



EDWARD E TAYLOR ELEMENTARY

200 McRae Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	246 Students	
Principal	Debbie R Hunter	803-343-2924
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	At-Risk	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

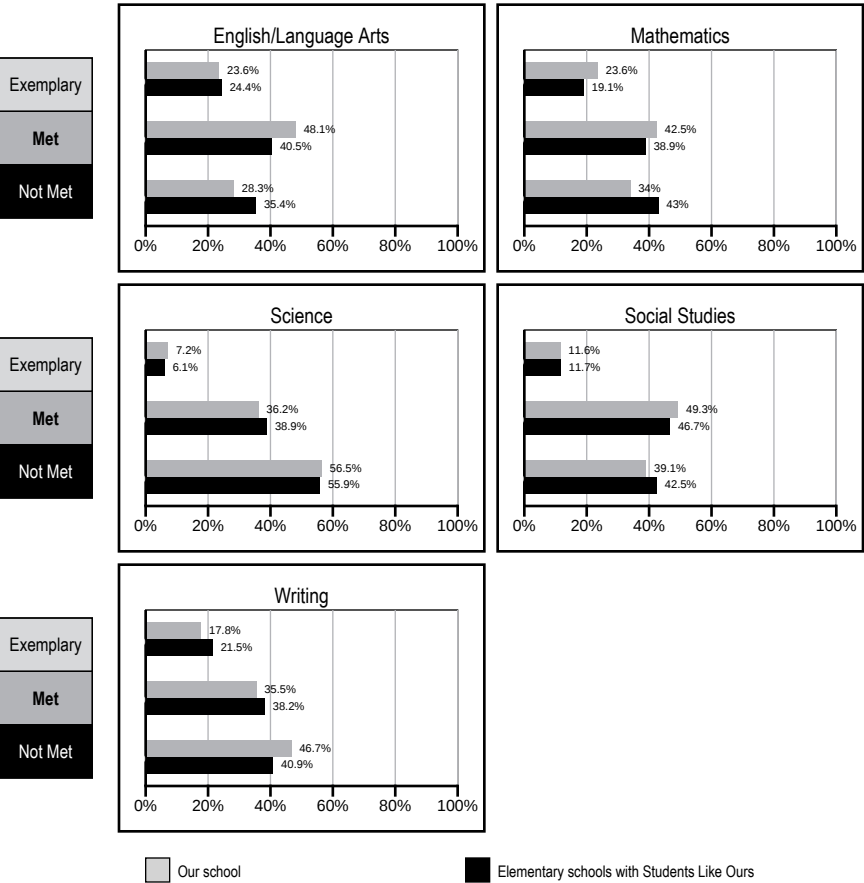
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	67	53	22

* 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=246)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.9%	1.5%	1.2%
Attendance rate	95.9%	Up from 95.6%	95.9%	96.1%
Eligible for gifted and talented	4.0%	Down from 5.1%	4.2%	11.7%
With disabilities other than speech	14.6%	Up from 12.5%	8.4%	8.0%
Older than usual for grade	0.5%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7%	Down from 4.3%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Down from 75.0%	59.8%	60.5%
Continuing contract teachers	82.6%	Up from 75.0%	78.5%	84.6%
Teachers with emergency or provisional certificates	5.0%	Up from 4.8%	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 90.2%	82.8%	87.0%
Teacher attendance rate	94.3%	No Change	95.4%	95.4%
Average teacher salary*	\$55,219	Up 1.2%	\$45,346	\$47,288
Professional development days/teacher	11.5 days	Up from 8.3 days	10.6 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 16.9 to 1	17.0 to 1	19.2 to 1
Prime instructional time	89.7%	Up from 88.9%	90.6%	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 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,039	Up 3.9%	\$8,766	\$7,548
Percent of expenditures for instruction**	79.3%	Up from 79.1%	68.2%	68.7%
Percent of expenditures for teacher salaries**	68.1%	Down from 72.4%	62.4%	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

Edward E. Taylor Elementary School has made Adequate Yearly Progress for the 2006-2007, 2007-2008, and 2008-2009 school terms.

The mission of Edward E. Taylor Elementary School is to prepare every student to be successful, contributing citizens in a global society, by providing an effective and high-quality education. We provide this quality education through our staff of 48, which includes two teachers with doctoral degrees, four Educational Specialists, seven Masters Degrees +30, six Masters Degrees, 24 Bachelor Degrees, and three Associate Degrees. Our experience, from 1 to 39 years, allows us to teach with rigor our 258 students, of which 248 are African-American. The enrollment spans the gamut of Pre-K through fifth grades. Daily, our students interact with a faculty where 94% pursued higher education.

Edward E. Taylor Elementary School students engage in a variety of experiences, thanks to the help of our community partners and volunteers during the 2009-2010 school year. Each class of first and second graders is designated a Foster Grandparent from the Foster Grandparent Program that is assigned to assist the teacher during school hours. Other community partners, i.e., Palmetto Health Alliance, Big Brothers, Big Sisters, Labor, License and Review (LLR), Capital City Lodge #47, and the Boys and Girls Club, lend their support in other critical areas such as character development. Their combined efforts, coupled with the School Improvement Council, form a cohesive bond that manifests positive results that are measurable in the classroom through positive self-images, enhancement of academic achievement, and a noted increase in accepting personal responsibility.

To provide continuity to students in school academic endeavors, we offer several afterschool tutorial programs, which extend the school day. Students in grades three through five are afforded the opportunity to receive academic assistance through our Intensive Intervention Tutorial Program (IITP). Students are identified for this program based upon teacher recommendations, student academic plans, IEP's, classroom assessments, district benchmark assessments, SuccessMaker performance and previous PASS scores. At parental request, transportation is made available to maximize participation. These services are provided at no cost. For all other students, the Boys and Girls Club of the Midlands is available for a nominal fee and remains open until 6:00 p.m. Counselors and mentors are on site to assist with homework and differentiated activities that coincide with school and districts expectations.

Edward E. Taylor Elementary School provides students with innovative opportunities critical to their developmental stages, while infusing technology as an interactive way to motivate students to become engaged and excited about the learning process. We also provide opportunities to parents, to strengthen the bridge between home and school and acclimate parents to the 21st Century classroom, through Books and Breakfast, Family PASS Night, Mom's Matter, A Father's Place, Lending Library, Take Home Laptop Program, technology classes, and F.R.E.D. initiatives. We have created an environment where students can "dream, believe, inspire" and achieve.

Debbie R. Hunter, Principal

Bonita Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	41	22
Percent satisfied with learning environment	91.7%	90.2%	86.4%
Percent satisfied with social and physical environment	92.0%	90.2%	77.3%
Percent satisfied with school-home relations	64.0%	87.8%	90.5%

* 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	YES
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This school met 13 out of 13 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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	128	100	28.3	48.1	23.6	84	78.2	83.5	Yes	Yes
Gender										
Male	66	100	25	51.8	23.2	85.7	74.7	80.1	N/A	N/A
Female	62	100	32	44	24	82	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	126	100	27.9	48.1	24	84.6	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	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	30	100	70.8	25	4.2	50	45.3	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	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	100	30	48	22	83	73.1	76.9	Yes	Yes

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

All Students	128	100	34	42.5	23.6	80.2	72	80.4	Yes	Yes
Gender										
Male	66	100	33.9	41.1	25	80.4	70.3	78.4	N/A	N/A
Female	62	100	34	44	22	80	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	126	100	34.6	41.3	24	79.8	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	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	30	100	70.8	25	4.2	45.8	34.8	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	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	100	34	42	24	79	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	82	100	56.5	36.2	7.2	43.5	56.5	67.3
Gender								
Male	39	100	48.5	42.4	9.1	51.5	56.1	66.9
Female	43	100	63.9	30.6	5.6	36.1	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	81	100	57.4	35.3	7.4	42.6	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	18	100	N/A	N/A	N/A	N/A	23.9	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	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	75	100	57.8	35.9	6.3	42.2	46.5	55.4

Social Studies

All Students	83	100	39.1	49.3	11.6	60.9	64	70.9
Gender								
Male	44	100	38.5	51.3	10.3	61.5	61.9	70.1
Female	39	100	40	46.7	13.3	60	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	81	100	40.3	47.8	11.9	59.7	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	35.3	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	79	100	41.5	47.7	10.8	58.5	56.5	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
Writing										
All Students	125	99.2	46.2	35.8	17.9	53.8	63.4	72.1	95.9	95.9
Gender										
Male	66	98.5	48.2	39.3	12.5	51.8	56.3	65.2	95.6	95.7
Female	59	100	44	32	24	56	70.4	79.2	96.2	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	80.8	96.4	96
African American	123	99.2	45.2	36.5	18.3	54.8	57.3	59.7	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	28	100	83.3	12.5	4.2	16.7	21.1	27.7	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	95.2	96.3
Socio-Economic Status										
Subsidized meals	117	100	46.5	37.6	15.8	53.5	55.2	61.9	95.8	95.7

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
English/Language Arts							
2009	3	41	100	18.8	46.9	34.4	81.3
	4	42	100	23.7	50	26.3	76.3
	5	28	100	30	50	20	70
	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	46	100	25.6	46.2	28.2	74.4
	4	37	100	28.1	43.8	28.1	71.9
	5	45	100	31.4	54.3	14.3	68.6
	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
Mathematics							
2009	3	41	100	43.8	25	31.3	56.3
	4	42	100	21.1	65.8	13.2	78.9
	5	28	100	40	40	20	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
2010	3	46	100	35.9	38.5	25.6	64.1
	4	37	100	25	37.5	37.5	75
	5	45	100	40	51.4	8.6	60
	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	21	100	50	37.5	12.5	50
	4	42	100	47.4	47.4	5.3	52.6
	5	14	92.9	I/S	I/S	I/S	I/S
	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	23	100	N/A	N/A	N/A	20
	4	37	100	43.8	43.8	12.5	56.3
	5	22	100	52.9	41.2	5.9	47.1
	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

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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	20	100	31.3	50	18.8	68.8
	4	42	97.6	44.7	44.7	10.5	55.3
	5	14	100	27.3	63.6	9.1	72.7
	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	23	100	47.4	42.1	10.5	52.6
	4	37	100	34.4	46.9	18.8	65.6
	5	23	100	N/A	N/A	N/A	61.1
	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
Writing							
2009	3	41	100	48.5	27.3	24.2	51.5
	4	43	100	30.8	51.3	17.9	69.2
	5	27	100	31.8	59.1	9.1	68.2
	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	45	100	47.5	45	7.5	52.5
	4	36	97.2	45.2	32.3	22.6	54.8
	5	44	100	45.7	28.6	25.7	54.3
	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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