



Taylor's Elementary

809 Reid School Rd.
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	698 Students	
Principal	Vaughan E. Overman	864-355-7450
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

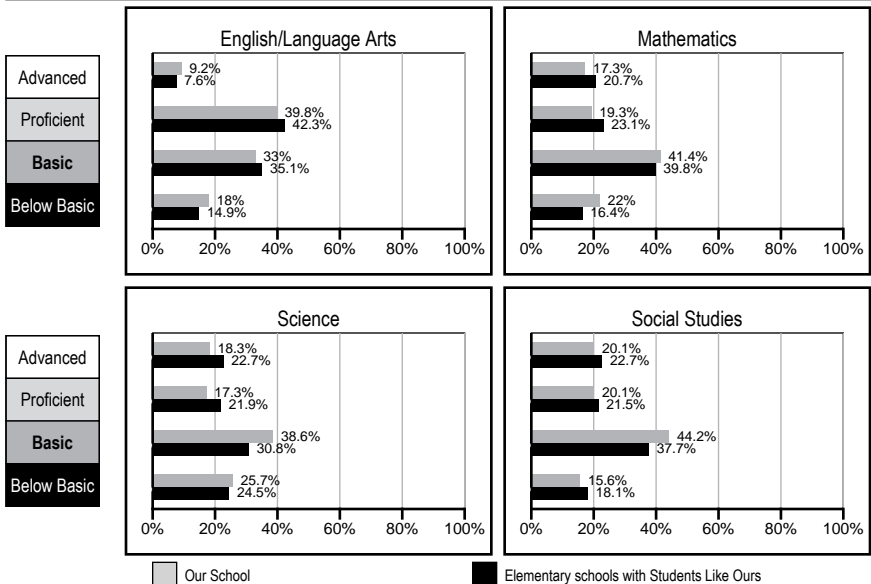
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	55	4	0

* 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=698)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 3.1%	2.1%	2.3%
Attendance rate	96.6%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	11.7%	Up from 11.0%	14.0%	10.4%
With disabilities other than speech	13.1%	Up from 12.9%	7.0%	7.5%
Older than usual for grade	0.4%	Down from 1.7%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	Up from 57.5%	56.0%	56.7%
Continuing contract teachers	69.8%	Down from 77.5%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.3%	Down from 83.2%	89.0%	86.4%
Teacher attendance rate	97.2%	Up from 96.2%	94.9%	94.9%
Average teacher salary	\$44,865	Down 1.0%	\$45,998	\$45,345
Professional development days/teacher	17.8 days	Up from 17.4 days	12.1 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.3 to 1	19.3 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 90.5%	90.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,078	Up 15.2%	\$6,395	\$7,052
Percent of expenditures for instruction*	70.6%	Up from 69.4%	69.8%	69.1%
Percent of expenditures for teacher salaries*	61.6%	Down from 66.9%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Stakeholders in our school community, including School Improvement Council (SIC), PTA Executive Board, and School Teams, identified three Performance Goals for our School Strategic Plan. In alignment with the Greenville County School District Education Plan, our targeted goals are: To increase the percent of students scoring proficient and advanced on PACT Math in grades 3, 4 and 5 to at least 57.8% and English/Language Arts in grades 3, 4 and 5 by 2008 to at least 58.8% per Annual Yearly Progress (AYP); To maintain 100% highly qualified and specialized personnel through 2007-2008; and To enhance parental involvement in activities related to curriculum standards from 8,856 hours in 2002-2003 to 10,500 hours in 2007-2008.

Numerous accomplishments document evidence that our Performance Goals are being addressed. One hundred percent of the teachers at Taylors Elementary School are Highly Qualified and the number of tracked volunteer hours has increased from 14,916 to 16,326. The implementation of MAP (Measures of Academic Progress) continues to provide information that is used to drive instruction. One hundred percent of the faculty and staff have received training on the Baldrige/Continuous Improvement Model from the Carolina First Center for Excellence, David Langford, and Lee Jenkins. The use of Quality Tools and the implementation of Character Education programs consistently reflect the positive benefits of students being responsible for their behavior and learning. Our Extended Day Program reinforces the South Carolina Academic Learning Standards. For the eighth consecutive year, each teacher has developed a pacing guide to ensure that all curriculum standards are taught during the academic year. Programs offered for our school community include: Coffee Chats and Munch and Mingle lunches with our principal, Transitioning to Middle School, Tell Me About MAP and Lexile Scores, PACT Pointers for Parents, Leap into Summer Learning, and Super Science Night. School Improvement Council plays a vital role in our school community. The SIC initiated a tutorials program to address the academic needs of our students. The outstanding efforts of our PTA resulted in recognition at the state level with awards such as the SC PTA Support Staff of the Year Award and the Legislative Advocacy Award. Our PTA holds the National PTA Parent Involvement Schools of Excellence certification.

Our School Strategic Plan is an integral part of school life, as stakeholders remain focused on a data-driven and research-based framework for enhancing student achievement. Our school mission, Expecting Excellence in Achievement, Actions, and Attitudes, is truly documented daily in the life of our school.

Vaughan E. Overman, Principal
Stacy Behnke, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	90	71
Percent satisfied with learning environment	95.2%	96.7%	95.8%
Percent satisfied with social and physical environment	97.6%	96.7%	95.8%
Percent satisfied with school-home relations	97.6%	100.0%	95.8%

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

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School Adequate Yearly Progress

NO

This school met 19 out of 23 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	320	100	18	33	39.8	9.2	61.2	52.4	48.2	Yes	Yes
Gender											
Male	160	100	23	31.8	41.2	4.1	55.4	46.1	41.7	N/A	N/A
Female	160	100	13	34.2	38.4	14.4	67.1	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	185	100	14.5	30.6	43.9	11	68.8	62.3	60	Yes	Yes
African American	84	100	26.3	35.5	34.2	3.9	48.7	31.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	44	100	20.5	35.9	35.9	7.7	51.3	36.7	38.4	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	66	100	54	19	25.4	1.6	28.6	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	29	100	20	52	28	0	36	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	146	100	23.4	36.7	33.6	6.3	51.6	34.3	34	Yes	Yes

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

All Students	320	100	21.8	41.5	19.4	17.3	49.3	49.5	45.8	Yes	Yes
Gender											
Male	160	100	22.3	37.2	20.9	19.6	50	49.9	45.6	N/A	N/A
Female	160	100	21.2	45.9	17.8	15.1	48.6	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	185	100	14.5	41	20.8	23.7	59.5	59.4	59	Yes	Yes
African American	84	100	36.8	42.1	15.8	5.3	30.3	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	44	100	25.6	43.6	20.5	10.3	35.9	37.4	38.1	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	66	100	57.1	27	4.8	11.1	19	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	29	100	28	60	12	0	24	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	146	100	29.7	45.3	14.1	10.9	35.9	32.2	31.4	No	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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	218	100	25.4	38.8	17.4	18.4	35.8	39.3	35.7	96.6	96.5
Gender											
Male	110	100	27	37	18	18	36	41.6	37.4	96.4	96.4
Female	108	100	23.8	40.6	16.8	18.8	35.6	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	134	100	20.3	37.4	17.1	25.2	42.3	49.7	49.2	96.4	96.4
African American	50	100	39.6	41.7	14.6	4.2	18.8	18.2	17	96.8	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.4	97.7
Hispanic	30	100	25.9	37	25.9	11.1	37	23.7	24.9	96.7	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	94.4	95.3
Disability Status											
Disabled	47	100	56.8	29.5	9.1	4.5	13.6	16.3	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	99.9	96.4
English Proficiency											
Limited English Proficient	21	100	26.3	42.1	31.6	0	31.6	22.6	24.4	97.2	97.2
Socio-Economic Status											
Subsided meals	96	100	35.3	38.8	15.3	10.6	25.9	21.3	21.1	96	95.8
Social Studies											
All Students	215	100	15.6	44.2	20.1	20.1	40.2	38.1	34	96.6	96.5
Gender											
Male	106	100	18	39	22	21	43	41	36.6	96.4	96.4
Female	109	100	13.1	49.5	18.2	19.2	37.4	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	117	100	12.6	37.8	24.3	25.2	49.5	46.1	44.5	96.4	96.4
African American	57	100	26.9	50	15.4	7.7	23.1	20.5	19.1	96.8	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.4	97.7
Hispanic	35	100	9.7	58.1	12.9	19.4	32.3	27.7	27.5	96.7	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	94.4	95.3
Disability Status											
Disabled	52	100	43.1	35.3	11.8	9.8	21.6	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	99.9	96.4
English Proficiency											
Limited English Proficient	21	100	11.1	72.2	11.1	5.6	16.7	27.6	27.3	97.2	97.2
Socio-Economic Status											
Subsided meals	105	100	20	48.4	16.8	14.7	31.6	22.8	21	96	95.8

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	107	100	17	20	49	14	63	
	4	94	100	14.6	39.3	41.6	4.5	46.1	
	5	117	100	21.9	55.2	22.9	0	22.9	
	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	104	100	7.5	22.6	48.4	21.5	69.9	
	4	116	100	24.5	27.4	43.4	4.7	48.1	
	5	100	100	21.1	49.5	27.4	2.1	29.5	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	107	100	15	47	24	14	38	
	4	94	100	22.5	48.3	16.9	12.4	29.2	
	5	117	99.2	31.4	50.5	15.2	2.9	18.1	
	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	104	100	9.7	37.6	24.7	28	52.7	
	4	116	100	29.2	43.4	14.2	13.2	27.4	
	5	100	100	25.3	43.2	20	11.6	31.6	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	55	100	33.3	35.3	15.7	15.7	31.4	
	4	94	100	29.2	40.4	19.1	11.2	30.3	
	5	60	100	47.3	32.7	14.5	5.5	20	
	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	54	100	14.6	43.8	29.2	12.5	41.7	
	4	115	100	28.3	34	16	21.7	37.7	
	5	49	100	29.8	44.7	8.5	17	25.5	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	52	100	4	54	36	6	42	
	4	94	100	20.2	43.8	23.6	12.4	36	
	5	56	100	46	40	8	6	14	
	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	49	100	8.9	28.9	22.2	40	62.2	
	4	115	100	17.9	43.4	22.6	16	38.7	
	5	51	100	16.7	60.4	12.5	10.4	22.9	
	6	N/A	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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