



CLAUDE A TAYLOR ELEMENTARY

103 Ann Lane
Cayce, SC 29033

Grades	PK-5 Elementary School	
Enrollment	361 Students	
Principal	Dr. Tracy Johnson	803-739-4180
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Average
2007	Average	Good

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://eoc.sc.gov>

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

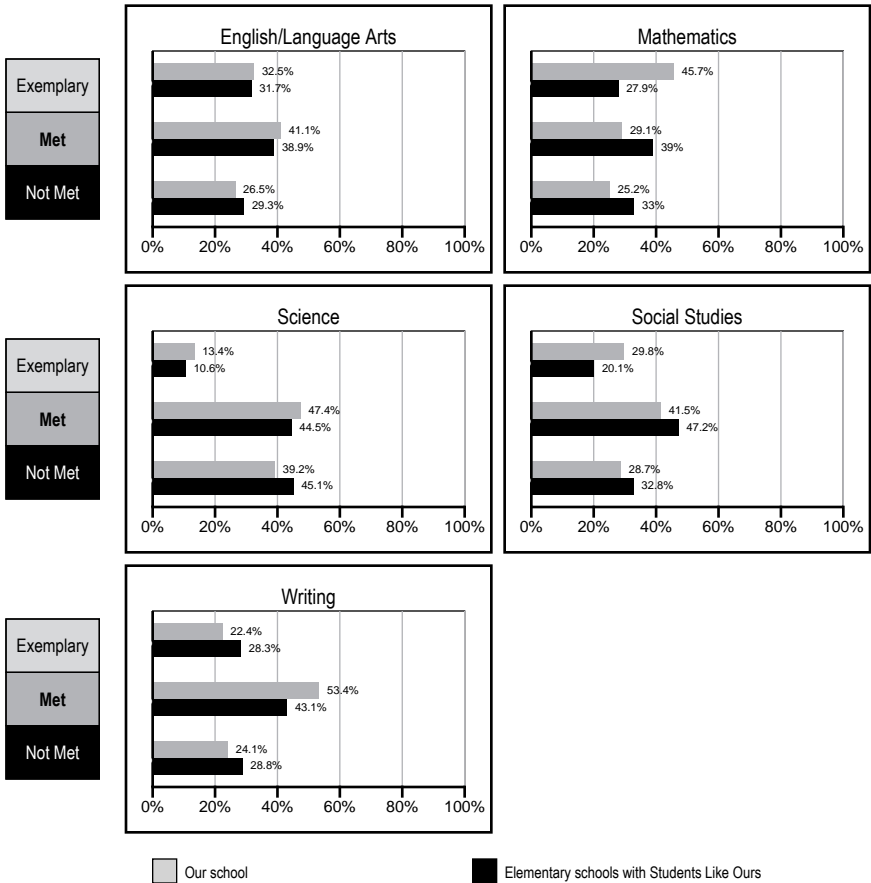
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	11	96	22	5

* Ratings are calculated with data available by 11/09/2011.

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=361)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 0.0%	1.5%	1.1%
Attendance rate	95.3%	Down from 99.7%	95.9%	96.2%
Served by gifted and talented program	12.4%	Down from 16.5%	8.6%	13.4%
With disabilities other than speech	4.5%	Down from 9.3%	4.5%	4.1%
Older than usual for grade	0.8%	Up from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	74.1%	Down from 77.8%	61.1%	62.5%
Continuing contract teachers	88.9%	No Change	85.7%	88.2%
Teachers returning from previous year	90.1%	Up from 88.2%	86.3%	87.8%
Teacher attendance rate	95.9%	Up from 95.1%	95.1%	95.2%
Average teacher salary*	\$48,126	Down 0.9%	\$45,886	\$46,773
Professional development days/teacher	10.2 days	Down from 12.5 days	10.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.4 to 1	18.3 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 92.2%	90.0%	90.4%
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**	\$7,922	Down 2.1%	\$7,789	\$7,447
Percent of expenditures for instruction**	69.7%	Down from 71.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Down from 69.1%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Claude A. Taylor Elementary School had an excellent year of student and achievement in 2010-2011. The continued mission of C.A. Taylor is to grow Palmetto's Finest, one student at a time and this school year was no exception. The 2010-2011 school year was filled with classroom experiences that helped to motivate and encourage learning for all of our students. Providing rigorous academic instruction and opportunities for real-world connections are at the fore-front of all that we do here at C.A.Taylor Elementary.

In addition to meeting AYP requirements based on PASS scores from the 2009-2010 school year, we were recognized again this year with the prestigious honor of being recognized as a Palmetto Silver School from the South Carolina State Department of Education.

Activities to encourage physical fitness, community service, and parental involvement were held throughout the year. Students were involved in a school-wide running club which participated in the Governor's Cup Race. Students also gave back to the community through raising funds for the Tsunami victims, collecting food for a local food bank, and raising funds for the American Heart Association by participating in Jump Rope for the Heart. Parents and students also had the unique opportunity of being able to participate in a mother/daughter book club that promoted communication and relationships in the family unit.

Our school continued our focus on effective academic initiatives that challenged and motivated our students. We continued our pursuit of building on the Habits of Mind (HOM) concepts of Costa and Kallick to promote gifted and talented behaviors in our students, and utilizing the strategies of Rick Marzano within the classroom to deliver effective instruction. We further maintained rigorous targeted small group instruction to meet students where they were by continuing W.A.V.E.S (Working to Accelerate Visions of Educational Success) and utilizing the S.M.A.R.T. Room (Start Making a Reader Today). Both of these instructional models focus on protected daily targeted instruction whose purpose is to move our students forward with intentional, appropriate, and rigorous instruction geared toward the needs of the students.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of Claude A. Taylor Elementary. Parents and community members presented at Career Day and at other special activities. They volunteered in classrooms and at PTO sponsored events. Parents provided feedback to us through state and school surveys, as well as through the School Improvement Council. Community members served both as mentors and tutors to many of our students.

As we look to the future, we will continue to hold excellence as our expectation. We are proud of the accomplishments of our school and students, and will continue to work collaboratively as a team of educators who share the same vision of embodying an environment where students are confidently thriving academically and socially. We look forward to another great year as we continue to meet the needs of all children, and grow Palmetto's Finest, one student at a time

Dr. Tracy L. Johnson, Principal
Mrs. Angie Harsey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	62	29
Percent satisfied with learning environment	95.0%	80.0%	92.9%
Percent satisfied with social and physical environment	95.0%	79.7%	85.7%
Percent satisfied with school-home relations	90.0%	84.5%	85.7%

* 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 16 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	95.3%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	168	100	26.5	41.1	32.5	80.1	79.9	82.4	Yes	Yes
Gender										
Male	80	100	32.9	38.6	28.6	77.1	75.4	78.7	N/A	N/A
Female	88	100	21	43.2	35.8	82.7	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	48	100	14.3	50	35.7	85.7	87.3	88.9	Yes	Yes
African American	101	100	27.5	40.7	31.9	80.2	70.7	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	15	100	60	20	20	60	73.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	83	I/S	I/S
Disability Status										
Disabled	32	100	88.5	3.8	7.7	19.2	48.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	50	18.8	31.3	62.5	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	29.8	41.9	28.2	76.6	73.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	168	100	25.2	29.1	45.7	80.1	79.2	81.9	Yes	Yes
Gender										
Male	80	100	30	27.1	42.9	77.1	76.6	79.9	N/A	N/A
Female	88	100	21	30.9	48.1	82.7	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	48	100	11.9	23.8	64.3	90.5	88	88.9	Yes	Yes
African American	101	100	28.6	31.9	39.6	79.1	67.6	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	15	100	46.7	26.7	26.7	53.3	73.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	84.4	I/S	I/S
Disability Status										
Disabled	32	100	80.8	11.5	7.7	26.9	47.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	43.8	18.8	37.5	56.3	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	29.8	28.2	41.9	75.8	73	74.9	No	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	106	100	39.2	47.4	13.4	60.8	64.9	68.6
Gender								
Male	48	100	37.2	48.8	14	62.8	64.6	68.3
Female	58	100	40.7	46.3	13	59.3	65.3	68.9
Racial/Ethnic Group								
White	22	100	33.3	42.9	23.8	66.7	78.2	80.7
African American	70	100	41.3	50.8	7.9	58.7	48	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	11	100	45.5	45.5	9.1	54.5	59.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	70.8
Disability Status								
Disabled	23	100	85	10	5	15	35.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	45.5	27.3	27.3	54.5	56	60.7
Socio-Economic Status								
Subsidized meals	94	100	40.7	45.3	14	59.3	55.5	57.3
Social Studies								
All Students	107	100	28.7	41.5	29.8	71.3	72.5	72.5
Gender								
Male	54	100	33.3	35.6	31.1	66.7	70.4	72
Female	53	100	24.5	46.9	28.6	75.5	74.5	73.1
Racial/Ethnic Group								
White	32	100	14.8	44.4	40.7	85.2	81.4	81
African American	64	100	26.3	45.6	28.1	73.7	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	73.5
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	21.4	40.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.2	69.7
Socio-Economic Status								
Subsidized meals	85	100	36.1	43.1	20.8	63.9	64.9	62.9

Abbreviations for Missing Data

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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	65	98.5	24.1	53.4	22.4	75.9	71.1	73.2	95.3	97.3
Gender										
Male	30	96.7	25.9	51.9	22.2	74.1	65.4	67.2	95.2	97.3
Female	35	100	22.6	54.8	22.6	77.4	76.9	79.4	95.4	97.4
Racial/Ethnic Group										
White	22	95.5	16.7	66.7	16.7	83.3	80.3	81.5	94.7	97.2
African American	38	100	25.7	48.6	25.7	74.3	58.9	61.3	95.4	97.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	99.7	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.7	66.7	95.8	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.9
Disability Status										
Disabled	12	100	72.7	18.2	9.1	27.3	28.2	26	94.7	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	65.7	96.6	97.7
Socio-Economic Status										
Subsidized meals	52	98.1	26.7	51.1	22.2	73.3	62.9	63.2	94.9	97.1

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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							
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
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
Mathematics							
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
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
Science							
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
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

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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							
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
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
Writing							
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
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

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