



ROYALL ELEMENTARY

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	723 Students	
Principal	Julie Smith-Koon	843-664-8167
Superintendent	Dr. Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	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

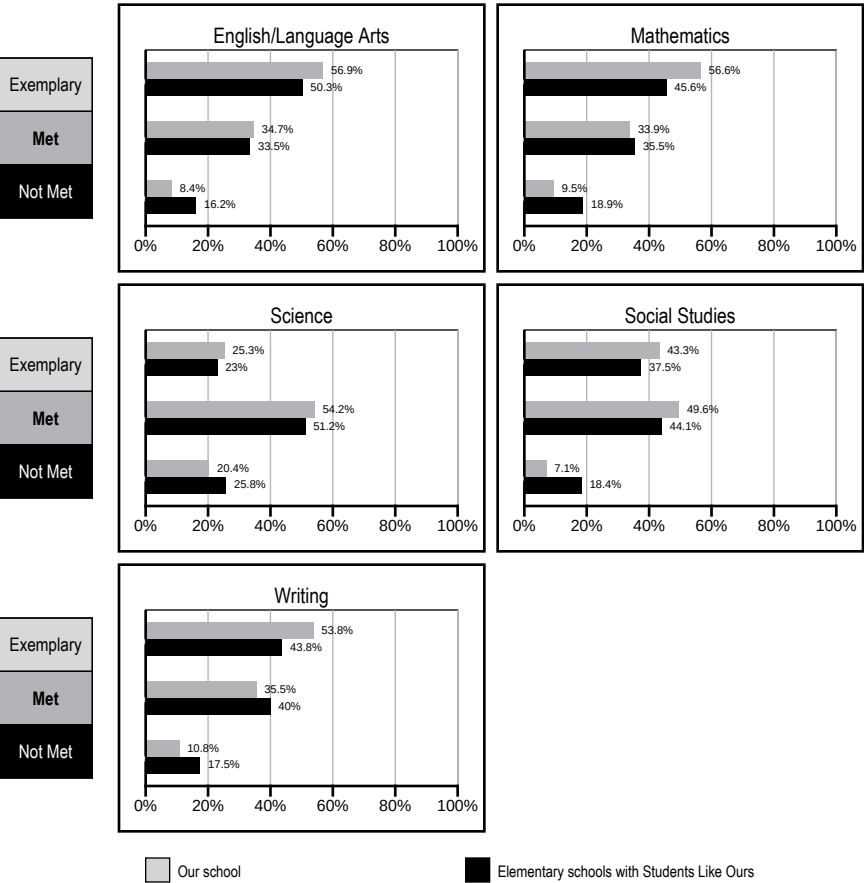
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	33	7	1	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=723)				
First graders who attended full-day kindergarten	93.9%	Up from 92.8%	100.0%	100.0%
Retention rate	2.9%	Up from 1.1%	0.9%	1.1%
Attendance rate	96.2%	Up from 96.1%	96.3%	96.2%
Served by gifted and talented program	23.6%	Up from 20.7%	20.1%	13.4%
With disabilities other than speech	4.1%	Down from 9.7%	3.4%	4.1%
Older than usual for grade	0.8%	Down from 1.1%	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=47)				
Teachers with advanced degrees	72.3%	Up from 63.8%	65.2%	62.5%
Continuing contract teachers	93.6%	Up from 91.5%	90.2%	88.2%
Teachers returning from previous year	95.0%	Up from 94.9%	90.3%	87.8%
Teacher attendance rate	96.1%	Down from 97.7%	95.1%	95.2%
Average teacher salary*	\$50,353	Up 1.2%	\$48,001	\$46,773
Professional development days/teacher	11.8 days	Down from 12.2 days	10.7 days	10.5 days
School				
Principal's years at school	27.0	Up from 26.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.2%	Down from 93.4%	90.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,206	Down 3.3%	\$6,893	\$7,447
Percent of expenditures for instruction**	66.6%	Down from 71.8%	69.0%	68.4%
Percent of expenditures for teacher salaries**	63.5%	Down from 69.6%	67.0%	65.8%

* 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 state and national recognition during the 2010-2011 school year:

Absolute Rating of "Excellent" - SC State Department of Education
 Adequate Growth Rating of "Excellent" - SC State Department of Education
 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, 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, we are definitely enjoying... "A Proud Past and A Bright Future!"

Julie Smith-Koon, Principal
 Sharon Tanner, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	108	79
Percent satisfied with learning environment	100.0%	85.2%	92.0%
Percent satisfied with social and physical environment	95.7%	84.3%	89.6%
Percent satisfied with school-home relations	100.0%	86.1%	86.7%

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

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School Adequate Yearly Progress	NO
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This school met 20 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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.5%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

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	400	100	8.5	34.5	57	94.7	84.3	82.4	Yes	Yes
Gender										
Male	192	100	12.7	33.7	53.6	93.4	81.6	78.7	N/A	N/A
Female	208	100	4.6	35.2	60.2	95.9	87	86.2	N/A	N/A
Racial/Ethnic Group										
White	239	100	5.7	23.9	70.4	97.4	90.6	88.9	Yes	Yes
African American	138	100	15	54.3	30.7	89	78.2	72.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	95.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	83	I/S	I/S
Disability Status										
Disabled	53	100	22	42	36	82	54.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	N/AV	N/AV	N/AV	100	85.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	11.2	48.3	40.4	91.6	78.5	75.4	Yes	Yes

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

All Students	400	100	9.5	35	55.4	93.1	81.6	81.9	Yes	Yes
Gender										
Male	192	100	9.4	32.6	58	92.3	79.2	79.9	N/A	N/A
Female	208	100	9.7	37.2	53.1	93.9	84.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	239	100	3.5	29.1	67.4	97.8	90.1	88.9	Yes	Yes
African American	138	100	22	47.2	30.7	83.5	73.3	71.4	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	97	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	96	84.4	I/S	I/S
Disability Status										
Disabled	53	100	22	56	22	72	49.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	N/AV	N/AV	N/AV	100	89.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	194	100	16.3	44.4	39.3	89.3	74.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	245	99.2	20.4	54.3	25.2	79.6	69.7	68.6
Gender								
Male	109	100	15.7	53.9	30.4	84.3	70	68.3
Female	136	98.5	24.2	54.7	21.1	75.8	69.4	68.9
Racial/Ethnic Group								
White	149	100	8.5	59.2	32.4	91.5	83.9	80.7
African American	83	97.6	43.4	46.1	10.5	56.6	56.4	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	33	100	26.7	60	13.3	73.3	42.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	7.7	76.9	15.4	92.3	72.7	60.7
Socio-Economic Status								
Subsidized meals	119	98.3	33.3	50.9	15.7	66.7	58.7	57.3

Social Studies								
All Students	244	100	7	50.7	42.4	93	72.8	72.5
Gender								
Male	122	100	7.8	44.3	47.8	92.2	72.3	72
Female	122	100	6.1	57	36.8	93.9	73.4	73.1
Racial/Ethnic Group								
White	146	100	5	43.6	51.4	95	81.2	81
African American	85	100	11.4	62	26.6	88.6	64.4	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.5	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.5
Disability Status								
Disabled	32	100	17.2	55.2	27.6	82.8	45.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81.6	69.7
Socio-Economic Status								
Subsidized meals	118	100	10	60.9	29.1	90	64.6	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
Writing										
All Students	99	98	10.8	35.5	53.8	89.2	73.8	73.2	96.2	95.9
Gender										
Male	40	100	13.2	39.5	47.4	86.8	67.8	67.2	96	95.8
Female	59	96.6	9.1	32.7	58.2	90.9	79.8	79.4	96.3	96.1
Racial/Ethnic Group										
White	56	98.2	5.6	29.6	64.8	94.4	82	81.5	96.2	95.7
African American	33	97	20.7	51.7	27.6	79.3	66	61.3	96.2	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	80	87	96.2	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.3	66.7	96.3	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	77.5	95.3
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	28	26	95.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.5	65.7	97	96
Socio-Economic Status										
Subsidized meals	51	96.1	15.6	46.7	37.8	84.4	65.2	63.2	95.5	95.5

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
English/Language Arts							
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
2011	3	99	100	6.3	19.8	74	93.8
	4	88	100	4.9	43.2	51.9	95.1
	5	97	100	9.7	43	47.3	90.3
	6	116	100	12.1	33.6	54.2	87.9
	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	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
2011	3	99	100	10.4	28.1	61.5	89.6
	4	88	100	4.9	39.5	55.6	95.1
	5	97	100	4.3	22.6	73.1	95.7
	6	116	100	16.8	48.6	34.6	83.2
	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	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
2011	3	49	98	27.1	39.6	33.3	72.9
	4	88	100	17.3	63	19.8	82.7
	5	48	100	17.4	52.2	30.4	82.6
	6	60	98.3	21.8	56.4	21.8	78.2
	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	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
2011	3	50	100	8.3	35.4	56.3	91.7
	4	88	100	6.2	56.8	37	93.8
	5	49	100	N/AV	N/AV	N/AV	100
	6	57	100	13.2	58.5	28.3	86.8
	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	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
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	99	98	10.8	35.5	53.8	89.2
	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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