



Claude A Taylor Elementary

103 Ann Lane
Cayce, SC 29033

Grades	PK-5 Elementary School	
Enrollment	392 Students	
Principal	Dr. Tracy Johnson	803-739-4180
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Average	Excellent
2005	Average	Below Average
2004	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

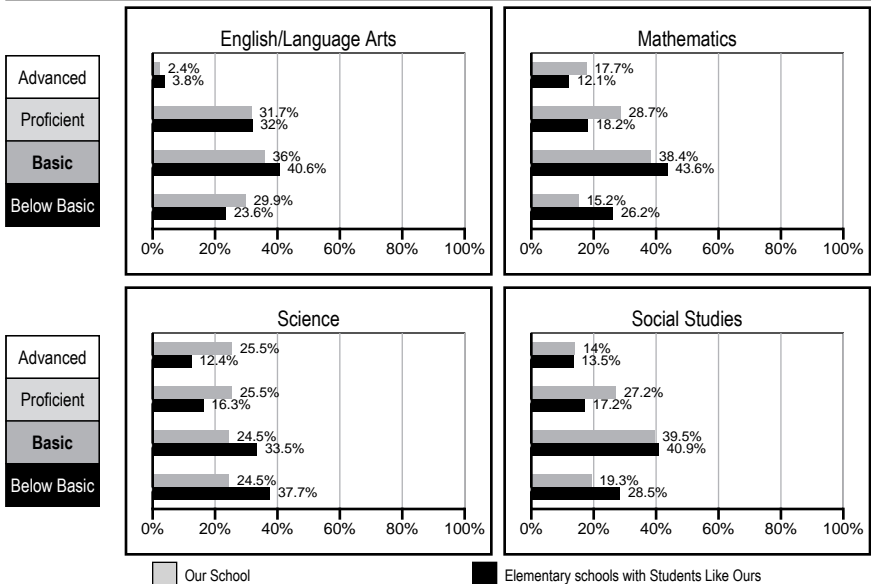
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	49	2

* 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=392)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 2.1%	2.8%	2.3%
Attendance rate	96.0%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	13.8%	Up from 10.5%	6.5%	10.4%
With disabilities other than speech	7.3%	Up from 4.6%	8.8%	7.5%
Older than usual for grade	0.3%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 2.1%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Up from 67.7%	54.1%	56.7%
Continuing contract teachers	90.3%	Up from 87.1%	75.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 85.2%	85.7%	86.4%
Teacher attendance rate	95.1%	Down from 96.9%	94.7%	94.9%
Average teacher salary	\$47,392	Up 6.6%	\$44,473	\$45,345
Professional development days/teacher	16.4 days	Down from 18.4 days	12.8 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.4 to 1	18.1 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 92.2%	88.9%	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*	\$8,074	Up 10.0%	\$7,309	\$7,052
Percent of expenditures for instruction*	72.7%	Down from 74.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	70.3%	Down from 72.4%	63.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

It is the mission of C.A. Taylor Elementary School to grow Palmetto's Finest, one student at a time. The Taylor school and community family wholeheartedly embraced this mission during the 2007–2008 school year. As a result, the year was marked with a plethora of academic successes.

Like the past three years, the school year began with the SDE commissioning Taylor Elementary as one of only five Lexington Two schools to satisfactorily meet all 17 of its AYP performance and participation testing objectives. Taylor Elementary also claimed victory in the District's Fourth Grade Math Bowl competition. Additionally, a fifth-grade student at Taylor won the Lieutenant Governors' Writing Contest. A monumental accolade came in November 2007 when the chief officers of the SDE named C.A. Taylor a Palmetto Silver School for its exemplary achievement in successfully working with historically underachieving groups of students to include minority students and those who qualify for free/reduced lunch fees. Finally, for the first time ever, Taylor was recognized by the Education Oversight Committee for closing the Achievement Gap in Mathematics in April 2008. The Taylor stakeholders continue to attribute these accomplishments to its steadfast commitment to using an abundance of data to make informed instructional decisions, setting SMART goals, and working effectively as teams, while also working as a true Professional Learning Community.

New initiatives for the 2007–2008 school year include: (1) Implementing a primary Science Lab; (2) debuting a third grade SMART (Start Making A Reader Today) Room to continue to foster reading; (3) mounting LCD projectors in classrooms to continue to assist with conveying curriculum via technology; (4) continuing to enhance the media collection for CD4 and 5K students, implementing a flexible schedule, and unveiling the BioCheck check out system in the Media Center; (5) providing families with subscriptions to The State newspaper in an effort to increase print in the homes; (6) enhancing and reorganizing PACT CAMP with the assistance of three PACT Coaches to help prepare our students for the 2008 PACT; (7) unveiling our Outdoor Fitness Complex; (8) hosting an intermediate Game Club and Etiquette Club; (9) establishing a partnership with the USC Spanish House; (10) and implementing a Math Monday Club and a Masters of Mathematics Club.

The SIC and P.T.A. continue to support and provide meaningful activities to foster the Taylor learning community. Both school governance organizations supported a well-attended community carnival, family circus, and family math and science nights. Additionally, the SIC sponsored an Etiquette Club for 4th and 5th-grade students in an effort to increase self-confidence and awareness. The P.T.A. continues to honor its commitment to reading by purchasing an abundance of nonfiction, leveled texts to support the third-grade curriculum in science and social studies.

As we look toward the future, we are excited to be piloting a No Excuse Words concept for Spelling in the 2008–2009 school year to enhance writing-across-the-curriculum.

M. Heyward-Evans, Principal
J. Millard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	58	46
Percent satisfied with learning environment	100.0%	77.6%	95.5%
Percent satisfied with social and physical environment	100.0%	77.6%	86.7%
Percent satisfied with school-home relations	86.7%	84.5%	91.3%

* 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 15 out of 17 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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	189	100	29.9	36	31.7	2.4	43.9	45.4	48.2	Yes	Yes
Gender											
Male	107	100	35.1	36.2	27.7	1.1	38.3	37.4	41.7	N/A	N/A
Female	82	100	22.9	35.7	37.1	4.3	51.4	53.6	55	N/A	N/A
Racial/Ethnic Group											
White	62	100	13.3	43.3	36.7	6.7	56.7	55.4	60	Yes	Yes
African American	105	100	40.2	33.3	26.4	0	34.5	30.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	20	100	31.3	25	43.8	0	50	34.5	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	37	100	61.3	32.3	3.2	3.2	12.9	14.3	16	I/S	I/S
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	46.2	23.1	30.8	0	38.5	29.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	144	100	34.4	37.7	26.2	1.6	37.7	35.1	34	No	Yes

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

All Students	189	100	15.2	38.4	28.7	17.7	59.1	47.1	45.8	Yes	Yes
Gender											
Male	107	100	17	40.4	24.5	18.1	57.4	45.7	45.6	N/A	N/A
Female	82	100	12.9	35.7	34.3	17.1	61.4	48.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	62	100	8.3	28.3	33.3	30	76.7	58.2	59	Yes	Yes
African American	105	100	18.4	47.1	25.3	9.2	46	28.5	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	20	100	25	25	31.3	18.8	68.8	41.7	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	37	100	41.9	38.7	16.1	3.2	35.5	19.9	17.1	I/S	I/S
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	30.8	30.8	30.8	7.7	53.8	41.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	144	100	14.8	42.6	28.7	13.9	54.9	36.6	31.4	Yes	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	129	100	24.5	24.5	25.5	25.5	50.9	39.6	35.7	96	95.8
Gender											
Male	79	100	26.1	23.2	26.1	24.6	50.7	40.5	37.4	95.9	95.7
Female	50	100	22	26.8	24.4	26.8	51.2	38.7	33.8	96	95.9
Racial/Ethnic Group											
White	46	100	4.5	27.3	27.3	40.9	68.2	51.9	49.2	95.5	95.7
African American	71	100	37.9	25.9	22.4	13.8	36.2	19.8	17	96.1	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	98.1	97
Hispanic	11	100	37.5	0	37.5	25	62.5	28.7	24.9	96.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.2
Disability Status											
Disabled	25	100	47.6	28.6	19	4.8	23.8	18.6	14	95.5	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	98	97
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	96.8	95.8
Socio-Economic Status											
Subsided meals	101	100	31	26.2	23.8	19	42.9	27	21.1	95.6	95.4
Social Studies											
All Students	131	100	19.3	39.5	27.2	14	41.2	35.4	34	96	95.8
Gender											
Male	75	100	24.2	43.9	19.7	12.1	31.8	38.6	36.6	95.9	95.7
Female	56	100	12.5	33.3	37.5	16.7	54.2	32.1	31.3	96	95.9
Racial/Ethnic Group											
White	39	100	10.5	26.3	36.8	26.3	63.2	44.2	44.5	95.5	95.7
African American	75	100	25.4	47.6	19	7.9	27	21.8	19.1	96.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	98.1	97
Hispanic	15	100	16.7	41.7	33.3	8.3	41.7	29.4	27.5	96.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.2
Disability Status											
Disabled	29	100	50	23.1	11.5	15.4	26.9	17.7	14.4	95.5	95.1
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	98	97
English Proficiency											
Limited English Proficient	12	100	20	50	30	0	30	23.7	27.3	96.8	95.8
Socio-Economic Status											
Subsided meals	99	100	20	45.9	23.5	10.6	34.1	28.4	21	95.6	95.4

* 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	63	100	16.7	36.7	45	1.7	46.7
	4	62	100	25.9	44.8	29.3	0	29.3
	5	51	96.1	26.1	47.8	26.1	0	26.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	19.6	34.8	39.1	6.5	45.7
	4	71	100	31.7	30	36.7	1.7	38.3
	5	63	100	36.2	43.1	20.7	0	20.7
	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	63	100	8.3	60	16.7	15	31.7
	4	62	100	13.8	43.1	27.6	15.5	43.1
	5	51	96.1	15.2	45.7	19.6	19.6	39.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	13	47.8	21.7	17.4	39.1
	4	71	100	11.7	36.7	31.7	20	51.7
	5	63	100	20.7	32.8	31	15.5	46.6
	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	32	100	30	46.7	20	3.3	23.3
	4	62	100	36.2	32.8	24.1	6.9	31
	5	26	92.3	17.4	21.7	17.4	43.5	60.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	13.6	22.7	45.5	18.2	63.6
	4	71	100	26.7	25	26.7	21.7	48.3
	5	31	100	28.6	25	7.1	39.3	46.4
	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	31	100	6.7	50	26.7	16.7	43.3
	4	62	100	25.9	51.7	19	3.4	22.4
	5	25	100	26.1	43.5	17.4	13	30.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	8.3	37.5	33.3	20.8	54.2
	4	71	100	18.3	36.7	30	15	45
	5	32	100	30	46.7	16.7	6.7	23.3
	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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