

TAYLORS ELEMENTARY

809 Reid School Rd.
Taylors, SC 29687

Grades	K-5 Elementary School	
Enrollment	716 Students	
Principal	Vaughan E. Overman	864-355-7450
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Average**
2010	Good	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	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 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

TAYLORS ELEMENTARY	11/09/11-2301089

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

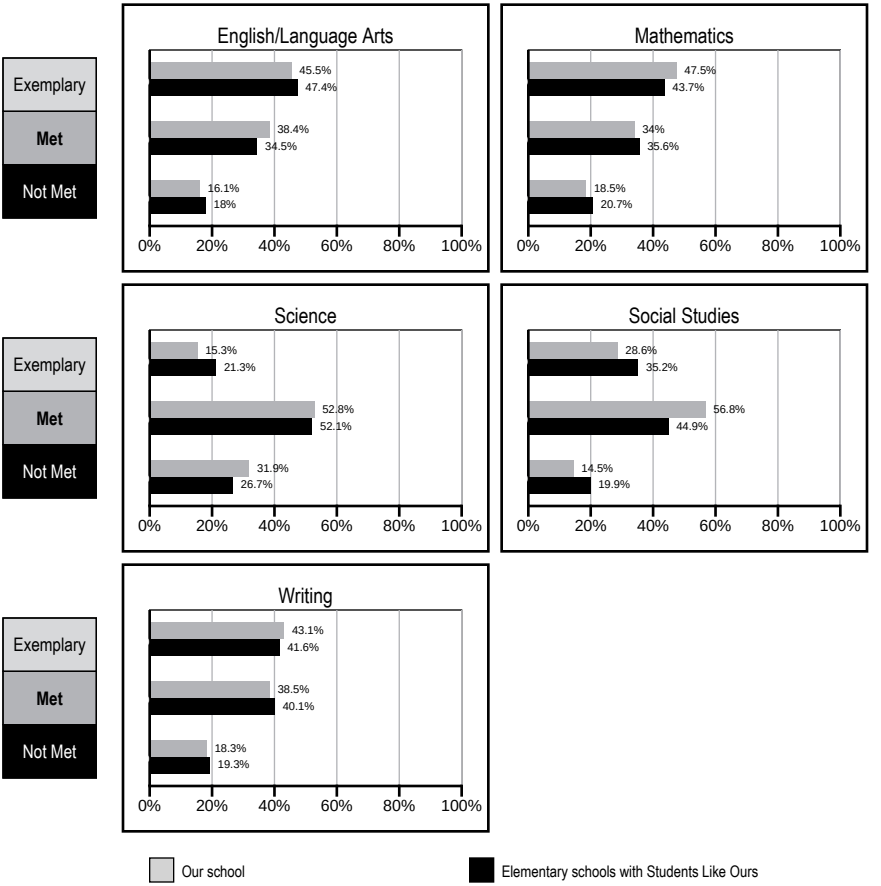
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	40	23	0	0

* 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=716)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.3%	1.0%	1.1%
Attendance rate	96.6%	Up from 96.3%	96.2%	96.2%
Served by gifted and talented program	16.7%	Up from 16.5%	17.9%	13.4%
With disabilities other than speech	5.7%	Down from 10.3%	4.1%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Down from 65.1%	62.5%	62.5%
Continuing contract teachers	86.1%	Up from 79.1%	90.3%	88.2%
Teachers returning from previous year	84.0%	Up from 81.5%	89.3%	87.8%
Teacher attendance rate	95.4%	Down from 98.5%	95.3%	95.2%
Average teacher salary*	$45,101	Down 1.5%	$47,826	$46,773
Professional development days/teacher	13.5 days	Down from 13.9 days	11.2 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.6%	Down from 94.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,714	Down 2.4%	$6,999	$7,447
Percent of expenditures for instruction**	68.2%	Down from 70.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.5%	Down from 68.9%	66.1%	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

Taylors Elementary School offers a diverse curriculum designed to enhance the learning process through a collaboration of parents, students, teachers, administrators and other members of our school community. Our campus is designed to encourage all students to grow in a nurturing and challenging environment. A strong interdisciplinary curriculum combined with high standards defines our daily school life.

Stakeholders, including School Improvement Council (SIC), Parent Teacher Association (PTA) Executive Board, and School Teams, identified six Performance Goals for our five-year School Strategic Plan. In alignment with the Greenville County School District Education Plan, our targeted goals are: Percentage of students scoring Met and Exemplary for PASS Reading/ Research will increase from 78.6% in 2008-09 to 86.6% in 2012-13 to meet AYP objectives; Percentage of students scoring Met and Exemplary for PASS Writing will increase from 78.5% in 2008-09 to 86.5% in 2012-13; Percentage of students scoring Met and Exemplary for PASS Math will increase from 75.4% in 2008-09 to 83.4% in 2012-13 to meet AYP objectives; Meet the annual AYP Student Attendance objective for all students and all subgroups by achieving an annual student attendance rate of 94.0% or higher (Kindergarten through 5th grade); 100% of teachers in grades 2- 5 will be trained by Educational Technology Services (ETS) and implement PowerTeacher in their classroom to record and communicate student grades starting Fall 2010 through 2012-13; and To enhance parental involvement in activities related to curriculum standards. The percent of hours tracked for parents participating in parent/teacher activities that support home/school relations will increase from 17,619 hours in 2008-09 to 19,027 hours in 2012-13.

Teacher-created Curriculum Maps and Pacing Guides serve as our academic blueprints and keep parents informed. In addition to a rigorous curriculum, we teach our students to respect their own and other's talents, skills, and cultural backgrounds. Taylors Elementary School is proud to be a two-time Red Carpet winner for providing a family-friendly atmosphere and to be the first school in Greenville County to receive the State Schools of Character award. Our school mission, Expecting Excellence in Achievement, Actions, and Attitudes, provides us with a clear direction and is truly documented daily in our school culture.

Academic tools such as MAP (Measures of Academic Progress), AIMSweb Progress Monitoring, Rigby Reading Benchmarks, Common Assessments, and PASS (Palmetto Assessment of State Standards) provide information that is used to drive instruction. The use of the Baldrige Model of Continuous Improvement and the use of Character Education programs consistently reflect the positive benefits of students being responsible for their behavior and learning. Our Extended Day Program reinforces the SC Academic Learning Standards.

Outstanding PTA achievements resulted in recognition at the state level with honors such as the SC PTA Enrichment Programs of the Year and the Phoebe Apperson Hearst Award for Effective Communications. Our PTA holds the National PTA Parent Involvement Schools of Excellence certification. PTA provides strong support by providing curriculum-based experiences, funding mini-grants, and volunteerism. Our School Improvement Council is productive, monitors the Performance Goals, and serves as an advisory board with input on school improvements. Our SIC members are the Guidance Advisory Committee.

Our children are counting on us to continue to believe in them, to challenge them and to give them strong roots so they can grow and flourish in the world. We are a cohesive team, and we believe all stakeholders play an important role. Our children benefit from the commitment which our staff and community share to ensure that

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	106	66
Percent satisfied with learning environment	95.2%	99.0%	100.0%
Percent satisfied with social and physical environment	97.6%	95.3%	98.4%
Percent satisfied with school-home relations	97.6%	98.1%	100.0%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress	NO

This school met 19 out of 21 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

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TAYLORS ELEMENTARY										11/09/11-2301089
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	359	100	16.1	38.4	45.5	90	84.1	82.4	Yes	Yes
Gender										
Male	190	100	19.6	37.4	43	88.8	80.8	78.7	N/A	N/A
Female	169	100	12.3	39.5	48.1	91.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	210	100	11.3	34.5	54.2	94.1	89.7	88.9	Yes	Yes
African American	98	100	20.7	50	29.3	84.8	72.2	72.9	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	34	100	28.1	37.5	34.4	87.5	79.2	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	52	100	49	32.7	18.4	63.3	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	28.1	40.6	31.3	78.1	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	100	23.6	39.3	37.2	85.9	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	359	100	18.5	34	47.5	87.4	84.4	81.9	Yes	Yes
Gender										
Male	190	100	20.1	30.7	49.2	84.9	82.9	79.9	N/A	N/A
Female	169	100	16.7	37.7	45.7	90.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	210	100	10.3	31.5	58.1	92.6	89.4	88.9	Yes	Yes
African American	98	100	34.8	37	28.3	77.2	72	71.4	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	34	100	18.8	43.8	37.5	84.4	82.7	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	52	100	69.4	12.2	18.4	40.8	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	36	100	18.8	46.9	34.4	81.3	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	100	26.7	37.2	36.1	81.2	76.5	74.9	Yes	Yes

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

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TAYLORS ELEMENTARY								11/09/11-2301089
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	247	100	31.9	52.8	15.3	68.1	71.6	68.6
Gender								
Male	135	100	32.3	49.6	18.1	67.7	71.4	68.3
Female	112	100	31.5	56.5	12	68.5	71.9	68.9
Racial/Ethnic Group								
White	152	100	19.9	62.3	17.8	80.1	81	80.7
African American	57	100	56.4	34.5	9.1	43.6	52.3	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	26	100	40	52	8	60	61.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	33	100	61.3	25.8	12.9	38.7	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	28	100	48	48	4	52	61.8	60.7
Socio-Economic Status								
Subsidized meals	134	100	45.2	41.9	12.9	54.8	58.4	57.3
Social Studies								
All Students	247	100	14.5	56.8	28.6	85.5	76.1	72.5
Gender								
Male	125	100	16.2	53	30.8	83.8	75.9	72
Female	122	100	12.8	60.7	26.5	87.2	76.2	73.1
Racial/Ethnic Group								
White	147	100	8.5	57	34.5	91.5	82.8	81
African American	72	100	28.4	52.2	19.4	71.6	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	18	100	6.3	81.3	12.5	93.8	69.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	36	100	52.9	41.2	5.9	47.1	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	24	100	9.5	76.2	14.3	90.5	70.5	69.7
Socio-Economic Status								
Subsidized meals	144	100	23.5	59.8	16.7	76.5	65.2	62.9

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TAYLORS ELEMENTARY										11/09/11-2301089
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	114	100	18.3	38.5	43.1	81.7	76	73.2	96.6	96.4
Gender										
Male	65	100	19	38.1	42.9	81	70.2	67.2	96.6	96.3
Female	49	100	17.4	39.1	43.5	82.6	82.1	79.4	96.6	96.4
Racial/Ethnic Group										
White	54	100	7.5	32.1	60.4	92.5	83.1	81.5	96.6	96.2
African American	37	100	35.3	44.1	20.6	64.7	62.2	61.3	96.4	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.3	87	97.5	97.6
Hispanic	14	100	21.4	57.1	21.4	78.6	64.3	66.7	96.6	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.1	72.2	96.6	95.8
Disability Status										
Disabled	17	100	73.3	20	6.7	26.7	26.5	26	95.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	11	100	27.3	45.5	27.3	72.7	65.3	65.7	97	97.2
Socio-Economic Status										
Subsidized meals	66	100	26.6	48.4	25	73.4	63.7	63.2	96.1	95.9

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TAYLORS ELEMENTARY							11/09/11-2301089
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	137	100	14.5	23.7	61.8	85.5
	4	113	100	21	46	33	79
	5	112	100	22.4	45.8	31.8	77.6
	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	110	100	10.5	26.7	62.9	89.5
	4	135	100	17.2	43.8	39.1	82.8
	5	114	100	20.4	43.5	36.1	79.6
	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
Mathematics							
2010	3	137	100	21.4	29.8	48.9	78.6
	4	113	100	32	45	23	68
	5	112	100	37.4	37.4	25.2	62.6
	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	110	100	15.2	24.8	60	84.8
	4	135	100	14.1	37.5	48.4	85.9
	5	114	100	26.9	38.9	34.3	73.1
	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
Science							
2010	3	68	100	29.7	48.4	21.9	70.3
	4	113	100	24.8	58.4	16.8	75.2
	5	57	100	33.9	53.6	12.5	66.1
	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	55	100	30.2	35.8	34	69.8
	4	135	100	29.7	64.1	6.3	70.3
	5	57	100	38.9	42.6	18.5	61.1
	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

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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	69	100	22.4	44.8	32.8	77.6
	4	113	100	17.8	53.5	28.7	82.2
	5	55	100	36.5	48.1	15.4	63.5
	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	55	100	9.6	51.9	38.5	90.4
	4	135	100	12.5	62.5	25	87.5
	5	57	100	24.1	48.1	27.8	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
Writing							
2010	3	136	100	16	30.5	53.4	84
	4	115	100	13.6	46.6	39.8	86.4
	5	115	100	18.2	33.6	48.2	81.8
	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
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	114	100	18.3	38.5	43.1	81.7
	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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