



Claude A. Taylor Elementary School

103 Ann Lane
Cayce, SC 29033

Grades	3-5 Elementary School	
Enrollment	416 Students	
Principal	Dr. Tracy L. Johnson	803-739-4180
Superintendent	Dr. Venus J. Holland	803-796-4708
Board Chair	Mr. Bill Bingham, Jr.	803-739-8399

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Average	Average

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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

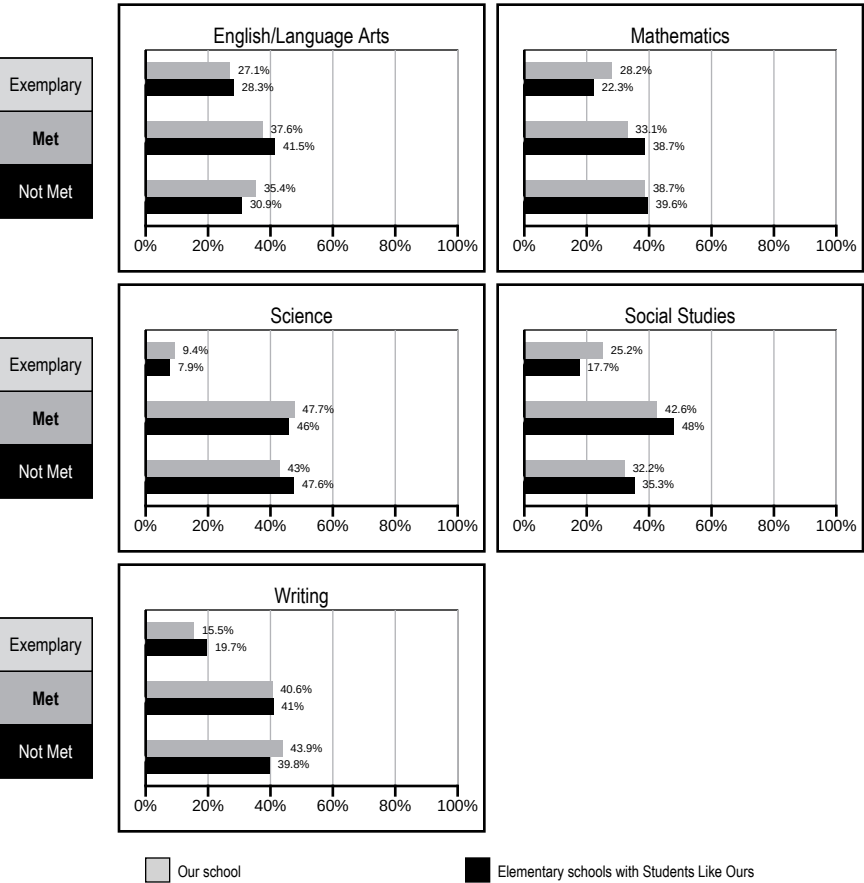
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	101	47	15

* Ratings are calculated with data available by 12/14/2013.

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=416)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.7%	1.1%	0.9%
Attendance rate	99.7%	Down from 99.9%	95.9%	96.3%
Served by gifted and talented program	11.2%	N/A	2.7%	7.2%
With disabilities	21.5%	N/A	13.5%	12.4%
Older than usual for grade	4.1%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Down from 70.0%	60.3%	62.5%
Continuing contract teachers	86.7%	Down from 90.0%	76.6%	83.3%
Teachers returning from previous year	80.9%	Up from 78.6%	84.8%	88.3%
Teacher attendance rate	95.1%	Up from 93.6%	94.9%	95.0%
Average teacher salary*	\$49,651	Up 6.4%	\$46,183	\$48,193
Professional development days/teacher	5.9 days	Up from 4.9 days	10.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 25.6 to 1	18.2 to 1	20.1 to 1
Prime instructional time	94.1%	Up from 92.6%	89.5%	90.0%
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	Good	Excellent
Dollars spent per pupil**	\$7,964	Up 1.9%	\$8,246	\$7,364
Percent of expenditures for instruction**	74.0%	Up from 70.6%	67.0%	68.0%
Percent of expenditures for teacher salaries**	71.0%	Up from 69.6%	64.0%	66.0%

* 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

In our second year as a reconfigured school serving students in grades 3-5, Claude A. Taylor Elementary School remains committed to academic excellence and promoting the social and emotional well-being of every student. Our continued mission is to Grow Palmetto's Finest, One Student at a Time. We are committed to growing each student by allowing their individual capabilities and abilities (academic, social, and emotional) to serve as the compass that directs their path to success. Through rigorous instruction and data driven decisions, our teachers are committed to arming students with the tools they will need to succeed.

Dedicated to developing the whole child, the faculty and staff at C.A. Taylor continues to expose students to Habits of Mind, in conjunction with modeling and teaching soft skills that are necessary to aid our students in becoming compassionate and motivated thinkers who are preparing to be productive 21st century leaders. In an effort to further build leaders, administration worked closely with the parent liaison to establish a leadership program for 5th grade students (R.O.Y.A.L.T.Y) to promote effective communication skills, community service, and teamwork. These students participated in a Toast Masters Youth Leadership program, as well as participated in projects that allowed them to give back to their school.

Growing our students academically and intellectually remains the cornerstone of everything we are about at Claude A. Taylor Elementary. Continued targeted instruction served as anchor for small group intervention geared toward meeting the individual needs of students. W.A.V.E.S. and READ 120 are ongoing initiatives that aid in the development of math and literacy skills. Our journey with Response to Intervention continued during this school year, and it will continue to expand as all grade levels are served. In further preparation for our 21st century learners, students are given ongoing opportunities to navigate technology to enhance their learning as teachers continue to integrate the use of technology into daily lessons, via SMARTboards, iPads, or iPods.

Our SIC and PTO members continue to support our school with unwavering parent night participation, funding and volunteer assistance for events such as the annual school carnival, school-wide reading celebrations, and our annual B or Better Banquet honoring students who have excelled academically throughout the year. SCANA also continues to sponsor our afterschool Homework Center, the only one in the district. The support and hard work of all of these individuals are integral to our school's continued success.

As we look toward the future, excellence will remain our expectation. With the collaborative efforts of parents, the community, teachers, and students, we will continue to Grow Palmetto's Finest, One Student at a time.

Dr. Tracy L. Johnson, Principal
Lee McRoberts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	135	66
Percent satisfied with learning environment	59.2%	81.5%	83.3%
Percent satisfied with social and physical environment	70.4%	84.6%	80.6%
Percent satisfied with school-home relations	35.7%	75.2%	79.7%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	68.8
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Claude A. Taylor Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.0%	0.0%	No
Student attendance rate	99.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	640.7	633.0	606.4	628.4	100.0	99.8
Male	633.1	629.3	603.4	627.6	100.0	100.0
Female	648.9	637.1	609.1	629.5	100.0	99.5
White	652.5	640.5	619.2	641.0	100.0	100.0
African American	633.1	626.5	597.9	618.1	100.0	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	645.1	646.1	616.4	649.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	590.2	590.7	567.0	590.0	100.0	100.0
Limited English Proficient	648.2	645.6	620.1	649.0	100.0	100.0
Subsidized meals	637.5	631.0	604.5	626.0	100.0	99.7
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	144	99.3	27.7	19.2	53.1	72.3
	4	152	100	43.6	32.1	24.3	56.4
	5	126	99.2	40.5	38.8	20.7	59.5
	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
2013	3	140	100	34.1	32.5	33.3	65.9
	4	129	100	31.3	40	28.7	68.7
	5	144	100	38.6	39.4	22	61.4
	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							
2012	3	144	99.3	35.4	27.7	36.9	64.6
	4	152	100	35	45	20	65
	5	126	99.2	48.3	37.1	14.7	51.7
	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
2013	3	140	100	49.2	26.2	24.6	50.8
	4	129	99.2	21.1	39.5	39.5	78.9
	5	144	100	41.7	37	21.3	58.3
	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
Science							
2012	3	72	98.6	47.8	40.3	11.9	52.2
	4	152	100	46.4	48.6	5	53.6
	5	64	100	40	41.7	18.3	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
2013	3	67	100	48.3	40	11.7	51.7
	4	129	99.2	41.2	47.4	11.4	58.8
	5	73	100	38.1	55.6	6.3	61.9
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	72	98.6	35.5	29	35.5	64.5
	4	152	100	37.1	48.6	14.3	62.9
	5	62	98.4	41.1	42.9	16.1	58.9
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	73	100	21.2	60.6	18.2	78.8
	4	129	99.2	26.3	43.9	29.8	73.7
	5	71	100	51.6	25	23.4	48.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
2012	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	128	97.7	44	37.1	19	56
	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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	138	97.8	58.4	33.6	8	41.6
	4	129	100	31.6	50.4	17.9	68.4
	5	142	97.9	40.8	38.4	20.8	59.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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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