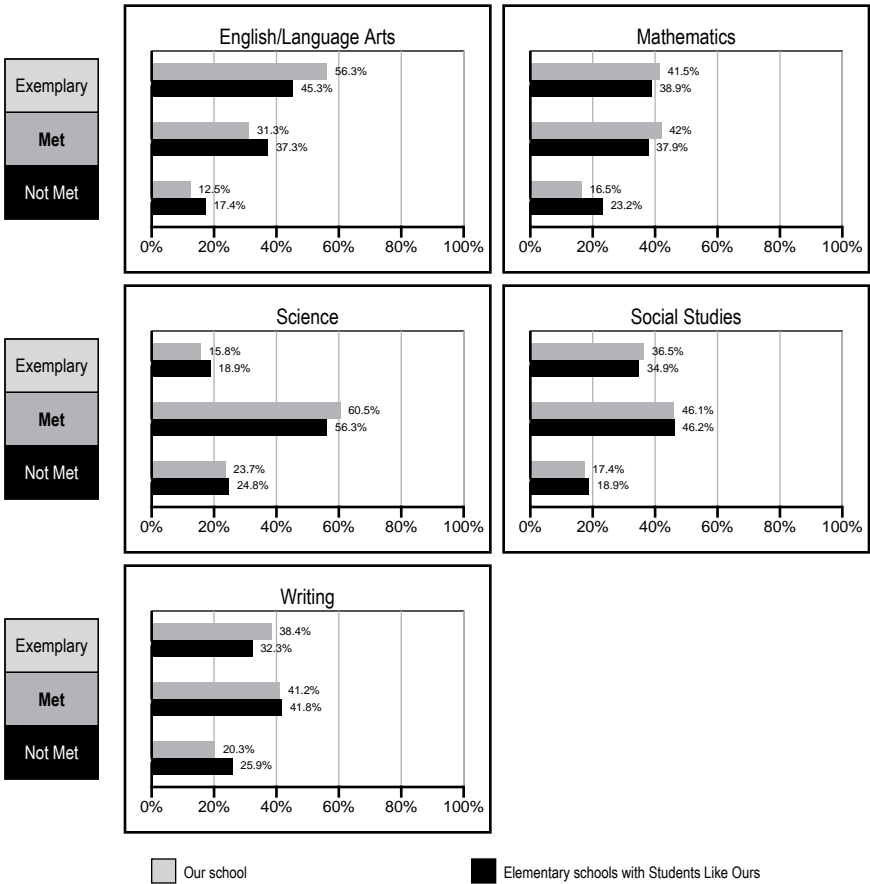
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 26 | 43 | 46 | 0 | 0 |

* Ratings are calculated with data available by 12/14/2013.

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=368) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.1% | Up from 0.5% | 1.3% | 0.9% |
| Attendance rate | 95.8% | Down from 96.0% | 96.2% | 96.3% |
| Served by gifted and talented program | 7.0% | N/A | 8.7% | 7.2% |
| With disabilities | 9.9% | N/A | 13.6% | 12.4% |
| Older than usual for grade | 1.0% | N/A | 2.3% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 76.0% | Up from 73.1% | 62.5% | 62.5% |
| Continuing contract teachers | 96.0% | Up from 92.3% | 85.7% | 83.3% |
| Teachers returning from previous year | 95.9% | Down from 97.1% | 89.2% | 88.3% |
| Teacher attendance rate | 95.0% | Up from 94.1% | 95.0% | 95.0% |
| Average teacher salary* | \$49,340 | Up 2.6% | \$48,517 | \$48,193 |
| Professional development days/teacher | 11.2 days | Up from 8.4 days | 11.1 days | 11.0 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.8 to 1 | Up from 20.6 to 1 | 20.3 to 1 | 20.1 to 1 |
| Prime instructional time | 88.8% | Down from 89.2% | 90.0% | 90.0% |
| 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** | \$6,078 | Down 0.8% | \$7,043 | \$7,364 |
| Percent of expenditures for instruction** | 70.0% | Down from 71.7% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 69.0% | Down from 70.3% | 66.0% | 66.0% |

* 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

Report of Principal and School Improvement Council

Corinth Elementary School belief is to CARE by providing:

C = Creative and High Quality Curriculum

A = Academic Discipline

R = Recognition of Student Achievement

E = Environment that is Safe and Inviting

To accomplish this statement, the continuous achievement of the students is the focus of all staff members. There is on-going assessment of mastery of the standards through quizzes and weekly standards-based evaluations. Teachers employed a professional learning community approach to analyze student data and plan instruction. We implemented many of the strategies that helped us achieve success such as common planning time across all grade levels, an infusion of character traits into the curriculum, and Universal Screenings used to track students' progress toward goals. Responses to Intervention (RtI) meetings are held weekly to plan and monitor for the academic or behavioral progress of all students.

Our staff development has been provided in various areas to better meet the needs of all students. A focused initiative of CES this year is the implementation of the Common Core State Standards.

The PTO and SIC worked diligently with school staff to strengthen community relations and parental involvement. Our students benefited from the assistance of many volunteers as well as from business and community partnerships, including a valuable faith-based partnership with Corinth Baptist Church.

In addition to the academic improvements, there have been positive outcomes with the following: parents attending conferences increased to 100%; 97.1% teachers returned from the previous year, and we continued to have an excellent rating for character education programs.

Student achievement continues to be recognized on the School Report Card. Our most recent PASS scores revealed that our students in grades 3, 4, and 5 scored higher in ELA and Math than most schools in the district and state. For the 2011 and 2012 school years, we earned Good in the area of improvement on the school's report card and were awarded Palmetto Silver for achievement.

The Corinth Elementary staff and School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be.

Brenda Sharts, Principal

Tabitha Easler and Brian Zigelhefer, SIC Co-Chairs

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 18 | 73 | 66 |
| Percent satisfied with learning environment | 100% | 98.7% | 95.5% |
| Percent satisfied with social and physical environment | 100% | 97.2% | 94% |
| Percent satisfied with school-home relations | 100% | 100% | 92.4% |

* 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 2013, 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.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 95.3 |
| Overall Grade Conversion | A |

| 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

Corinth Elementary School 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

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.7% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 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 |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 674.0 | 662.5 | 627.1 | 649.5 | 100.0 | 100.0 |
| Male | 661.3 | 653.4 | 624.9 | 642.7 | 100.0 | 100.0 |
| Female | 687.0 | 671.8 | 629.3 | 656.9 | 100.0 | 100.0 |
| White | 675.3 | 663.5 | 627.8 | 650.4 | 100.0 | 100.0 |
| African American | N/A | N/A | N/A | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 660.9 | 652.7 | 620.1 | 637.5 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
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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 | | | | | | | |
| 2012 | 3 | 54 | 100 | 11.3 | 20.8 | 67.9 | 88.7 |
| | 4 | 75 | 100 | 18.9 | 35.1 | 45.9 | 81.1 |
| | 5 | 61 | 100 | 13.8 | 51.7 | 34.5 | 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 |
| 2013 | 3 | 53 | 100 | 9.8 | 11.8 | 78.4 | 90.2 |
| | 4 | 57 | 100 | 18.9 | 35.8 | 45.3 | 81.1 |
| | 5 | 73 | 100 | 9.7 | 41.7 | 48.6 | 90.3 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 54 | 100 | 22.6 | 34 | 43.4 | 77.4 |
| | 4 | 75 | 100 | 18.9 | 48.6 | 32.4 | 81.1 |
| | 5 | 61 | 100 | 10.3 | 41.4 | 48.3 | 89.7 |
| | 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 |
| 2013 | 3 | 53 | 100 | 23.5 | 33.3 | 43.1 | 76.5 |
| | 4 | 57 | 100 | 20.8 | 50.9 | 28.3 | 79.2 |
| | 5 | 73 | 100 | 8.3 | 41.7 | 50 | 91.7 |
| | 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 |
| Science | | | | | | | |
| 2012 | 3 | 28 | 100 | 33.3 | 37 | 29.6 | 66.7 |
| | 4 | 75 | 100 | 20.3 | 63.5 | 16.2 | 79.7 |
| | 5 | 31 | 100 | 16.7 | 33.3 | 50 | 83.3 |
| | 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 |
| 2013 | 3 | 27 | 100 | 20 | 60 | 20 | 80 |
| | 4 | 57 | 100 | 28.3 | 62.3 | 9.4 | 71.7 |
| | 5 | 37 | 100 | 19.4 | 58.3 | 22.2 | 80.6 |
| | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 26 | 100 | 23.1 | 50 | 26.9 | 76.9 |
| | 4 | 75 | 100 | 18.9 | 55.4 | 25.7 | 81.1 |
| | 5 | 30 | 100 | 17.2 | 51.7 | 31 | 82.8 |
| | 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 |
| 2013 | 3 | 26 | 100 | 19.2 | 46.2 | 34.6 | 80.8 |
| | 4 | 57 | 100 | 24.5 | 50.9 | 24.5 | 75.5 |
| | 5 | 36 | 100 | 5.6 | 38.9 | 55.6 | 94.4 |
| | 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 |
| Writing | | | | | | | |
| 2012 | 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 | 62 | 100 | 17.2 | 48.3 | 34.5 | 82.8 |
| | 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 |
| 2013 | 3 | 52 | 100 | 15.7 | 45.1 | 39.2 | 84.3 |
| | 4 | 58 | 100 | 27.8 | 37 | 35.2 | 72.2 |
| | 5 | 73 | 100 | 18.1 | 41.7 | 40.3 | 81.9 |
| | 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 |

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