



ROYALL ELEMENTARY

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	707 Students	
Principal	Julie Smith-Koon	843-664-8167
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

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

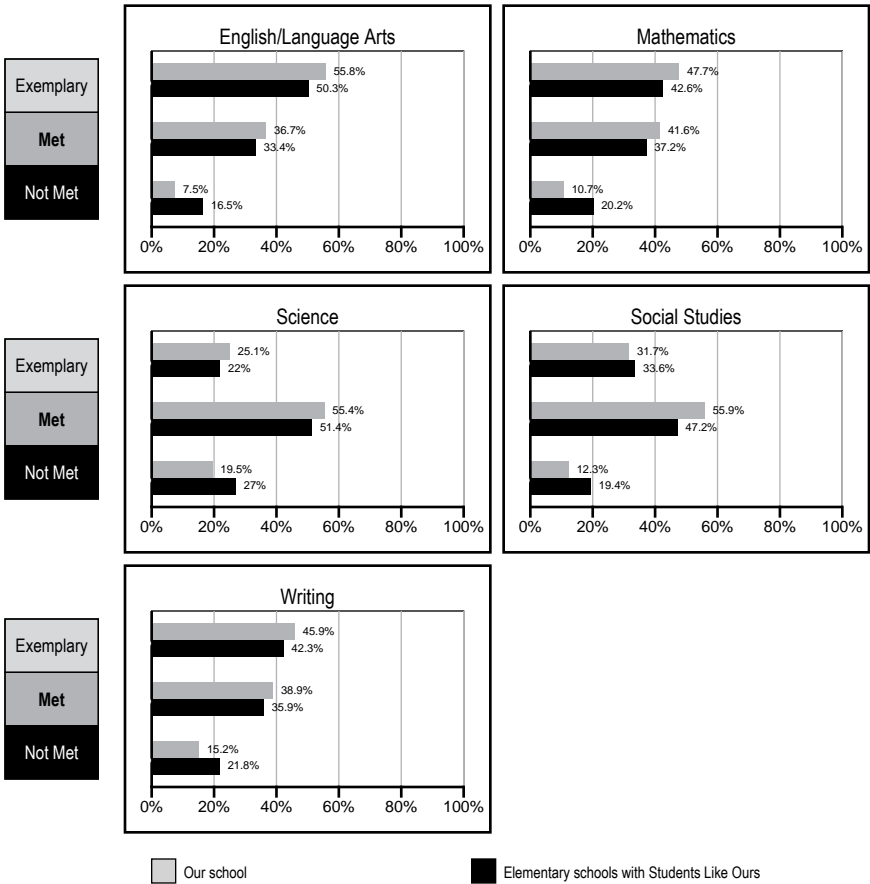
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	27	16	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=707)				
First graders who attended full-day kindergarten	92.8%	Down from 95.7%	100.0%	100.0%
Retention rate	1.1%	Down from 4.2%	0.8%	1.2%
Attendance rate	96.1%	Down from 96.5%	96.5%	96.1%
Eligible for gifted and talented	20.7%	Up from 20.0%	17.0%	11.7%
With disabilities other than speech	9.7%	Down from 12.4%	6.8%	8.0%
Older than usual for grade	1.1%	Down from 2.3%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	63.8%	Down from 66.0%	61.5%	60.5%
Continuing contract teachers	91.5%	Down from 95.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 91.2%	89.3%	87.0%
Teacher attendance rate	97.7%	No Change	95.8%	95.4%
Average teacher salary*	\$49,737	Up 1.9%	\$47,985	\$47,288
Professional development days/teacher	12.2 days	Up from 11.7 days	11.4 days	10.5 days
School				
Principal's years at school	26.0	Up from 25.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.2 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.4%	Down from 93.8%	91.8%	90.8%
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**	\$7,449	Up 6.6%	\$7,129	\$7,548
Percent of expenditures for instruction**	71.8%	Up from 71.7%	70.1%	68.7%
Percent of expenditures for teacher salaries**	69.6%	Up from 68.4%	67.0%	65.1%

* 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

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement, and learning environment. Royall’s success in achieving these goals has resulted in the following local, state and national recognition during the 2009-2010 school year:

- Absolute Rating of “Excellent” – SC State Department of Education
- Growth Rating of “Excellent” – SC State Department of Education
- Adequate Yearly Progress (AYP) Goal - Met
- Closing the Achievement Gap Recognition – SC Education Oversight Committee
- Reading Renaissance Master School – Renaissance Learning
- Battle of the Books Winner – Florence School District One

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by Royall’s faculty and staff, our students, and our parents. Our commitment to the highest academic standards, high expectations for all, and mutual trust and respect has resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a wide variety of special projects that enhance our school’s offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy model, expand our use of technology, increase our students’ leadership opportunities and utilize diagnostic test results.

Royall Elementary School is an innovative, exciting place where teachers love to teach and students love to learn! At Royall, it is definitely...“Our Time to Shine”.

Julie Smith-Koon, Principal
 Jill Fitzkee, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	96	76
Percent satisfied with learning environment	100.0%	88.5%	93.2%
Percent satisfied with social and physical environment	98.0%	88.4%	81.3%
Percent satisfied with school-home relations	98.0%	93.8%	88.0%

* 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

YES

This school met 21 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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

All Students	411	100	7.6	36.1	56.3	98.2	84.6	83.5	Yes	Yes
Gender										
Male	200	100	11.1	36.3	52.6	97.4	82.1	80.1	N/A	N/A
Female	211	100	4.2	35.9	59.9	99	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	233	100	3.1	29.5	67.4	100	90.9	89.6	Yes	Yes
African American	149	100	17.2	46.1	36.7	94.5	78.5	74.6	Yes	Yes
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	95.3	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
Disability Status										
Disabled	56	100	22.6	50.9	26.4	90.6	56.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	N/A	N/A	N/A	100	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	13.5	42.7	43.9	96.5	79.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	411	100	10.7	41.9	47.4	94.5	78.9	80.4	Yes	Yes
Gender										
Male	200	100	11.6	37.9	50.5	95.8	77.1	78.4	N/A	N/A
Female	211	100	9.9	45.8	44.3	93.2	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	233	100	6.2	34.4	59.5	97.4	88.2	87.8	Yes	Yes
African American	149	100	21.1	55.5	23.4	88.3	69.8	69.3	Yes	Yes
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	96.9	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
Disability Status										
Disabled	56	100	28.3	41.5	30.2	81.1	46.5	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	5.3	42.1	52.6	100	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	195	100	16.4	49.7	33.9	91.8	71.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	251	98.4	19.5	54.2	26.3	80.5	67.8	67.3
Gender								
Male	125	98.4	18.8	49.6	31.6	81.2	68.4	66.9
Female	126	98.4	20.2	58.8	21	79.8	67.2	67.7
Racial/Ethnic Group								
White	148	99.3	6.8	61.9	31.3	93.2	82.4	79.6
African American	83	96.4	47.9	36.6	15.5	52.1	53.3	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
Disability Status								
Disabled	35	94.3	33.3	39.4	27.3	66.7	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	15	100	7.1	71.4	21.4	92.9	70.1	58.6
Socio-Economic Status								
Subsidized meals	113	97.4	35.6	44.6	19.8	64.4	57	55.4
Social Studies								
All Students	255	97.7	12.4	56.7	30.9	87.6	71	70.9
Gender								
Male	117	99.2	18	46.8	35.1	82	70.6	70.1
Female	138	96.4	7.4	65.6	27	92.6	71.4	71.7
Racial/Ethnic Group								
White	139	97.8	6	54.5	39.6	94	80.2	79.2
African American	98	96.9	25.6	59.8	14.6	74.4	62.1	58.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	97.2	26.5	55.9	17.6	73.5	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	N/A	N/A	N/A	100	73.6	68
Socio-Economic Status								
Subsidized meals	123	96.8	19.2	62.5	18.3	80.8	62.2	60.8

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	413	97.1	15	39	46	85	73	72.1	96.1	95.8
Gender										
Male	202	98	22.3	39.9	37.8	77.7	66	65.2	96.2	95.6
Female	211	96.2	7.5	38.2	54.3	92.5	80.3	79.2	96.1	95.9
Racial/Ethnic Group										
White	233	98.7	8.4	36	55.6	91.6	81.4	80.8	96.2	95.6
African American	151	94	27	49.2	23.8	73	64.8	59.7	95.9	95.8
Asian/Pacific Islander	15	100	15.4	15.4	69.2	84.6	90.1	87	98.5	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.7	64.6	96.4	94.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	73.4	N/A	97
Disability Status										
Disabled	53	79.3	53.8	30.8	15.4	46.2	30.8	27.7	95.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	15.8	31.6	52.6	84.2	66.7	63.7	98	96.1
Socio-Economic Status										
Subsidized meals	196	95.4	23.6	44.2	32.1	76.4	64.9	61.9	95.6	95.3

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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							
2009	3	94	100	6.8	31.8	61.4	93.2
	4	108	100	7.8	42.7	49.5	92.2
	5	105	99.1	3.1	39.6	57.3	96.9
	6	90	98.9	3.5	37.2	59.3	96.5
	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	86	100	3.9	27.6	68.4	96.1
	4	95	100	6.8	45.5	47.7	93.2
	5	116	100	11.6	35.7	52.7	88.4
	6	114	100	6.6	34.9	58.5	93.4
	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	94	100	12.5	44.3	43.2	87.5
	4	108	100	5.8	43.7	50.5	94.2
	5	105	99.1	9.4	38.5	52.1	90.6
	6	90	98.9	17.4	43	39.5	82.6
	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	86	100	14.5	36.8	48.7	85.5
	4	95	100	3.4	36.4	60.2	96.6
	5	116	100	11.6	42.9	45.5	88.4
	6	114	100	13.2	49.1	37.7	86.8
	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	47	100	9.1	70.5	20.5	90.9
	4	108	100	21.4	54.4	24.3	78.6
	5	50	100	15.6	55.6	28.9	84.4
	6	43	97.7	7.5	65	27.5	92.5
	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	43	95.4	35	37.5	27.5	65
	4	95	100	10.2	63.6	26.1	89.8
	5	56	100	26.8	42.9	30.4	73.2
	6	57	96.5	15.4	63.5	21.2	84.6
	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	47	100	18.2	47.7	34.1	81.8
	4	108	100	3.9	59.2	36.9	96.1
	5	54	100	9.8	54.9	35.3	90.2
	6	48	97.9	6.5	69.6	23.9	93.5
	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	43	93	8.3	55.6	36.1	91.7
	4	95	100	8	56.8	35.2	92
	5	60	98.3	21.4	51.8	26.8	78.6
	6	57	96.5	13.2	62.3	24.5	86.8
	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	95	93.7	11.9	36.9	51.2	88.1
	4	106	95.3	20.4	53.1	26.5	79.6
	5	101	95.1	3.3	32.6	64.1	96.7
	6	90	88.9	11.4	57	31.6	88.6
	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	86	97.7	10.5	42.1	47.4	89.5
	4	97	96.9	12.8	36	51.2	87.2
	5	117	96.6	20.2	35.8	44	79.8
	6	113	97.4	14.6	42.7	42.7	85.4
	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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