



Royall Elementary School

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	678 Students	
Principal	Julie Smith	843-664-8167
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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

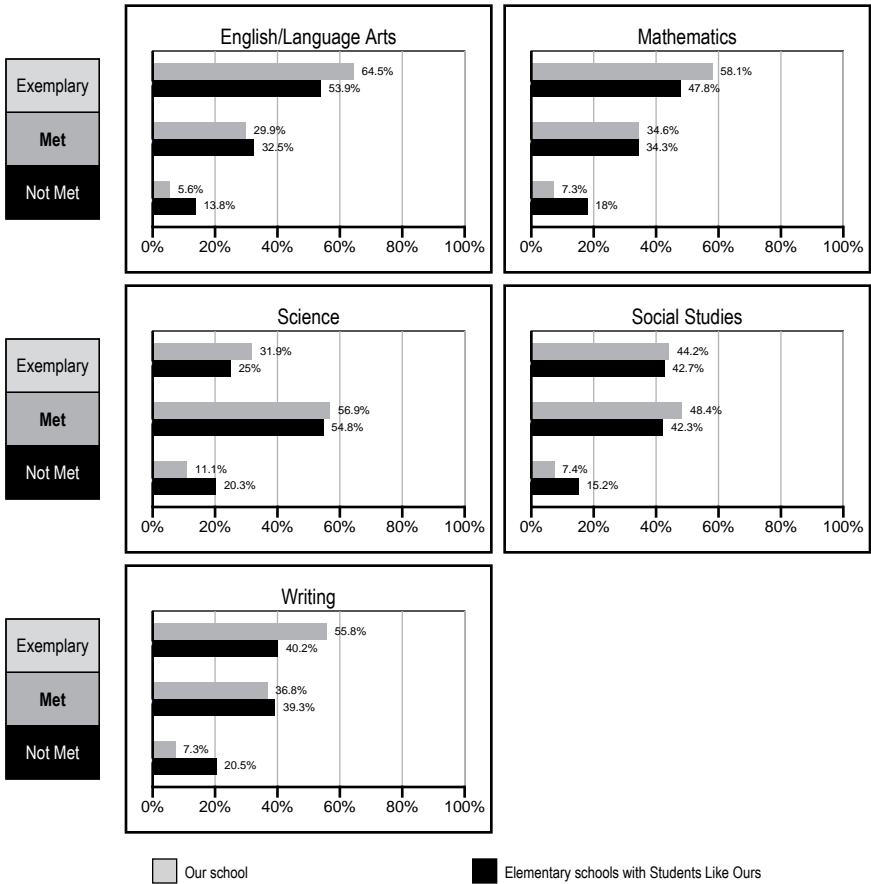
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
40	25	4	0	0

* 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=678)				
First graders who attended full-day kindergarten	96.7%	Up from 94.1%	100.0%	100.0%
Retention rate	2.1%	Up from 1.6%	0.8%	0.9%
Attendance rate	96.5%	Down from 96.8%	96.6%	96.3%
Served by gifted and talented program	19.2%	N/A	10.0%	7.2%
With disabilities	12.7%	N/A	11.3%	12.4%
Older than usual for grade	2.4%	N/A	1.4%	1.9%
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	74.5%	Up from 71.7%	63.9%	62.5%
Continuing contract teachers	100.0%	Up from 97.8%	83.3%	83.3%
Teachers returning from previous year	97.1%	Up from 96.5%	89.7%	88.3%
Teacher attendance rate	96.5%	Down from 99.1%	95.3%	95.0%
Average teacher salary*	\$51,936	Up 1.8%	\$49,235	\$48,193
Professional development days/teacher	11.9 days	Down from 12.5 days	11.0 days	11.0 days
School				
Principal's years at school	29.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.5 to 1	20.7 to 1	20.1 to 1
Prime instructional time	92.8%	Down from 95.9%	90.7%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,189	Up 4.7%	\$6,888	\$7,364
Percent of expenditures for instruction**	73.0%	Up from 72.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Down from 71.1%	67.5%	66.0%

* 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

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 2012-2013 school year:

Absolute Rating of "Excellent", SC State Department of Education
 Growth Rating of "Excellent", SC State Department of Education
 Closing the Achievement Gap Recognition, SC Education Oversight Committee
 Reading Renaissance Master School, Renaissance Learning

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 the implementation of Common Core standards, increasing our use of technology, enhancing our students' leadership opportunities and utilizing diagnostic test results.

Royall Elementary School is an innovative 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	53	77	47
Percent satisfied with learning environment	100%	94.8%	93.6%
Percent satisfied with social and physical environment	98.2%	93.4%	93.9%
Percent satisfied with school-home relations	100%	94.8%	93.8%

* 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	98.9
Overall Grade Conversion	A

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

Royall 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	2.7%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	691.2	680.2	652.7	664.4	99.7	99.7
Male	688.8	683.7	659.3	671.7	99.4	99.4
Female	693.5	676.8	646.5	657.2	100.0	100.0
White	703.8	692.1	664.7	674.7	100.0	100.0
African American	662.9	651.6	625.7	642.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	643.4	650.0	629.2	634.4	97.4	97.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	674.0	664.6	634.9	649.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	687.6	666.9	641.6	661.9	99.7	99.7
Male	687.2	667.3	643.8	667.4	99.4	99.4
Female	688.1	666.6	639.8	655.8	100.0	100.0
White	708.0	688.3	658.3	678.3	100.0	100.0
African American	659.5	638.4	622.4	636.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	97.4	97.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	674.0	651.5	633.5	637.1	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	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	93	100	4.5	22.7	72.7	95.5
	4	99	100	3.2	40.4	56.4	96.8
	5	81	100	8.1	29.7	62.2	91.9
	6	104	100	8	38	54	92
	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	92	98.9	4.6	16.1	79.3	95.4
	4	98	100	8.3	46.9	44.8	91.7
	5	98	100	2.2	26.1	71.7	97.8
	6	80	100	7.9	30.3	61.8	92.1
	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	93	100	5.7	35.2	59.1	94.3
	4	99	100	8.5	35.1	56.4	91.5
	5	81	100	4.1	44.6	51.4	95.9
	6	104	100	8	26	66	92
	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	92	98.9	9.2	25.3	65.5	90.8
	4	98	100	7.3	37.5	55.2	92.7
	5	98	100	2.2	37	60.9	97.8
	6	80	100	13.2	44.7	42.1	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
Science							
2012	3	51	98	16.7	64.6	18.8	83.3
	4	99	100	13.8	62.8	23.4	86.2
	5	40	100	2.6	60.5	36.8	97.4
	6	52	100	12	58	30	88
	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	46	100	11.4	40.9	47.7	88.6
	4	98	100	11.5	57.3	31.3	88.5
	5	49	100	6.5	52.2	41.3	93.5
	6	41	100	15.8	68.4	15.8	84.2
	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							
2012	3	42	100	12.5	50	37.5	87.5
	4	99	100	7.4	37.2	55.3	92.6
	5	41	100	2.8	38.9	58.3	97.2
	6	54	100	9.6	61.5	28.8	90.4
	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
2013	3	45	100	7	55.8	37.2	93
	4	98	100	8.3	56.3	35.4	91.7
	5	49	100	8.7	17.4	73.9	91.3
	6	40	100	7.7	59	33.3	92.3
	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	80	100	18.7	37.3	44	81.3
	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
2013	3	91	95.6	4.8	25.3	69.9	95.2
	4	98	95.9	13	48.9	38	87
	5	98	99	6.5	31.5	62	93.5
	6	80	98.8	4	41.3	54.7	96
	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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