EDWARD E TAYLOR ELEMENTARY

200 McRae Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	244 Students	
Principal	Debbie R. Hunter	803-343-2924
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

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	Average
2009	Average	Average
2008	Below Average	Average
2007	Below 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

EDWARD E TAYLOR ELEMENTARY 11/09/11-4001053

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

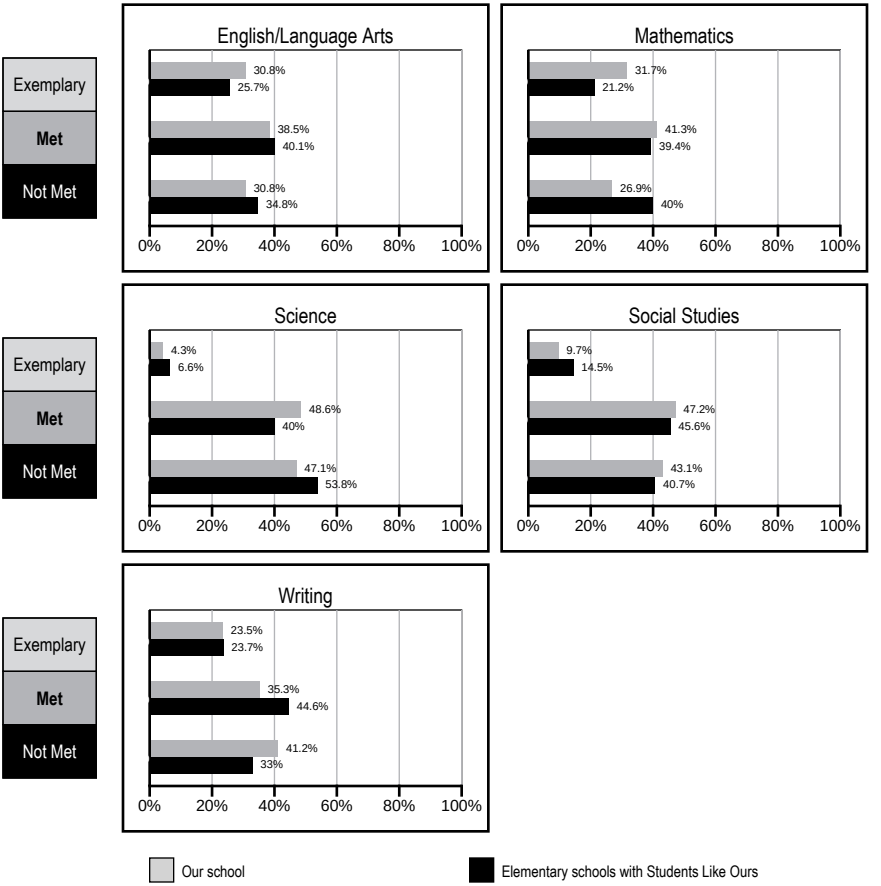
Percent of students tested in 2010-11 whose 2009-10 test scores were located	94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	75	49	23

* 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

EDWARD E TAYLOR ELEMENTARY 11/09/11-4001053

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=244)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	95.6%	Down from 95.9%	96.0%	96.2%
Served by gifted and talented program	5.6%	Up from 4.0%	5.1%	13.4%
With disabilities other than speech	10.4%	Down from 14.6%	4.3%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.5%	Up from 3.7%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	No Change	61.9%	62.5%
Continuing contract teachers	87.0%	Up from 82.6%	81.8%	88.2%
Teachers returning from previous year	89.4%	Down from 90.5%	84.2%	87.8%
Teacher attendance rate	93.0%	Down from 94.3%	95.2%	95.2%
Average teacher salary*	$55,603	Up 0.7%	$45,188	$46,773
Professional development days/teacher	7.0 days	Down from 11.5 days	10.6 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 14.5 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 89.7%	90.2%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$11,557	Down 4.0%	$8,611	$7,447
Percent of expenditures for instruction**	75.5%	Down from 79.3%	67.6%	68.4%
Percent of expenditures for teacher salaries**	70.7%	Up from 68.1%	63.9%	65.8%

* 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 2009-2010, 2008-2009, 2007-2008 and 2006-2007 school terms. We were also the recipient of the coveted Palmetto Gold/Silver award for the 2007-2008 school year.

The mission of Edward E. Taylor Elementary School is to prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We have 269 students in Pre-K through fifth grade with 258 African Americans, 5 Hispanic/Latino, 5 white and 1 two or more races. We have a staff of 48 staff members including 8 National Board certified teachers. The levels of our staff's experience varies from 0 to 38 years including 2 teachers with doctorial degrees, 4 educational specialist, 7 employees with Master's Plus 30, 6 with Masters, 23 with bachelors and 3 holding Associate degrees.

We have extended the school day from 2:30 p.m. until 4:30 p.m. for selected students in 3rd grade who scored below the 25th percentile on the TerraNova/InView English Language Arts and mathematics subtests and to those 4th and 5th graders who scored below basic on the Palmetto Assessment of State Standards (PASS) in the area of English/Language Arts, math, science, and/or social studies. These students receive additional small group and individual academic assistance tutoring 3 days a week. The curricula and the instructional practices utilized in this after school tutoring program are based upon teacher recommendations, district benchmark assessments, SuccessMaker performance and PASS scores. This program is provided at no cost to parents. Upon parent request, transportation will be provided. The Boys and Girls Club of the Midlands also provides after-school childcare for a cost to parents until 6:00 p.m. Our business partners, such as Palmetto Health (Lunch Buddies), Capital City Lodge #47, Labor License and Review (LLR), Big Brothers, Big Sisters, The United Way of the Midlands Reading Consortium and Central Baptist Church assist with additional support for our students. Their combined efforts, coupled with the School Improvement Council, form a cohesive bond that manifests in positive results that are measurable in the classroom through positive self-images, enhancement of academic achievement, and a noted increase in accepting personal responsibility. 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 effective instructional leaders.

Edward E. Taylor Elementary School provides students with innovative opportunities critical to their developmental stages while infusing technology via Smartboards and Neo2 mobile labs as an interactive way to motivate students to become engaged and excited about the learning process. Parents are also afforded learning opportunities to strengthen the bridge between home and school and acclimate parents to the 21st Century classroom through Books and Breakfast, Family PASS Night, Lending Library, Take Home Laptop Program, technology classes and F.R.E.D. initiatives. This created an environment where students can "dream, believe, inspire" and achieve; we continue to enhance academic instruction for all of our students - a testament of our commitment to academic success for all.

Irma L. Richardson, SIC Chairperson
Debbie R. Hunter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	38	33
Percent satisfied with learning environment	90.0%	91.9%	81.8%
Percent satisfied with social and physical environment	95.0%	86.8%	84.4%
Percent satisfied with school-home relations	75.0%	94.7%	81.8%

* 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 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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EDWARD E TAYLOR ELEMENTARY										11/09/11-4001053
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 = 79.4% (Met or Exemplary)										
All Students	129	98.5	29.4	39.2	31.4	84.3	78.3	82.4	Yes	Yes
Gender										
Male	77	97.4	39.3	37.5	23.2	80.4	74.3	78.7	N/A	N/A
Female	52	100	17.4	41.3	41.3	89.1	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	124	98.4	30	40	30	84	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	32	96.9	N/AV	N/AV	N/AV	61.9	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	98.4	29.9	40.2	29.9	83.5	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	129	99.2	26.2	41.7	32	79.6	75.1	81.9	Yes	Yes
Gender										
Male	77	98.7	31.6	38.6	29.8	73.7	73.5	79.9	N/A	N/A
Female	52	100	19.6	45.7	34.8	87	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	124	99.2	26.7	41.6	31.7	79.2	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	32	100	54.5	31.8	13.6	54.5	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	99.2	25.5	42.9	31.6	79.6	69.8	74.9	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	89	100	47.1	48.6	4.3	52.9	58.7	68.6
Gender								
Male	52	100	43.6	51.3	5.1	56.4	58.2	68.3
Female	37	100	51.6	45.2	3.2	48.4	59.2	68.9
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	87.8	80.7
African American	85	100	47.1	48.5	4.4	52.9	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	24	100	80	13.3	6.7	20	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	84	100	48.5	47	4.5	51.5	50.1	57.3
Social Studies								
All Students	89	98.9	42.3	47.9	9.9	57.7	64.7	72.5
Gender								
Male	53	98.1	46.2	41	12.8	53.8	63.6	72
Female	36	100	37.5	56.3	6.3	62.5	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	88.4	81
African American	86	98.8	42.9	47.1	10	57.1	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	23	100	64.7	29.4	5.9	35.3	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	85	98.8	43.5	47.8	8.7	56.5	56.8	62.9

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EDWARD E TAYLOR ELEMENTARY										11/09/11-4001053
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	40	100	41.2	35.3	23.5	58.8	66.5	73.2	95.6	96.1
Gender										
Male	20	100	60	26.7	13.3	40	62	67.2	95.4	95.9
Female	20	100	26.3	42.1	31.6	73.7	71.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	87.8	81.5	95	96.2
African American	39	100	41.2	35.3	23.5	58.8	60.7	61.3	95.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	92.4	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	23.7	26	94.6	95.1
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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	91.1	95.9
Socio-Economic Status										
Subsidized meals	33	100	43.3	36.7	20	56.7	59.1	63.2	95.7	95.9

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EDWARD E TAYLOR ELEMENTARY 11/09/11-4001053

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	38	97.4	35.5	22.6	41.9	64.5
	4	49	98	18.9	48.6	32.4	81.1
	5	42	100	35.3	44.1	20.6	64.7
	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
Mathematics							
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
2011	3	38	97.4	35.5	16.1	48.4	64.5
	4	49	100	18.4	55.3	26.3	81.6
	5	42	100	26.5	50	23.5	73.5
	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	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
2011	3	19	100	42.9	50	7.1	57.1
	4	49	100	36.8	57.9	5.3	63.2
	5	21	100	N/AV	N/AV	N/AV	27.8
	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	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
2011	3	19	94.7	47.1	41.2	11.8	52.9
	4	49	100	31.6	57.9	10.5	68.4
	5	21	100	62.5	31.3	6.3	37.5
	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	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
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	40	100	41.2	35.3	23.5	58.8
	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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