



CA Taylor Elementary School

103 Ann Lane
Cayce, SC 29209

Grades	3-5 Elementary School	
Enrollment	423 Students	
Principal	Tracy L. Johnson, Ed.D	803-739-4180
Superintendent	Venus J. Holland, Ed.D.	803-796-4708
Board Chair	William H. "Bill" Bingham,	803-791-1400

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	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

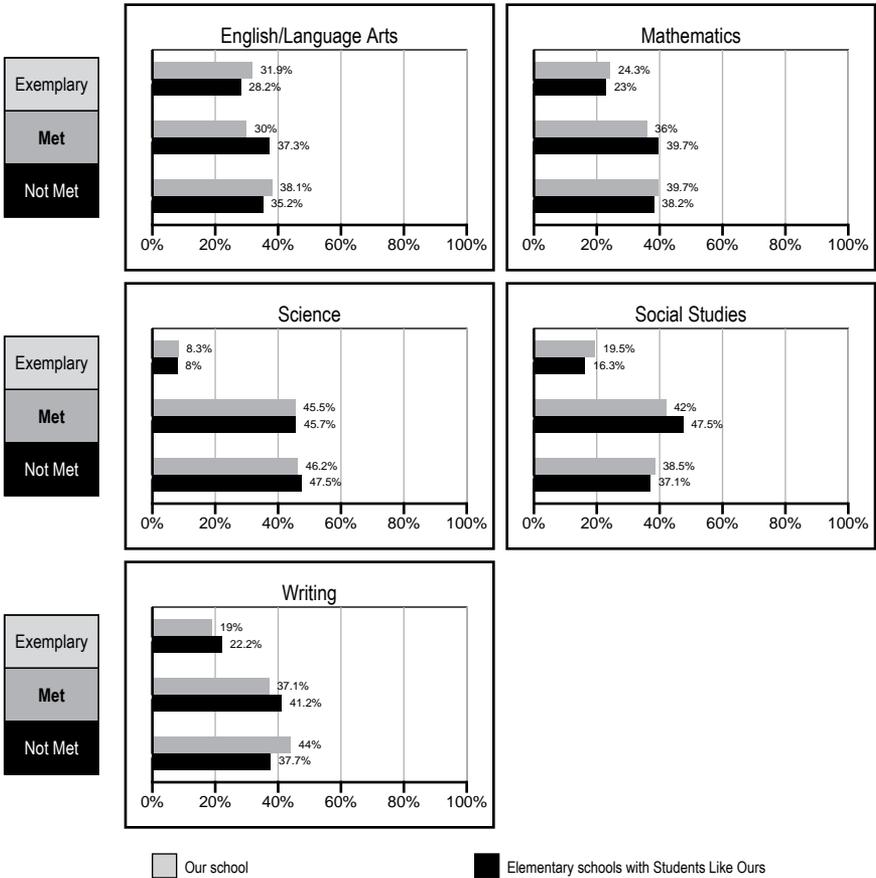
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	110	51	20

* 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
Students (n=423)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.7%	Down from 1.5%	1.3%	1.0%
Attendance rate	99.9%	Up from 95.3%	96.3%	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	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Down from 74.1%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	78.6%	Down from 90.1%	85.7%	88.7%
Teacher attendance rate	93.6%	Down from 95.9%	95.1%	95.1%
Average teacher salary*	\$46,663	Down 3.0%	\$45,288	\$47,210
Professional development days/teacher	4.9 days	Down from 10.2 days	10.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 18.0 to 1	18.3 to 1	20.0 to 1
Prime instructional time	92.6%	Up from 90.0%	90.5%	90.5%
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**	\$7,818	Down 1.3%	\$8,184	\$7,247
Percent of expenditures for instruction**	70.6%	Up from 69.7%	66.6%	68.2%
Percent of expenditures for teacher salaries**	69.6%	Up from 67.8%	63.3%	65.7%

* 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

Claude A. Taylor Elementary is a 3rd-5th grade elementary school committed to academic excellence and promoting the social and emotional well-being of every student. Our continued mission is to Grow Palmetto's Finest, One student at a time. We are committed to growing each student by allowing their individual capabilities and abilities (academic, social, and emotional) to serve as the compass that directs their path to success. Through rigorous instruction and data driven decisions, our teachers are dedicated to arming students with the tools they will need to succeed.

The faculty and staff at C.A. Taylor Elementary continues to focus on Habits of Mind in a continued effort to grow gifted behaviors, as well as continue to focus on W.A.V.E.S which is targeted small group instruction based on the individual needs of students. READ 120 is an ongoing initiative in literacy development that we have continued to promote growth in literacy and reading. Each of these things continues to reveal academic growth and show great strides in student achievement. Additionally, we began our journey with Response to Intervention at the 3rd grade level, with the expectation of expanding to the remaining grade levels in the coming years. This has demonstrated great growth in reading among our students. During this academic year, we were also fortunate enough to pilot a single gender male and female class at the 3rd and 5th grade levels. All classrooms are outfitted with SMARTboards, and each classroom teacher has access to IPADS and IPODS that are available to them for small group class instruction as a means to prepare our students to be productive and efficient 21st century citizens.

This year, to promote parental involvement and provide parents with assistance they may need to help their children outside of school, we employed a Parent Liaison whose primary purpose is to bridge the gap between parents and school with the goal of developing trust and participation among parents. Our parents trust us with their children each day, and our liaison has been an integral piece of continuing and maintaining that trust. Our SIC and PTO members continue to support our school with unwavering parent night participation, funding and volunteer assistance for events such as the annual school carnival, school-wide reading celebrations, and our annual B or Better Banquet honoring students who have excelled academically throughout the year. Tutors and volunteers from SCANA continued to mentor our students throughout the year, and community members participated in activities such as Career Day and numerous school functions. The support and hard work of all of these individuals are integral to our school's continued success.

As we look toward the future, excellence will remain our expectation and we fully anticipate another year of academic growth and social growth among our students. With the collaborative efforts of parents, the community, teachers, and students, we will continue to Grow Palmetto's Finest, One Student at a time.

Dr. Tracy L. Johnson, Principal

Crystal J. Watson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	76	50
Percent satisfied with learning environment	50.0%	86.8%	87.8%
Percent satisfied with social and physical environment	43.8%	87.7%	80.0%
Percent satisfied with school-home relations	50.0%	91.9%	79.6%

* 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.

Overall Weighted Points Total	79.6
Overall Grade Conversion	C

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

CA Taylor 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%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.0%	0.0%	No
Student attendance rate	99.9%	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	642.6	635.1	604.6	617.7	99.5	99.5
Male	636.9	629.5	598.3	618.1	99.5	99.5
Female	648.3	640.7	610.5	617.3	99.5	99.5
White	666.0	657.1	623.0	640.2	99.0	99.0
African American	631.5	624.1	595.3	608.4	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	644.1	636.1	597.3	616.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	594.1	588.3	566.6	583.1	100.0	100.0
Limited English Proficient	646.6	639.3	599.5	621.3	100.0	100.0
Subsidized meals	638.7	630.7	600.5	613.4	99.4	99.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	57	100	18.9	32.1	49.1	81.1
	4	45	100	37.5	40	22.5	62.5
	5	66	100	25.9	50	24.1	74.1
	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
2012	3	144	99.3	27.7	19.2	53.1	72.3
	4	152	100	43.6	32.1	24.3	56.4
	5	126	99.2	40.5	38.8	20.7	59.5
	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
Mathematics							
2011	3	57	100	22.6	11.3	66	77.4
	4	45	100	32.5	50	17.5	67.5
	5	66	100	22.4	31	46.6	77.6
	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
2012	3	144	99.3	35.4	27.7	36.9	64.6
	4	152	100	35	45	20	65
	5	126	99.2	48.3	37.1	14.7	51.7
	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							
2011	3	28	100	29.6	40.7	29.6	70.4
	4	45	100	42.5	52.5	5	57.5
	5	33	100	43.3	46.7	10	56.7
	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
2012	3	72	98.6	47.8	40.3	11.9	52.2
	4	152	100	46.4	48.6	5	53.6
	5	64	100	40	41.7	18.3	60
	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

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
Social Studies							
2011	3	29	100	26.9	42.3	30.8	73.1
	4	45	100	35	37.5	27.5	65
	5	33	100	21.4	46.4	32.1	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
2012	3	72	98.6	35.5	29	35.5	64.5
	4	152	100	37.1	48.6	14.3	62.9
	5	62	98.4	41.1	42.9	16.1	58.9
	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
Writing							
2011	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	65	98.5	24.1	53.4	22.4	75.9
	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
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	128	97.7	44	37.1	19	56
	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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