



Edward E Taylor Elementary

200 McRae Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	254 Students	
Principal	Debbie Hunter	803-343-2924
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

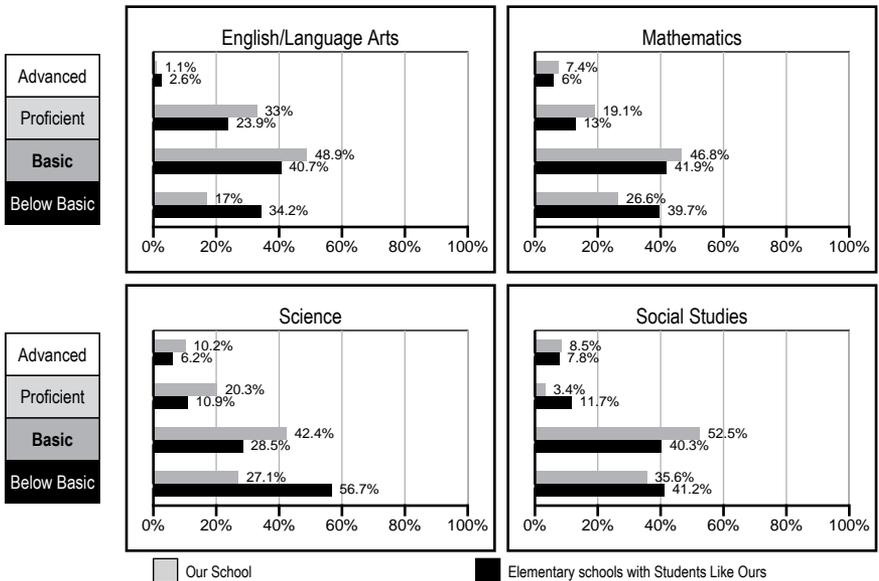
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* 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 | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=254)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.2%	3.1%	2.3%
Attendance rate	95.8%	Up from 95.0%	96.0%	96.3%
Eligible for gifted and talented	6.7%	Up from 3.6%	2.8%	10.4%
With disabilities other than speech	10.3%	Down from 13.5%	7.6%	7.5%
Older than usual for grade	0.5%	Down from 1.7%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	No Change	53.3%	56.7%
Continuing contract teachers	69.6%	Up from 65.2%	67.4%	77.3%
Teachers with emergency or provisional certificates	5.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 80.7%	82.6%	86.4%
Teacher attendance rate	94.2%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$52,851	Up 11.5%	\$43,674	\$45,345
Professional development days/teacher	15.2 days	Down from 17.2 days	13.9 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 13.6 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.6%	Up from 86.5%	89.3%	89.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$11,674	Up 6.8%	\$8,235	\$7,052
Percent of expenditures for instruction*	80.0%	Up from 78.4%	68.2%	69.1%
Percent of expenditures for teacher salaries*	74.8%	Up from 74.2%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Edward E. Taylor Elementary School has made significant progress during the 2007-2008 school year. We were awarded a Palmetto Silver award for improvement of student achievement by the South Carolina Department of Education.

The mission of Edward E. Taylor Elementary School is to develop and implement plans that will educate the whole child by empowering him or her to become a productive citizen and lifelong learner. We have 265 students in pre-K through fifth grade with 256 African Americans and 9 other. We have 48 staff members with five National Board Certified teachers and one National Board Certified guidance counselor. Our staff varies from 1 year to 36 years of experience with 2 teachers having doctoral degrees, 4 Educational Specialists, 7 Masters+30, 6 Masters, 23 Bachelor and 3 Associates degrees.

As a part of our goal to successfully educate our learners and increase the percent of students scoring basic or above we have developed a plan that extends the regular school day until 5:30 p.m. During this time, we offer an intensive intervention tutorial program (IITP) to students in 3rd grade who scored below the 25th percentile on the TerraNova/InView English Language Arts and mathematics subtests and 4th-5th graders who score below basic on the Palmetto Achievement Challenge Test in the areas of English/language arts, math, science and social studies. These students receive additional small group and individual academic assistance tutoring for three days, and for the remaining two days participate in activities designed to enrich and extend the learning. The curricula and the instructional practices utilized in this intensive intervention program are based upon teacher recommendations, student academic plans, IEP's classroom assessments, district benchmark assessments, SuccessMaker performance and PACT scores. The IITP is provided at no cost to students. Upon parent request, transportation for this intensive tutorial program is also available. Funding for this program is provided by the 21st Century grant and comprehensive remediation funds. At a nominal cost to parents, The Boys and Girls Club of the Midlands also offer child care services at the school until 6:00 p.m.

Our intent is to provide our students innovative opportunities critical to teaching and learning while infusing technology as an interactive way to motivate students to become better participants in the learning process.

Parents, students, teachers, staff, and the community have a unified effort to instill positive character traits and stress personal responsibility in each of our students. Our school motto "Do unto others as you would have them do unto you" is a testament of our commitment to academic success for all.

Debbie R. Hunter, Principal Bonita Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	35	21
Percent satisfied with learning environment	95.8%	82.9%	80.0%
Percent satisfied with social and physical environment	95.8%	90.6%	85.0%
Percent satisfied with school-home relations	62.5%	93.9%	95.2%

* 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 13 out of 13 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	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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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	111	100	17	48.9	33	1.1	50	41.2	48.2	Yes	Yes
Gender											
Male	61	100	19.2	51.9	28.8	0	48.1	35	41.7	N/A	N/A
Female	50	100	14.3	45.2	38.1	2.4	52.4	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	109	100	16.3	48.9	33.7	1.1	51.1	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	42.7	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	25	100	45	30	25	0	40	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	18.6	50	30.2	1.2	46.5	31.2	34	Yes	Yes

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

All Students	111	100	26.6	46.8	19.1	7.4	37.2	34.9	45.8	Yes	Yes
Gender											
Male	61	100	23.1	44.2	23.1	9.6	42.3	33.8	45.6	N/A	N/A
Female	50	100	31	50	14.3	4.8	31	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	109	100	26.1	46.7	19.6	7.6	38	25.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.9	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	25	100	55	25	15	5	30	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	103	100	27.9	47.7	19.8	4.7	36	24.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	71	100	27.1	42.4	20.3	10.2	30.5	25.3	35.7	95.8	96.1
Gender											
Male	41	100	20	45.7	25.7	8.6	34.3	26	37.4	95.2	95.8
Female	30	100	37.5	37.5	12.5	12.5	25	24.6	33.8	96.4	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	92.6	96.3
African American	71	100	27.1	42.4	20.3	10.2	30.5	16.4	17	95.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	94.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	14	100	50	30	10	10	20	8.9	14	93.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	63	100	25.5	45.1	19.6	9.8	29.4	15.1	21.1	95.8	95.8
Social Studies											
All Students	70	100	35.6	52.5	3.4	8.5	11.9	27.2	34	95.8	96.1
Gender											
Male	38	100	30.3	63.6	0	6.1	6.1	28.1	36.6	95.2	95.8
Female	32	100	42.3	38.5	7.7	11.5	19.2	26.2	31.3	96.4	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	92.6	96.3
African American	68	100	35.1	52.6	3.5	8.8	12.3	18.2	19.1	95.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	94.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	19	100	43.8	50	0	6.3	6.3	9.7	14.4	93.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	67	100	37.5	51.8	3.6	7.1	10.7	16.8	21	95.8	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	23	100	11.8	52.9	23.5	11.8	35.3	
	4	33	100	11.1	40.7	44.4	3.7	48.1	
	5	47	100	57.1	25.7	17.1	0	17.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	10.5	47.4	39.5	2.6	42.1	
	4	30	100	8.3	50	41.7	0	41.7	
	5	38	100	31.3	50	18.8	0	18.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	23	100	41.2	41.2	11.8	5.9	17.6	
	4	33	100	22.2	55.6	11.1	11.1	22.2	
	5	47	100	65.7	25.7	8.6	0	8.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	26.3	52.6	15.8	5.3	21.1	
	4	30	100	12.5	33.3	33.3	20.8	54.2	
	5	38	100	37.5	50	12.5	0	12.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	12	100	25	50	25	0	25	
	4	33	100	33.3	29.6	33.3	3.7	37	
	5	23	100	88.9	11.1	0	0	0	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	31.6	42.1	21.1	5.3	26.3	
	4	30	100	8.3	50	25	16.7	41.7	
	5	20	100	50	31.3	12.5	6.3	18.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	11	100	22.2	66.7	0	11.1	11.1	
	4	33	100	22.2	51.9	18.5	7.4	25.9	
	5	24	100	64.7	35.3	0	0	0	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	36.8	57.9	0	5.3	5.3	
	4	30	100	12.5	66.7	8.3	12.5	20.8	
	5	18	100	68.8	25	0	6.3	6.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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