



## TAYLORS ELEMENTARY

809 Reid School Rd.  
Taylors, SC 29687

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	749 Students	
<b>Principal</b>	Vaughan E. Overman	864-355-7460
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

## 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

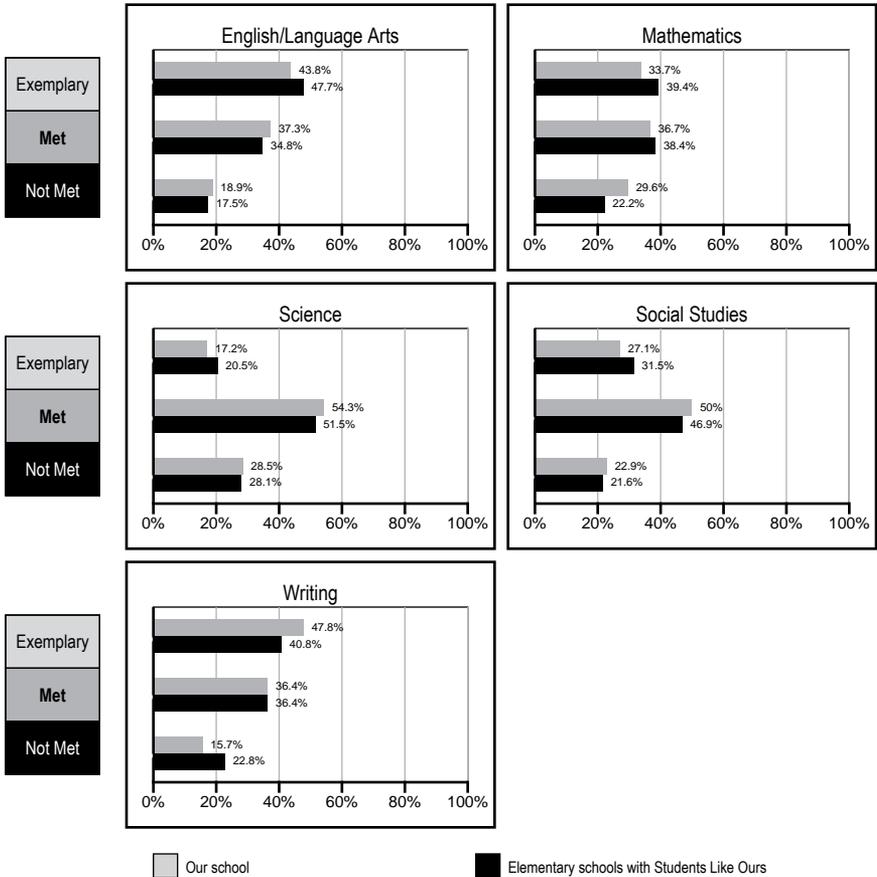
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	38	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
<b>Students (n=749)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.7%	1.2%	1.2%
Attendance rate	96.3%	Down from 96.6%	96.2%	96.1%
Eligible for gifted and talented	16.5%	Up from 12.4%	15.8%	11.7%
With disabilities other than speech	10.3%	Down from 10.9%	7.9%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	65.1%	Up from 64.4%	61.1%	60.5%
Continuing contract teachers	79.1%	Up from 71.1%	87.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.5%	Up from 78.9%	89.1%	87.0%
Teacher attendance rate	98.5%	Up from 96.7%	95.5%	95.4%
Average teacher salary*	\$45,777	Up 0.6%	\$48,075	\$47,288
Professional development days/teacher	13.9 days	Down from 14.2 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.8	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 19.7 to 1	20.0 to 1	19.2 to 1
Prime instructional time	94.8%	Up from 92.5%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,854	Down 6.2%	\$7,019	\$7,548
Percent of expenditures for instruction**	70.8%	Up from 68.5%	68.9%	68.7%
Percent of expenditures for teacher salaries**	68.9%	Up from 64.2%	65.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Taylor's Elementary is an award-winning school with a diverse student population. We focus our efforts on the academic needs of our changing student community. Stakeholders, including School Improvement Council (SIC), PTA Executive Board, and School Teams, identified six Performance Goals for our five-year School Strategic Plan. In alignment with Greenville County School District Education Plan, our goals are: Percentage of students scoring Met and Exemplary for PASS Reading/Research will increase from 78.6% in 2008-09 to 86.6% in 2012-13 to meet AYP objectives; Percentage of students scoring Met and Exemplary for PASS Writing will increase from 78.5% in 2008-09 to 86.5% in 2012-13; Percentage of students scoring Met and Exemplary for PASS Math will increase from 75.4% in 2008-09 to 83.4% in 2012-13 to meet AYP objectives; Meet the annual AYP Student Attendance objective for all students and all subgroups by achieving an annual student attendance rate of 94.0% or higher (Kindergarten through 5th grade); 100% of teachers in grades 2-5 will be trained by ETS and implement PowerTeacher in their classroom to record and communicate student grades starting Fall 2010 through 2012-13; and To enhance parental involvement in activities related to curriculum standards. Parent involvement hours will increase from 17,619.38 hours in 2008-09 to 19,027 hours in 2012-13.

A rigorous, interdisciplinary curriculum is the hallmark of our culture. Teacher-created Pacing Guides and Curriculum Maps serve as our academic blueprint. We teach our students to respect the talents and cultural backgrounds all people. Taylor's Elementary School is a two-time Red Carpet winner and is the first school in Greenville County to receive the State Schools of Character award. Our mission, "Expecting Excellence in Achievement, Actions, and Attitudes", provides a clear direction for everyday life.

Academic tools such as MAP (Measures of Academic Progress), AIMSweb, Rigby Benchmarks, and PASS provide information to drive instruction. The Baldrige Model of Continuous Improvement and Character Education programs reflect the positive benefits of students being responsible for their behavior and learning. Our Extended Day Program reinforces the SC Academic Learning Standards. Programs such as Coffee Chats, Munch and Mingle lunches with our principal, Transitioning to Middle School and Raising Successful Students all testify to our family-based structure.

Our PTA has been recognized with the SC PTA Enrichment Program of the Year Award and the SC Apperson Hearst Award for Effective Communications. Our PTA holds the National PTA Parent Involvement certification. PTA provides curriculum-based experiences, funding of mini-grants, and volunteerism. Our School Improvement Council monitors the Performance Goals, and serves as an advisory board with input on school improvements. Our SIC members are the Guidance Advisory Committee.

We are a cohesive team, and we believe all stakeholders play an important role. Our children benefit from the shared commitment of our staff and community. We are proud of our accomplishments, and we believe our enthusiasm about learning is the key to our success.

The principal is Vaughan E. Overman and the SIC Chair is Stacy Behnke.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	113	62
Percent satisfied with learning environment	97.6%	95.5%	100.0%
Percent satisfied with social and physical environment	100.0%	95.6%	96.7%
Percent satisfied with school-home relations	100.0%	97.3%	93.4%

\* 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

NO

This school met 20 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

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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	362	100	18.9	37.3	43.8	90.5	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	198	100	20.1	42.4	37.5	89.1	81.3	80.1	N/A	N/A
Female	164	100	17.5	31.2	51.3	92.2	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	213	100	13.3	34.5	52.2	94.1	90	89.6	Yes	Yes
African American	96	100	32.3	45.2	22.6	83.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	12	100	18.2	9.1	72.7	90.9	94.3	92.7	I/S	I/S
Hispanic	34	100	18.5	44.4	37	85.2	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	62	30	8	60	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	20.7	37.9	41.4	86.2	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	200	100	27.5	37.9	34.6	85.7	76.1	76.9	Yes	Yes

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

All Students	362	100	29.6	36.7	33.7	79.6	82	80.4	Yes	Yes
<b>Gender</b>										
Male	198	100	31.5	37.5	31	78.8	80.5	78.4	N/A	N/A
Female	164	100	27.3	35.7	37	80.5	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	213	100	16.7	40.4	42.9	88.7	87.7	87.8	Yes	Yes
African American	96	100	60.2	28	11.8	58.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	12	100	9.1	36.4	54.5	90.9	94.9	93.5	I/S	I/S
Hispanic	34	100	29.6	40.7	29.6	81.5	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	70	24	6	42	46.1	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	27.6	37.9	34.5	82.8	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	200	100	42.3	32.4	25.3	70.9	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	238	100	28.5	54.3	17.2	71.5	70.6	67.3
<b>Gender</b>								
Male	133	100	24.4	54.5	21.1	75.6	70.1	66.9
Female	105	100	33.7	54.1	12.2	66.3	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	137	100	16.9	60.8	22.3	83.1	80.2	79.6
African American	66	100	51.6	43.8	4.7	48.4	50.4	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	23	100	42.1	47.4	10.5	57.9	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
<b>Disability Status</b>								
Disabled	37	100	58.3	33.3	8.3	41.7	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	20	100	47.1	47.1	5.9	52.9	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	132	100	38.3	52.5	9.2	61.7	57.1	55.4
<b>Social Studies</b>								
All Students	237	100	23.6	49.5	26.8	76.4	73.2	70.9
<b>Gender</b>								
Male	131	100	24.6	47.5	27.9	75.4	72.8	70.1
Female	106	100	22.4	52	25.5	77.6	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	131	100	16.9	49.2	33.9	83.1	79.8	79.2
African American	65	100	38.7	53.2	8.1	61.3	57.9	58.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	26	100	19	47.6	33.3	81	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	36	100	58.8	32.4	8.8	41.2	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	25	100	31.8	40.9	27.3	68.2	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	132	100	37.6	47.9	14.5	62.4	61.6	60.8

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 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
<b>Writing</b>										
All Students	366	100	16	36.3	47.7	84	74	72.1	96.3	96.2
<b>Gender</b>										
Male	198	100	22	38.2	39.8	78	67.2	65.2	96.3	96.2
Female	168	100	8.9	34.2	57	91.1	81.1	79.2	96.3	96.3
<b>Racial/Ethnic Group</b>										
White	214	100	11.2	32.2	56.6	88.8	81.6	80.8	96.2	96.1
African American	99	100	27.4	44.2	28.4	72.6	58.6	59.7	96.4	96.2
Asian/Pacific Islander	12	100	18.2	27.3	54.5	81.8	88.8	87	97.9	97.5
Hispanic	34	100	13.8	44.8	41.4	86.2	63.1	64.6	96.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.5	94.8
<b>Disability Status</b>										
Disabled	55	100	55.8	34.6	9.6	44.2	29.5	27.7	95.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	33	100	20	40	40	80	62.9	63.7	96.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	23	41.2	35.8	77	61.1	61.9	95.7	95.6

Abbreviations for Missing Data

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## 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>2009</b>	3	111	100	16.2	39	44.8	83.8
	4	114	100	27.2	36.9	35.9	72.8
	5	123	97.6	21.1	44	34.9	78.9
	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
<b>2010</b>	3	137	100	14.5	23.7	61.8	85.5
	4	113	100	21	46	33	79
	5	112	100	22.4	45.8	31.8	77.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	111	100	24.8	40	35.2	75.2
	4	114	100	23.3	47.6	29.1	76.7
	5	123	97.6	25.7	55	19.3	74.3
	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
<b>2010</b>	3	137	100	21.4	29.8	48.9	78.6
	4	113	100	32	45	23	68
	5	112	100	37.4	37.4	25.2	62.6
	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
<b>Science</b>							
<b>2009</b>	3	56	100	26.4	49.1	24.5	73.6
	4	114	100	23.3	59.2	17.5	76.7
	5	60	100	34	58.5	7.5	66
	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>2010</b>	3	68	100	29.7	48.4	21.9	70.3
	4	113	100	24.8	58.4	16.8	75.2
	5	57	100	33.9	53.6	12.5	66.1
	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

Abbreviations for Missing Data

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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>2009</b>	3	55	100	17.3	48.1	34.6	82.7
	4	114	100	19.4	59.2	21.4	80.6
	5	60	100	21.4	62.5	16.1	78.6
	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
<b>2010</b>	3	69	100	22.4	44.8	32.8	77.6
	4	113	100	17.8	53.5	28.7	82.2
	5	55	100	36.5	48.1	15.4	63.5
	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
<b>Writing</b>							
<b>2009</b>	3	111	100	18.7	25.2	56.1	81.3
	4	112	100	24	40.4	35.6	76
	5	119	99.2	21.3	38.9	39.8	78.7
	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>2010</b>	3	136	100	16	30.5	53.4	84
	4	115	100	13.6	46.6	39.8	86.4
	5	115	100	18.2	33.6	48.2	81.8
	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

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