



## PORT ROYAL ELEMENTARY

1214 Paris Avenue  
Port Royal, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	258 Students	
<b>Principal</b>	Jo Shirley	843-322-0834
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Excellent
2009	Average	Average
2008	Average	Below Average
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>

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

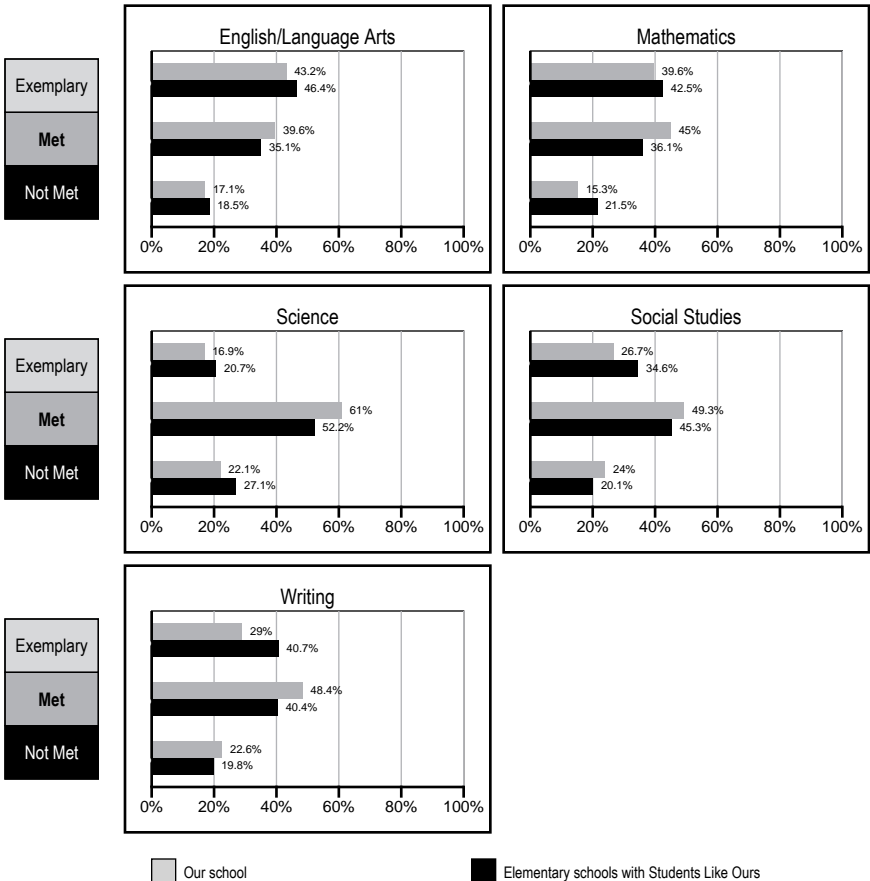
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	38	28	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
<b>Students (n=253)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.7%	1.1%	1.1%
Attendance rate	96.6%	Down from 96.9%	96.2%	96.2%
Served by gifted and talented program	12.2%	Down from 12.9%	18.0%	13.4%
With disabilities other than speech	2.5%	Down from 3.4%	4.2%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	70.8%	Up from 57.7%	62.9%	62.5%
Continuing contract teachers	70.8%	Down from 73.1%	90.3%	88.2%
Teachers returning from previous year	76.2%	Up from 75.1%	89.4%	87.8%
Teacher attendance rate	95.2%	Down from 95.9%	95.4%	95.2%
Average teacher salary*	\$49,268	Up 0.9%	\$47,894	\$46,773
Professional development days/teacher	15.4 days	Up from 15.3 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 92.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,910	Up 0.4%	\$6,900	\$7,447
Percent of expenditures for instruction**	60.6%	Up from 60.1%	68.9%	68.4%
Percent of expenditures for teacher salaries**	59.1%	Up from 57.6%	66.1%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Port Royal Elementary thrives as a vibrant neighborhood school, nestled on the main street of the nurturing community of the Town of Port Royal. We completed our 99th continuous year of operation, with our academic sights set on very high goals! Literacy and numeracy are our priorities, with technology tools supporting instruction that is focused on the needs of every learner. We earned the Palmetto Gold Award for overall academic excellence in 2010 for the first time! Our improvement rate was the third highest of all elementary schools in S.C., and we also earned the Palmetto Silver Award for closing the achievement gap for our students who are eligible for federally subsidized meals. We are particularly proud of this accomplishment as economic challenges have affected our families. On national assessments, our students in every grade level in reading and in math, scored at or above the national average on Measures of Academic Progress (MAP). Students met or exceeded state averages on the state-mandated Palmetto Assessment of State Standards (PASS) in spring 2010. Port Royal Elementary also achieved Adequate Yearly Progress (AYP) under the federal "No Child Left Behind" criteria, and we were recently invited to the White House Celebration for our 2011 Silver Award in the Healthier U.S. Schools Challenge!

These accomplishments resulted through a laser-like focus on S.C. Curriculum Standards, under the leadership of our Literacy and Math Coaches, with true collaboration of our faculty and staff. Rigorous implementation of the Everyday Math Program, the district Balanced Literacy program, and very involved parents has made all the difference! Students love to read, as our second Read Across Port Royal celebration and numerous incentive programs demonstrate; circulation in our Media Center has tripled. Targeted supports are in place to engage and motivate our struggling learners, and our staff makes data-driven decisions to support all children. We began implementation of Positive Behavioral Interventions and Supports (PBIS), and our children were recognized for thousands of good choices and kind acts. We are implementing a Leadership Focus with our children this fall, as we strive to prepare our students for the complexity of life in the 21st century.

Many families dream of living in a community such as ours, where their children walk to school, and teachers and staff know every child. Tremendous community support this year included classroom volunteers and mentors, school grounds cleanup and landscaping by over 100 neighbors, and afterschool program scholarships and uniform vouchers for students. The Town provided the annual holiday festivities for our children, when Santa came to the Tree Lighting Celebration, and we had dinner with the Town Council and our neighbors. Our students walked to the Sands and Cypress Wetlands to study ecosystems and care of our environment, to the senior center to work with retirees, and to the YMCA for swimming lessons. We appreciate that it takes a Town to raise a child and we welcome their support! As always, we will continue to do what is best for our children and to help them learn, as we enter our second Century of Learning at Port Royal Elementary.

Susanne Baisch, School Improvement Council Chair  
 Jo Shirley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	38	38
Percent satisfied with learning environment	100.0%	84.2%	91.9%
Percent satisfied with social and physical environment	96.7%	89.2%	92.1%
Percent satisfied with school-home relations	100.0%	86.5%	88.9%

\* 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 15 out of 15 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	128	100	17.1	39.6	43.2	88.3	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	61	100	23.1	46.2	30.8	82.7	80.1	78.7	N/A	N/A
Female	67	100	11.9	33.9	54.2	93.2	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	76	100	14.3	40	45.7	92.9	93.3	88.9	Yes	Yes
African American	42	100	18.8	40.6	40.6	81.3	72.2	72.9	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.7	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	33.3	50	16.7	66.7	44.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	70	100	28.1	42.1	29.8	78.9	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	128	100	15.3	45	39.6	89.2	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	61	100	23.1	42.3	34.6	80.8	81.6	79.9	N/A	N/A
Female	67	100	8.5	47.5	44.1	96.6	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	76	100	10	45.7	44.3	92.9	93.2	88.9	Yes	Yes
African American	42	100	28.1	43.8	28.1	81.3	70.6	71.4	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	33.3	33.3	33.3	66.7	46.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	70	100	24.6	45.6	29.8	80.7	75.6	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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
<b>Science</b>								
All Students	89	100	22.1	61	16.9	77.9	67.8	68.6
<b>Gender</b>								
Male	41	100	32.4	47.1	20.6	67.6	68.4	68.3
Female	48	100	14	72.1	14	86	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	53	100	18	58	24	82	85.5	80.7
African American	27	100	N/AV	N/AV	N/AV	63.2	49.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
<b>Disability Status</b>								
Disabled	12	100	I/S	I/S	I/S	I/S	31.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	46	100	36.1	52.8	11.1	63.9	55.2	57.3
<b>Social Studies</b>								
All Students	86	100	24	49.3	26.7	76	71.9	72.5
<b>Gender</b>								
Male	38	100	28.1	46.9	25	71.9	72	72
Female	48	100	20.9	51.2	27.9	79.1	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	49	100	29.5	47.7	22.7	70.5	85	81
African American	31	100	20	48	32	80	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	37.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	48	100	32.5	47.5	20	67.5	61.7	62.9

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
<b>Writing</b>										
All Students	38	100	22.6	48.4	29	77.4	73.8	73.2	96.6	96.5
<b>Gender</b>										
Male	20	100	35.3	41.2	23.5	64.7	67.9	67.2	96.6	96.5
Female	18	100	7.1	57.1	35.7	92.9	79.9	79.4	96.5	96.6
<b>Racial/Ethnic Group</b>										
White	25	100	18.2	54.5	27.3	81.8	87.4	81.5	96.2	96.3
African American	13	100	I/S	I/S	I/S	I/S	59.1	61.3	96.8	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	97.2	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	66.7	97.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.5	26	96.6	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	65.7	96.6	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	22	100	38.9	55.6	5.6	61.1	62.7	63.2	96.3	96.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	43	100	10.3	28.2	61.5	89.7
	4	47	100	19.5	36.6	43.9	80.5
	5	38	100	22.6	58.1	19.4	77.4
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	43	100	25.6	17.9	56.4	74.4
	4	47	100	7.3	61	31.7	92.7
	5	38	100	12.9	58.1	29	87.1
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	23	100	33.3	28.6	38.1	66.7
	4	47	100	12.2	85.4	2.4	87.8
	5	19	100	33.3	40	26.7	66.7
	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	20	100	N/AV	N/AV	N/AV	100
	4	47	100	24.4	56.1	19.5	75.6
	5	19	100	50	43.8	6.3	50
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	38	100	22.6	48.4	29	77.4
	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

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