

PORT ROYAL ELEMENTARY

1214 Paris Avenue
Port Royal, South Carolina

Grades	PK-5 Elementary School	
Enrollment	308 Students	
Principal	Jo Shirley	843-322-0834
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

http://ed.sc.gov
http://www.eoc.sc.gov

PORT ROYAL ELEMENTARY	03/09/11-0701016

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

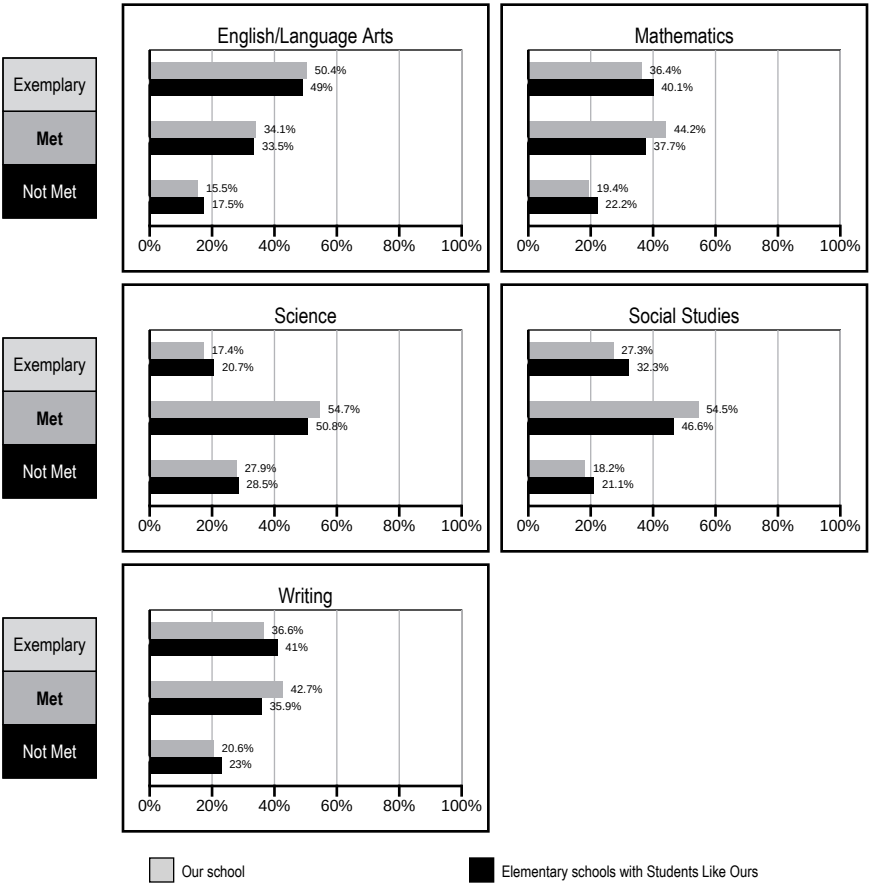
Percent of students tested in 2009-10 whose 2008-09 test scores were located	89.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	33	29	0	0

* 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=308)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	0.7%	Down from 1.9%	1.2%	1.2%
Attendance rate	96.9%	Down from 97.3%	96.3%	96.1%
Eligible for gifted and talented	12.9%	Down from 15.4%	17.1%	11.7%
With disabilities other than speech	3.4%	Down from 4.3%	7.3%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Up from 53.8%	62.4%	60.5%
Continuing contract teachers	73.1%	Up from 69.2%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.1%	Up from 74.7%	89.7%	87.0%
Teacher attendance rate	95.9%	Up from 92.7%	95.6%	95.4%
Average teacher salary*	$48,819	Up 0.2%	$48,152	$47,288
Professional development days/teacher	15.3 days	Up from 5.2 days	11.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.5	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.0 to 1	20.1 to 1	19.2 to 1
Prime instructional time	92.2%	Up from 88.9%	91.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	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**	$8,871	Up 17.7%	$7,024	$7,548
Percent of expenditures for instruction**	60.1%	Down from 67.1%	68.7%	68.7%
Percent of expenditures for teacher salaries**	57.6%	Up from 54.0%	66.0%	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

Port Royal Elementary has experienced an extraordinary year in 2009-2010! We continue to thrive as a small-town, neighborhood school in the center of the Town of Port Royal. Although Port Royal Elementary was founded in 1911, the teaching and learning that occurs in the school today is very 21st century! Literacy and numeracy, enhanced through the use of technology tools across the curriculum, are our priorities as we prepare our students for the next 100 years.

Port Royal Elementary achieved Adequate Yearly Progress (AYP) under the federal "No Child Left Behind" criteria, and student learning continued with a laser-like focus on SC Curriculum Standards. Full implementation, in every classroom, of the challenging Everyday Math Program, with the support of our Math Coach, has resulted in very successful student growth; 100% of grade levels met target growth goals from fall to spring on MAP assessments. Initial implementation of the District Balanced Literacy Plan, targeting kindergarten through second grade under the leadership of our Literacy Coach, has resulted in significant growth in student literacy. An independent reading block in all grade levels, with explicit instruction in selecting "just right" books, has resulted in increased interest in reading and book circulation in the Media Center is skyrocketing; our issue now is with having enough books for the students to read! Our schoolwide "Read Across Port Royal Day" was a great success, with guest readers, families, neighbors, faculty, and staff joining us in celebrating the joy of reading and our pledge of "Gotta Keep Reading." Technology proficiency with Promethean Boards in all classrooms, student response systems, digital cameras, XO laptops, publishing software, and classroom computers is evident in the daily use of these tools by teachers and children in prekindergarten through fifth grade. Our fifth grade team finished fifth in the state in the online Elementary Stock Market Game and was recognized as the highest ranking Port Royal team by Mayor Samuel Murray.

The School Improvement Council also focused on safety this year, which resulted in more efficient and secure arrival and dismissal procedures. School strategies continue to focus on increasing the literacy, numeracy, and technology proficiencies of our children while creating a school culture that supports the personal growth of each child. Although the economy has strained many of our families and students, we have strived to provide a stable, positive atmosphere that is responsive to our children's needs. Family participation continued to be very high as record numbers of parents and families crowded in for our evening student performances and joined us in celebrations such as the Fall Festival, the annual Town of Port Royal Tree Lighting Ceremony, and the Soft Shell Crab Festival. Town neighbors proudly lined the streets for the parade and celebration of our military relations when the U.S. Marine Corps Band performed for us in the fall.

As we look to next year, we will continue to increase the effectiveness of our communication and relationships, to target and increase the learning of our struggling students, and to implement a schoolwide Positive Behavioral Interventions and Support program. As always, we will continue to do what is best for our children and to help them learn to the highest of their abilities.

Jo Shirley, Principal
Eugenia Henderson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	40	33
Percent satisfied with learning environment	95.8%	92.5%	75.0%
Percent satisfied with social and physical environment	87.5%	92.5%	84.4%
Percent satisfied with school-home relations	95.8%	92.5%	72.7%

* 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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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PORT ROYAL ELEMENTARY										03/09/11-0701016
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 = 58.8% (Met or Exemplary)										
All Students	135	99.3	15.5	34.1	50.4	92.2	83.6	83.5	Yes	Yes
Gender										
Male	70	98.6	17.2	37.5	45.3	90.6	80.3	80.1	N/A	N/A
Female	65	100	13.8	30.8	55.4	93.8	87	87	N/A	N/A
Racial/Ethnic Group										
White	79	100	6.5	39	54.5	97.4	92.8	89.6	Yes	Yes
African American	35	97.1	34.4	34.4	31.3	78.1	73.5	74.6	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	12	100	27.3	27.3	45.5	90.9	78.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	58.3	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	22.8	36.8	40.4	87.7	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	135	99.3	19.4	44.2	36.4	89.1	80.4	80.4	Yes	Yes
Gender										
Male	70	98.6	20.3	40.6	39.1	89.1	78.9	78.4	N/A	N/A
Female	65	100	18.5	47.7	33.8	89.2	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	79	100	6.5	48.1	45.5	96.1	91.4	87.8	Yes	Yes
African American	35	97.1	40.6	46.9	12.5	78.1	66.5	69.3	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	12	100	54.5	36.4	9.1	72.7	77.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
Disability Status										
Disabled	12	100	N/A	N/A	N/A	50	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	31.6	47.4	21.1	80.7	72.4	72.8	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	90	100	27.9	54.7	17.4	72.1	65.1	67.3
Gender								
Male	49	100	28.9	53.3	17.8	71.1	64.8	66.9
Female	41	100	26.8	56.1	17.1	73.2	65.4	67.7
Racial/Ethnic Group								
White	55	100	17	64.2	18.9	83	83.8	79.6
African American	23	100	42.9	52.4	4.8	57.1	45.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	54	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	42	100	41	48.7	10.3	59	51.4	55.4
Social Studies								
All Students	90	100	18.2	54.5	27.3	81.8	69.4	70.9
Gender								
Male	47	100	11.1	57.8	31.1	88.9	69.2	70.1
Female	43	100	25.6	51.2	23.3	74.4	69.5	71.7
Racial/Ethnic Group								
White	54	100	13.2	54.7	32.1	86.8	83.1	79.2
African American	23	100	30.4	56.5	13	69.6	53	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	42	100	27.5	57.5	15	72.5	57.6	60.8

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PORT ROYAL ELEMENTARY										03/09/11-0701016
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	137	98.5	20.6	42.7	36.6	79.4	70.5	72.1	96.9	96.7
Gender										
Male	70	98.6	24.6	43.1	32.3	75.4	63.9	65.2	96.9	96.7
Female	66	100	16.7	42.4	40.9	83.3	77.1	79.2	96.9	96.8
Racial/Ethnic Group										
White	78	98.7	13	46.8	40.3	87	84.8	80.8	96.6	96.5
African American	35	97.1	34.4	37.5	28.1	65.6	55.6	59.7	97.3	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.3	87	97.7	97.1
Hispanic	14	100	38.5	46.2	15.4	61.5	60.8	64.6	96.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	N/A	96
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	8.3	22.1	27.7	96.2	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	11	100	54.5	18.2	27.3	45.5	56.2	63.7	97.5	96.8
Socio-Economic Status										
Subsidized meals	63	98.4	31	44.8	24.1	69	58.7	61.9	96.7	96.6

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PORT ROYAL ELEMENTARY 03/09/11-0701016

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	48	100	30.4	32.6	37	69.6
	4	42	100	25	40	35	75
	5	57	100	12.5	50	37.5	87.5
	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
2010	3	47	97.9	11.6	23.3	65.1	88.4
	4	46	100	17.8	46.7	35.6	82.2
	5	42	100	17.1	31.7	51.2	82.9
	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
Mathematics							
2009	3	48	100	39.1	47.8	13	60.9
	4	42	100	25	50	25	75
	5	57	100	39.3	42.9	17.9	60.7
	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	47	97.9	18.6	53.5	27.9	81.4
	4	46	100	15.6	46.7	37.8	84.4
	5	42	100	24.4	31.7	43.9	75.6
	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
Science							
2009	3	26	100	42.3	46.2	11.5	57.7
	4	42	100	37.5	60	2.5	62.5
	5	29	100	35.7	42.9	21.4	64.3
	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
2010	3	22	100	40	40	20	60
	4	46	100	24.4	60	15.6	75.6
	5	22	100	23.8	57.1	19	76.2
	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

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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	22	100	55	40	5	45
	4	42	100	30	67.5	2.5	70
	5	28	100	35.7	35.7	28.6	64.3
	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
2010	3	24	100	13	52.2	34.8	87
	4	46	100	13.3	62.2	24.4	86.7
	5	20	100	35	40	25	65
	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	48	97.9	35.6	26.7	37.8	64.4
	4	42	100	29.3	43.9	26.8	70.7
	5	56	98.2	38.2	29.1	32.7	61.8
	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
2010	3	48	97.9	15.9	52.3	31.8	84.1
	4	47	97.9	23.9	39.1	37	76.1
	5	42	100	22	36.6	41.5	78
	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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