

CLAUDE A TAYLOR ELEMENTARY

103 Ann Lane
Cayce, SC 29033

Grades	PK-5 Elementary School	
Enrollment	373 Students	
Principal	Dr. Tracy Johnson	803-739-4180
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Good**
2009	Average	Average
2008	Average	Average
2007	Average	Good
2006	Average	Excellent

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.

http://ed.sc.gov
http://www.eoc.sc.gov

CLAUDE A TAYLOR ELEMENTARY 03/09/11-3202025

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

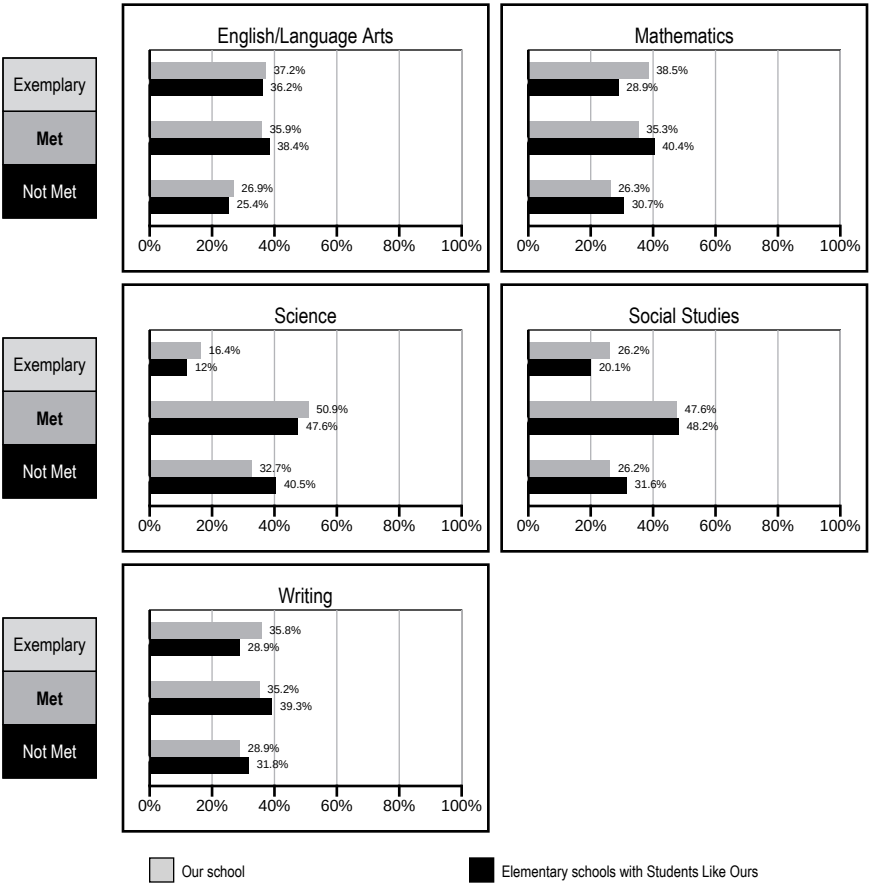
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	16	98	11	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
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.3%	1.5%	1.2%
Attendance rate	99.7%	Up from 96.3%	95.7%	96.1%
Eligible for gifted and talented	16.5%	Up from 14.1%	10.0%	11.7%
With disabilities other than speech	9.3%	Up from 8.7%	8.9%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	77.8%	Up from 70.0%	60.0%	60.5%
Continuing contract teachers	88.9%	Down from 90.0%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 87.7%	87.5%	87.0%
Teacher attendance rate	95.1%	Up from 94.9%	94.8%	95.4%
Average teacher salary*	$48,553	Down 0.7%	$47,036	$47,288
Professional development days/teacher	12.5 days	Down from 14.3 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.6 to 1	19.4 to 1	19.2 to 1
Prime instructional time	92.2%	Up from 90.7%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,095	Up 5.0%	$7,637	$7,548
Percent of expenditures for instruction**	71.5%	No Change	68.0%	68.7%
Percent of expenditures for teacher salaries**	69.1%	Down from 69.2%	64.6%	65.1%

* 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

The continued mission of C.A. Taylor is to grow Palmetto's Finest one student at a time. It is our intent to ensure that students are equipped with the academic and social tools necessary to succeed in the 21st century.

In addition to meeting AYP requirements based on PASS scores from the 08-09 school year, we were given the awesome honor and privilege of being recognized as a Palmetto Silver School based on these same test scores.

The continuous utilization of meaningful data, in conjunction with effective school level collaboration, assists in the ongoing development of instructional goals and strengthens our ability to work as an effective and cohesive Professional Learning Community in an effort to enhance academic instruction for our students. In addition to these and many other efforts, ongoing accomplishments and strides made at Taylor Elementary can be partially attributed to the devotion of community members and stakeholders who have a vested interest in the school's success.

While continuing with previous effective academic initiatives, such as the S.M.A.R.T. Room (Start Making a Reader Today) for primary grades, we have continued to operate a P.A.S.S. Camp (targeted preparation for state-wide testing), as well as further and enhance W.A.V.E.S. (Working to Accelerate Visions of Educational Success), which is protected daily targeted instruction designed to meet students where they are). We continue to enhance academic and social progress by continuing some of the following programs: (1) our 2nd Family Arts Night to promote cultural awareness, (2) providing opportunities for additional students to participate in the school leadership academy, and (3) further incorporating the Habits of Mind into our daily curriculum to grow gifted intelligent behaviors in our students.

As we look toward the future, we will continue to solidify our goal of academic excellence by promoting critical thinking skills and integrating subject-specific vocabulary measures across the curriculum as we continue to grow Palmetto's Finest, one student at a time.

T.L. Johnson, Principal
Pamela Sulton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	64	39
Percent satisfied with learning environment	100.0%	95.2%	76.9%
Percent satisfied with social and physical environment	92.6%	95.2%	87.2%
Percent satisfied with school-home relations	88.9%	93.5%	79.5%

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

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School Adequate Yearly Progress

YES

This school met 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	99.7%	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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	179	99.4	26.5	36.1	37.4	87.1	81.6	83.5	Yes	Yes
Gender										
Male	79	98.7	30.9	30.9	38.2	82.4	76.7	80.1	N/A	N/A
Female	100	100	23	40.2	36.8	90.8	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	61	100	13.2	39.6	47.2	98.1	89.5	89.6	Yes	Yes
African American	102	100	33.3	33.3	33.3	81.6	70.9	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	92.7	I/S	I/S
Hispanic	15	93.3	35.7	42.9	21.4	78.6	74.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	36	97.2	75	21.4	3.6	46.4	52.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	93.3	35.7	42.9	21.4	78.6	72.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	100	28.4	35.8	35.8	86.3	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	179	99.4	25.8	35.5	38.7	81.9	77.9	80.4	Yes	Yes
Gender										
Male	79	98.7	26.5	39.7	33.8	80.9	75	78.4	N/A	N/A
Female	100	100	25.3	32.2	42.5	82.8	80.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	61	100	13.2	32.1	54.7	90.6	86.1	87.8	Yes	Yes
African American	102	100	29.9	40.2	29.9	80.5	65.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93.5	I/S	I/S
Hispanic	15	93.3	50	21.4	28.6	57.1	74.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	36	97.2	75	21.4	3.6	42.9	45.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	93.3	50	14.3	35.7	57.1	73.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	100	27.4	34.7	37.9	81.1	71.5	72.8	Yes	Yes

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

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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
Science								
All Students	123	100	32.1	51.4	16.5	67.9	67.5	67.3
Gender								
Male	53	100	25.5	51.1	23.4	74.5	66.6	66.9
Female	70	100	37.1	51.6	11.3	62.9	68.4	67.7
Racial/Ethnic Group								
White	40	100	11.8	61.8	26.5	88.2	80	79.6
African American	72	100	37.5	51.6	10.9	62.5	51	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	73.1	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	55.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	100	N/A	N/A	N/A	31.8	36.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	52.2	58.6
Socio-Economic Status								
Subsidized meals	69	100	35.9	53.1	10.9	64.1	58.8	55.4
Social Studies								
All Students	118	100	25.5	48	26.5	74.5	72	70.9
Gender								
Male	53	100	21.3	48.9	29.8	78.7	72.2	70.1
Female	65	100	29.1	47.3	23.6	70.9	71.8	71.7
Racial/Ethnic Group								
White	44	100	16.2	51.4	32.4	83.8	80	79.2
African American	67	100	29.3	48.3	22.4	70.7	61.3	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	50	44.4	5.6	50	47.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.9	68
Socio-Economic Status								
Subsidized meals	74	100	30.8	44.6	24.6	69.2	64.4	60.8

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	183	98.4	27.6	35.9	36.5	72.4	70.5	72.1	99.7	98.6
Gender										
Male	80	97.5	35.3	38.2	26.5	64.7	62.3	65.2	99.8	98.6
Female	103	99	21.6	34.1	44.3	78.4	78.8	79.2	99.7	98.7
Racial/Ethnic Group										
White	62	100	17	34	49.1	83	79.1	80.8	99.7	98.4
African American	104	98.1	29.5	37.5	33	70.5	58.9	59.7	99.7	98.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.5	87	99.4	99.5
Hispanic	15	93.3	57.1	28.6	14.3	42.9	62.4	64.6	99.8	99.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.7
Disability Status										
Disabled	36	97.2	82.8	13.8	3.4	17.2	30.7	27.7	99.9	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	53.3	33.3	13.3	46.7	58	63.7	99.7	99.4
Socio-Economic Status										
Subsidized meals	105	99.1	27.7	36.2	36.2	72.3	61.1	61.9	99.7	98.3

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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							
2009	3	57	100	32.7	28.8	38.5	67.3
	4	64	100	31.5	33.3	35.2	68.5
	5	69	100	23.4	48.4	28.1	76.6
	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
2010	3	49	100	25	35	40	75
	4	64	98.4	25	41.1	33.9	75
	5	66	100	28.8	32.2	39	71.2
	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
Mathematics							
2009	3	57	100	23.1	38.5	38.5	76.9
	4	64	100	24.1	40.7	35.2	75.9
	5	69	100	23.4	51.6	25	76.6
	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
2010	3	49	100	32.5	27.5	40	67.5
	4	64	98.4	19.6	41.1	39.3	80.4
	5	66	100	27.1	35.6	37.3	72.9
	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
Science							
2009	3	29	100	28	56	16	72
	4	64	100	31.5	57.4	11.1	68.5
	5	34	100	34.4	50	15.6	65.6
	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
2010	3	27	100	60.9	26.1	13	39.1
	4	63	100	23.2	64.3	12.5	76.8
	5	33	100	26.7	46.7	26.7	73.3
	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

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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							
2009	3	28	100	37	40.7	22.2	63
	4	64	100	22.2	50	27.8	77.8
	5	35	100	28.1	43.8	28.1	71.9
	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
2010	3	22	100	23.5	41.2	35.3	76.5
	4	63	100	23.2	57.1	19.6	76.8
	5	33	100	31	34.5	34.5	69
	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
Writing							
2009	3	60	98.3	35.8	45.3	18.9	64.2
	4	59	100	41.5	39.6	18.9	58.5
	5	70	100	40.3	35.8	23.9	59.7
	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
2010	3	52	94.2	32.5	30	37.5	67.5
	4	64	100	28.1	36.8	35.1	71.9
	5	67	100	23.7	39	37.3	76.3
	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

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