

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Julie Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Royall Elementary School

(As it should appear in the official records)

School Mailing Address 1400 Woods Road

(If address is P.O. Box, also include street address.)

City Florence State SC Zip Code+4 (9 digits total) 29501-4599

County Florence State School Code Number* 2101017

Telephone 843-664-8167 Fax 843-292-1573

Web site/URL http://www.fsd1.org/Pages/Schools/Royall.aspx E-mail jcsmith@fsd1.org

Twitter Handle _____ Facebook Page http://facebook.com/RoyallElementary Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Allie Brooks E-mail: Allie.Brooks@fsd1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Florence School District One Tel. 843-669-4141

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Porter Stewart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 29 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	53	91
1	45	59	104
2	37	47	84
3	46	44	90
4	42	51	93
5	43	58	101
6	52	51	103
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	303	363	666

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 42 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	42
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	58
(3) Total of all transferred students [sum of rows (1) and (2)]	100
(4) Total number of students in the school as of October 1	670
(5) Total transferred students in row (3) divided by total students in row (4)	0.149
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 6%
39 Total number ELL
 Number of non-English languages represented: 9
 Specify non-English languages: Spanish, French, Vietnamese, Russian, Mandarin, Portuguese, Gujarati, Tagalog, and other.
8. Students eligible for free/reduced-priced meals: 55%
 Total number students who qualify: 364

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This is an accurate estimate of the students from low-income families.

9. Students receiving special education services: 14 %
92 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	42 Specific Learning Disability
0 Emotional Disturbance	52 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
13 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	4 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Built in 1949, Royall Elementary School is located in the heart of Florence, South Carolina and is situated in an established residential neighborhood. Throughout its sixty-four years, Royall has continued to grow and expand physically and in the educational opportunities it provides to its diverse population. Royall's tradition of academic excellence has made it a respected landmark in our community and many residents of Florence are proud to be Royall alumni. Our school motto: "A Proud Past...A Bright Future!" exemplifies our regard for tradition while embracing the challenges we face in this rapidly changing world.

Royall Elementary School has a well-deserved reputation for providing its students with a well-rounded educational experience in an orderly, positive, and supportive environment. Royall's success has resulted in many state and national honors and awards, including our Absolute and Growth rating of "Excellent" for five consecutive years, Palmetto Gold distinction (9 years), Closing the Achievement Gap Award (2007-2013), Reading Renaissance Master School, Writing Program Hall of Fame, Inviting School Award, Red Carpet Award, IRA Exemplary Reading Program for South Carolina Award, Model Physical Education Program, Exemplary Art Program Award, and Palmetto's Finest Award. While we are proud of these honors, we are most proud of our philosophy of "doing our best to be our best" that has helped make them possible.

We are committed to creating a learning environment in which all students and staff members work cooperatively to insure that our school continues its progress toward the "bright future" in our school motto. Critical to that success are our clearly stated high expectations and the consistent enforcement of these expectations for everyone involved in the teaching/learning process. It is our shared vision that each child should have an equal opportunity to experience the joy of learning and to achieve his/her full potential.

Our mission statement asserts the principle that we are committed to providing an innovative, standards-based curriculum that promotes social and academic growth designed to prepare students to be responsible, contributing citizens of the 21st century.

The vision, mission and beliefs that our school embraces are visible not only through our students' academic achievement and our school's accomplishments, but also through the personal relationships that exist between all who are members of "The Royall Family". Our students work hard to please their teachers because they love and respect them. Our staff works effectively as a team because we truly care for one another. This family atmosphere and the collegial support it provides are the essence of what makes Royall Elementary School an exemplary educational institution.

Our 666 students come from diverse ethnic, socio-economic, occupational, and educational backgrounds. With fifty-four percent of our students eligible for free/reduced lunch, Royall qualifies as a Title One school. We are fortunate to have a staff that is not only concerned about each student's academic success but also his/her overall safety, security and well-being. Our partnership with three local churches and our active Association of Parents and Teachers (APT) has contributed to our ability to ensure that students are well cared for. Our Help 4 Kids program sends supplies of food home with identified students each Friday to insure that at-risk students are never hungry. In addition, our community helps to keep our clothes closet filled and a local church provides well-stocked book bags at the beginning of each year. Our morning intervention program, our writing lab which opens 30 minutes before school, and our after-school tutoring program provide additional opportunities for remediation to students who can benefit from additional support.

As a school that is committed to excellence in all areas, we have worked together to create a family atmosphere where everyone shares in the recognition of the gifts and talents of each child we serve. While we recognize that hard work translates into academic success, we also know how to celebrate our successes and have fun. School-wide events like our Royall Round-Up, Tropical Paradise Picnic, Bad Hair Day, etc. reward our students and give our staff the opportunity to interact informally with students and fellow staff members.

In addition to our academic opportunities and fun events, students at Royall enjoy participating in programs like our Good News Club, Math Wizards, Math Superstars, Star Students, World Class Kindergarteners, Homework Heroes, Technology Assistants, Helping Hands, etc. Programs which include parents and the community such as Greetings for Grandparents, Muffins for Moms, Doughnuts for Dads, Showcase of Schools, and Healing Species are also an important part of our school's offerings.

Upon entering Royall, it is evident that we are a school that expects and promotes excellence, provides a nurturing environment in which diversity is embraced and where the spirit of "The Royall Family" is making a positive difference each and every day!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. We believe that the quality of the instructional program at Royall is reflected in our students' standardized assessment scores. Our state's curriculum standards are evaluated using the Palmetto Assessment of State Standards (PASS). PASS is a criterion-referenced assessment that links our state's academic standards to the specific content knowledge and common core standards which students must master to meet grade level performance expectations. PASS assesses the content areas of English/language arts, writing, and math for all students. Students in grade 4 are given the social studies and science tests, while students in grades 3, 5, and 6 are selected randomly to take either the science or the social studies assessment.

The PASS assessment is scored and analyzed by the South Carolina Department of Education and combined with the school's demographic data to produce an annual school report card. PASS performance levels are categorized as: Not Met (student did not meet grade level standards), Met (student met grade level standards), and Exemplary (student demonstrated exemplary performance in meeting grade level standards). Two ratings are shown on the school report card. The Growth Rating is based on actual growth from the previous year's administration of PASS and the Absolute Rating is determined by the current PASS scores.

At Royall Elementary School, our goal is to have 95% of our students score Met or Exemplary. As we look at individual grade reports, our expectations may vary depending on the performance of a given grade level and specific curriculum areas. Efforts are made to ensure that all potential achievement gaps are addressed. Our commitment to continuous improvement challenges us to raise the bar for ourselves and for our students each year.

B. Royall Elementary School has received an "Excellent" in both the Absolute Rating and Growth Rating since 2009. Royall met AYP in 2009, 2010, 2012, and 2013 and received Palmetto Gold recognition for five consecutive years (presented to schools with the highest levels of academic achievement and the greatest rates of improvement). In addition, our school has been identified as "Closing the Achievement Gap" every year since 2007.

In 2009, 93% of our third graders scored Met/Exemplary in ELA. In 2013, 95% scored Met/Exemplary with 79% scoring Exemplary, increasing from 61% in 2009. In 2009, 88% of third graders scored Met/Exemplary in math and 89% in 2013. Exemplary scores rose from 43% in 2009 to 67% in 2013.

In 2009 and 2013, 92% of fourth graders scored Met/Exemplary in ELA. The ELA scores in 2013 showed 45% in the Exemplary bracket, down from 49% in 2009. In math, 94% of students tested in 2009 and 2013 scored Met/Exemplary while 56% of fourth graders scored Exemplary in math in 2013, a growth from 50% in 2009.

Of the fifth grade students tested in 2009, 97% scored Met/Exemplary in ELA and 96% scored Met/Exemplary in 2013. Students scoring Exemplary in ELA rose from 56% in 2009 to 70% in 2013. In math, 89% scored Met/Exemplary in 2009 and 97% in 2013. The Exemplary scores for math grew from 50% in 2009 to 60% in 2013.

Our sixth grade students scoring Met/Exemplary in 2009 reached 96% in ELA, but showed a slight decline in the years following with 91% in 2013; however, 62% scored Exemplary in 2013, a growth from 54% in 2009. Math scores began with 80% scoring Met/Exemplary in 2009 and moved up to 86% in 2013. Students scoring Exemplary grew from 35% in 2009 to 43% in 2013.

At Royall we work with a diverse population of students, many of whom come to us with limited prior knowledge. In reviewing our data over the past five years, we are aware that our African American and our free/reduced lunch subgroup populations typically score lower than our other populations. However, they

score higher than their counterparts in the rest of the district and the state. These subgroups struggled in grade 4 in 2012 and 2013 only in math.

In the area of ELA, 2013 was the first year that our subgroups of African American and free/reduced lunch populations scored greater than 10% lower than our other subgroups. Our fourth grade subgroups struggled in 2009 and 2010, but have managed to stay below or at 10% for the years 2011, 2012, and 2013. The African American and free/reduced lunch students in grades five and six continue to fluctuate in their scores.

Students who have been identified as needing help are given remediation before school in the iStation and Study Island labs, work in small groups, and receive additional assistance before and after school. To address our concern for the lower scoring students, professional development has been provided and teachers have made analyzing test data using MAP, PASS, and benchmark scores a priority to address areas of concern.

Although we have closed the achievement gap significantly in most areas, this initiative continues to be a school-wide emphasis that is addressed through professional development and program design.

2. Using Assessment Results:

Effective schools analyze data to ensure ongoing growth in student achievement. At Royall, instruction is driven by data gathered from multiple sources. Our teachers are experienced in data analysis and work collaboratively with our leadership team to interpret the data and to plan effective instruction. While initial analysis is done at the beginning of the school year, it is an on-going process using both formative and summative assessment data to make instructional decisions. Data is analyzed from the PASS, MAP (spring and fall), and Reading Renaissance diagnostic reports. Throughout the school year, teachers use data collected from sources such as Dominie, ELA and math district benchmark tests, Reading Renaissance reports, Compass, iStation, Study Island, teacher designed tests, oral presentations, project based learning activities, math book tests, and performance assessments utilizing technology.

Royall teachers meet as a grade level during their common planning time to discuss and plan strategically for their students. Reading Renaissance reports are reviewed weekly and interventions are implemented as needed. Data notebooks serve as an ongoing resource for our teachers who use them to make informed decisions regarding needed interventions. Our heterogeneously grouped classrooms use small group instruction, cooperative/collaborative learning lessons, an individualized reading program, and differentiation of instruction to meet the needs of all students. Students not meeting grade level expectations following benchmark tests in reading or math are given extra help by their teacher or support personnel such as our LD Resource teachers using the inclusion model. Small groups of students are formed based on MAP test results to provide additional help before school using the Study Island and iStation programs. Daily reports from these programs are used to show student growth. These programs also provide our students with immediate feedback using familiar terminology (Not Met, Met, and Exemplary) enabling them to monitor their own progress.

We know how important it is to keep our parents informed if we expect to maintain our essential partnership with them. Teachers meet face-to-face with every parent during the first two weeks of school. This sets the tone for positive communication and encourages parents to play an integral part in their child's education. During parent orientation, teachers meet with parents to explain grade level expectations, procedures, and answer questions. Spring PASS scores are sent home to parents in the fall along with explanations about their child's areas of strength and weakness. All other assessment data is sent home to parents immediately following test administration. Further communication with parents is handled by individual conferences in person or by phone, emails, weekly newsletters, homework folders/agendas, and Friday Folders. Royall parents can access their child's grades electronically through "PowerSchool Parent" for all concept areas. "Home Connect" sends parents emails when their child takes a Reading Renaissance test to keep them well informed about their child's performance.

Assessment results drive the instructional decisions at Royall and are instrumental in our students' academic achievement.

3. Sharing Lessons Learned:

To establish a culture of collaborative inquiry and professional growth, it is imperative that we share best practices and techniques which work to enhance learning. Sharing with our own teachers, those in our district, and surrounding communities enables us to strengthen our ties with other educators and become better teachers. Royall teachers have presented at district wide in-service sessions in the areas of math, ELA, and writing. Our teachers helped write the Curriculum Alignment Documents which drive instruction in our district. Some of our teachers have trained others in our school and district in the use of PowerSchool for keeping attendance records and grades. Several of our teachers conduct Reading Renaissance training for teachers new to the district prior to the opening of each school year. Teachers from other schools in the district have visited our classrooms to learn management techniques, kindergarten curriculum, and how best to effectively implement Reading Renaissance into the reading curriculum. Our principal is an active participant in sharing sessions which are a part of our district's monthly principals' meetings.

Royall has provided an introduction to teaching for many high school teacher cadets, interns and student teachers from local colleges and universities. By sharing our organizational and instructional strategies with these promising students, we help them to understand how it takes a whole school community to educate its children. Nurses in our area have shadowed our school nurse as she cares for our children. By investing in colleagues and participating in partnerships in the community, we believe we are strengthening our school and presenting a positive image of Royall.

Royall strives to ensure that parents fully understand and embrace the programs we use at our school. For that reason, parent training is offered to familiarize them with PowerSchool Parent, Meals Plus, and Home Connect. MyOn Reader, iStation, and Study Island workshops are provided to enable parents to better understand programs available at school that can also be used at home. These workshops are presented by Royall teachers who have become experts and are always willing to share what they have learned with others. Child care is offered to facilitate parental participation.

4. Engaging Families and Community:

Our "Royall Family" is committed to insuring that everyone involved in the teaching/learning process recognizes his/her role and is an active and informed advocate for our school. With this in mind, communication with our stakeholders is a key component of our school's focus. Students have a voice through class/school surveys. Parents are involved in decision making through participation in our School Improvement Council, APT meetings, and ongoing parenting programs. Parents have input into school programs and policies through individual conferences, Friday Folder communication response forms, student agendas, surveys sent with each report card, the school webpage, individual teacher web pages, Royall's Facebook page, and email links through our school and district website. Primary grade teachers begin communicating with parents prior to the opening of school by having a social gathering so students and parents can meet teachers before the first day of school. Many teachers send postcards to welcome students to their class. In addition to APT gatherings, Royall hosts Family Reading Night and monthly Family Fun Nights at local establishments to encourage informal staff/student/parent interactions. Our staff often serves as waitresses and waiters for these events.

Our principal, curriculum coordinator, and guidance counselor coordinate many opportunities for involvement in our school. Doughnuts for Dads, Muffins for Moms, and Greetings for Grandparents are opportunities for students to enjoy breakfast with family members while listening to our chorus perform. Our website and our Facebook page offer the opportunity for businesses and other community members to be aware of and involved in what is happening at our school. A monthly calendar provided by our technology specialist provides activities for students and parents to complete together.

A wide range of service learning projects engages Royall students in opportunities to enhance their empathy

for others and to exercise their civic responsibility. Activities such as Jump Rope for Heart, Treats for Troops, Lend a Paw, Think Pink (Susan G. Komen), Operation Christmas Child, food drives, and a recent shoe drive for a mission trip to Honduras help our students and their families understand their ability to make a difference in the lives of others.

At Royall, the exchange of information, talents and resources with our families and with the community is a significant factor in our school's overall success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Royall provides a rigorous and innovative curriculum based on the Common Core State Standards (CCSS). The application of these standards, along with our district's curriculum and pacing guides, allows our teachers to plan standards-based lessons using direct instruction, inquiry based learning, cooperative learning and technology. Instruction is tailored to meet students' individual needs and utilizes our knowledge of learning styles, best practices, research based projects and collaboration.

Integrating technology across the content areas has proven to be an effective method of instruction for engaging students and providing opportunities for differentiation. SMART Boards, iPads, iPods, document cameras, and the assistance of our technology integration specialist have helped our students benefit from the power of technology in every academic area. Each student is required to complete and present a research project utilizing multi-media. In addition, students also have access to Compass Odyssey, Math in a Flash, BrainPOP, Think Central, MyOn Reading, and Study Island. Having SMART Boards in every classroom provides opportunities for our teachers to supplement their instruction through streaming videos, engaging computer programs and interactive lessons that encourage student involvement.

With academic rigor as our focus, teachers are required to utilize a “Depth of Knowledge” model to ensure that students’ mastery of instruction in all academic areas reaches the levels of extended and strategic thinking. In the area of reading, our emphasis is on providing a balanced literacy model which addresses CCSS. We believe the most important factor in our students’ well-documented reading success is a result of our steadfast commitment to the principles of the Reading Renaissance program.

In the area of math, a spiral approach is utilized which focuses on CCSS and is designed to encourage our students to think analytically. Students are required to “show what they know” and to be able to explain the process they use to solve ever more challenging problems. To insure that students understand the concepts they are being taught, teachers incorporate the use of manipulatives and models to move from the concrete to real-world application.

Royall’s emphasis in the area of science is on the South Carolina State Standards and the scientific process. Students are instructed using interdisciplinary units and FOSS kits which require them to observe, collect data, predict, infer, draw conclusions and form hypotheses. Data notebooks are used by students to record observations and summarize findings.

The social studies curriculum focuses on history, government, geography, economics and citizenship. Streaming videos, field trips to historical sites, research projects and the use of Studies Weekly supplement our social studies program. An integrated approach is used to insure that students make real-world connections that help them develop a better understanding of and appreciation for the world in which they live.

The Related Arts program at Royall includes art, music, physical education, focus, computer lab and writing lab. Instruction in art and music is based on South Carolina’s Frameworks for the Arts and is integrated with classroom instruction when appropriate. Students are provided opportunities throughout the school year to demonstrate their talents by performing at school and in our community. Our physical education program focuses on wellness and making healthy choices. Students at Royall spend time walking every day, and lessons on nutrition are included throughout our curriculum.

Royall’s media center, which offers flexible scheduling, is a hub of activity and enjoyment for all of our students. Our media specialist is integrally involved in grade level planning, securing resources, monitoring implementation of Reading Renaissance and serving as a key member of our leadership team. Royall’s media center is truly the heart of our school.

At Royall, writing is tied to all content areas. Our emphasis on developing good writers is initiated by the classroom teacher and enhanced through the formal lessons presented in the writing lab. Our writing lab provides our students with a systematic approach to the skills involved in composition while encouraging students to demonstrate their creativity.

The curriculum at Royall is designed to address all subject areas with one goal in mind - students should be involved in their own learning, engaged in meaningful and challenging activities and developing a thirst for knowledge that will help them become lifetime learners.

2. Reading/English:

At Royall, we believe that it is our responsibility not only to teach our students to read but to instill in them a love of reading. We take this responsibility seriously and it is the driving force of our instructional efforts in this area.

A major component of our reading program and the key to our students' success in reading is our unwavering commitment to the Reading Renaissance program. At the beginning of each school year, students are administered a diagnostic test that teachers use to set independent reading levels and reading goals. Uninterrupted instructional time is set aside for students to read under the careful supervision and monitoring of their classroom teacher. Goals are set for each student and weekly diagnostic reports are monitored by the media specialist, the principal and the classroom teacher. Students who are not on target to achieve their goals are provided with intervention strategies to aid in fluency and comprehension. To continue our emphasis on the importance of reading, each student at Royall is required to read for a specified amount of time each evening as a part of his/her homework.

Also, central to our reading program are our high expectations for our students. Our kindergarten students have "book basket" time daily and write in their journals to share what they have learned. In addition, kindergarteners are required to master their high frequency words. First graders are expected to be reading independently by mid-year and interventions are put in place if they are experiencing difficulty. All Royall second graders are expected to read chapter books successfully. To insure that Royall students are exposed to informational text, every student is expected to read at least four non-fiction books during each grading period. Because the Reading Renaissance program allows students to read books on their level, students who are reading above level are provided with more challenging books. Students reading below level are provided with small group and individual intervention.

In addition to our use of Reading Renaissance, basal readers, novel units, and leveled readers help to provide a multi-faceted approach insuring that core reading/English skills are mastered. Teachers use assessment data to differentiate instruction and to provide a balanced literacy approach employing a variety of resources and instructional approaches.

The goal of Royall's reading program is to foster in our students a desire to read for both knowledge and enjoyment.

3. Mathematics:

It is our belief that children should be given the opportunity to solve math problems and communicate how they arrived at the solution. To accomplish this, foundational skills must be taught at an early age. Students begin with concrete activities and move to more abstract concepts. Through the use of real world problems and situations, students are taught to think critically to find solutions.

The math program at Royall is based on the CCSS. The adopted basal, the curriculum alignment document, SMART Board lessons, Compass and Study Island address these standards through a variety of approaches. Computer games, iPad/iPod activities, and board games are utilized to allow students to practice skills. Spiral reviews are also built into the curriculum to provide students with opportunities to practice previously

taught material. Royall students are required to master their basic facts in all operations and they are given timed tests to verify that they are “Math Wizards”.

With the transition to CCSS, our emphasis has appropriately shifted from helping our students get the correct answer to making them aware of the processes used to arrive at a solution to a problem. Royall students are now expected to reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, and use models and other tools strategically. They are also becoming aware that there are different ways to solve the same problem. Articulating the strategy that they used in writing or through oral presentations has helped Royall students learn from one another. As a result, they are able to better organize their thinking and communicate mathematically.

To supplement our math instruction, students experiencing difficulties participate in our morning math remediation program and targeted small group instruction. Other opportunities for our students who need additional support include the use of Flash Masters, Study Island, and Compass. Our students who can benefit from more challenging assignments are invited to participate in our Math Superstars program.

We are pleased with our students’ growth in the area of mathematics and particularly in their ability to think like mathematicians.

4. Additional Curriculum Area:

Visual and Performing Arts

Every student at Royall is an enthusiastic participant in our visual and performing arts program. Although we have designated art and music/drama teachers, all teachers at Royall embrace the significance of the arts in creating well-rounded students. From the first days of kindergarten until the final days of sixth grade, our students are artists and performers. Their artwork is displayed throughout the building and their talents are shared with parents and the community. Thematic units always incorporate art projects and music.

Royall students are formally taught about famous artists, different media and techniques, and historical periods of art. Students are expected to apply their knowledge by creating their own artwork. Each spring, our Artscapades celebration is held. Every child at Royall has samples of their artistic talent on display at this popular event. Our students love finding their work and sharing it with their parents. Our art teacher serves as a valuable resource for all teachers and is always anxious to suggest appropriate art activities that correlate with classroom units of study.

Music and drama are also enjoyed by Royall students. Our music teacher teaches vocal and instrumental music to all students. Composers and their musical contributions, as well as various styles of music (gospel, secular, folk, etc.), are an important part of the music curriculum. Students in all grades learn to move to musical rhythms and to act out songs as they sing.

More formal drama instruction is provided as a part of our spring musical productions. For these much anticipated productions, our students audition for roles and rehearse the songs and choreography for months. Full costumes, makeup, lighting, sound and sets turn our auditorium into an entertainment wonderland. On the nights of our standing room only performances, our “actors” beam with pride and our audience always salutes them with a standing ovation.

Other opportunities for our students to enjoy the performing arts include guitar instruction (grade 6), our chimes choir (grades 4-6), band and strings (grade 6) and our Royall Young Singer chorus (grades 4-6).

We are extremely proud of the visual and performing arts program at Royall. We are even more proud of our students whose special talents are shared and whose appreciation of the talents of others is fostered.

5. Instructional Methods:

Various methods are used at Royall to provide instruction tailored to meet the needs of our diverse student population. Students' strengths and weaknesses are determined using data from MAP and PASS tests, benchmark assessments, and formal and informal teacher designed assessment tools. While teacher-directed instruction is central to our academic focus, interdisciplinary learning, project based learning, collaborative/cooperative learning and inquiry based learning are also key components of our instructional delivery system. Data is used to design instruction to address small groups or individual needs and to provide for both enrichment and remediation as needed. Rather than designing our curriculum to meet the needs of most students, Royall's instructional approach is to challenge every child!

The power of technology to engage learners and enhance instruction has been embraced by our school. Direct instruction is supplemented through the use of interactive SMART Boards, iPads/iPods, and flip cameras, as well as through programs including Study Island, BrainPOP and Compass. Our computer lab and our technology integration lab are instrumental in our efforts to ensure that students are provided with access to the technology they need to solve the problems they face. Students are also allowed to bring their own devices with parental permission.

Activities for collaboration and cooperative learning are planned to provide students with opportunities to discover information through exploration and research while recognizing the contributions of others to a well-designed project.

At Royall, we believe that early intervention is critical in identifying and correcting students' academic challenges. We are proactive in addressing our kindergarten and first grade students who do not demonstrate readiness skills needed for success. This early intervention allows us to address learning problems before they result in cumulative deficits. Although our Reading Recovery program focuses on first grade students, kindergarten and second grade children are targeted for small group instruction based on the proven success of Reading Recovery techniques.

Our growing population of ESOL students is served by our ESOL teacher who is instrumental in securing resources for classroom teachers and communicating school goals to parents.

Our 122 academically gifted and talented students are served through the district's REACH program. Students who do not qualify for this program are provided with enrichment opportunities at Royall.

To increase student achievement, we believe that it is our role to deliver an educational program that has been carefully designed to meet the needs of every Royall student.

6. Professional Development:

Royall's professional development plan is a collaborative effort and is designed to provide our staff with ongoing opportunities for growth. Every staff member is expected to be a learner and new trends in technology and best practices are strategically taught and modeled to ensure they positively impact student achievement. The leadership team shares pertinent research and seeks input from each staff member in the design of our annual staff development plan. Self-assessments are completed and identified needs are targeted. Staff members set individual professional development goals as a part of their Goals Based Evaluation Plans. These goals, along with school-wide goals, are addressed through a variety of efforts. Along with staff development offered through our district, our school capitalizes on our daily shared planning time for each grade level, our weekly grade level and leadership team meetings, book studies, and targeted training for our entire staff to insure that our professional development needs are addressed. Our principal is actively involved in all professional development activities by either conducting the training or by being an active participant in it. Our teachers are encouraged to attend professional conferences and to visit high performing schools to learn from the success of others.

Several areas that have received recent emphasis include teaching children of poverty, project based/collaborative learning, flipping classroom instruction and expanding our emergency response system.

The school leadership team has also encouraged all teachers to take graduate level classes on the use of iPads/iPods to enhance classroom instruction. Additionally, online training programs that address content areas or enhance our use of technology are provided by the media specialist, curriculum coordinator and technology integration specialist.

Integral to our professional development program is our effort to promote team building activities that foster a collaborative spirit of sharing and learning from one another. Each school year at Royall begins with an entire day devoted to having our staff work together and have fun. In full costumes and elaborately decorated locations, our staff has enjoyed “Royall Movie Night”, “Back to the Beach”, and “Royall Goes to Camp!” These annual kick-offs help set a positive tone for our entire school year.

At Royall, we recognize the ongoing need to enhance our knowledge and skills in order to meet the needs of our students. Our comprehensive professional development program is designed solely with this purpose in mind.

7. School Leadership

The leadership philosophy of Royall is based on the belief that a shared commitment to excellence is the key to success and is expected of all staff members and students. Every employee at our school is viewed as a leader. Our principal believes in her staff and trusts them to play a key role in the decisions that impact Royall. She seeks advice and listens willingly to the opinions and ideas of others. Her ability to communicate with confidence and her reputation for being fair to all have helped earn our school’s reputation for being a place where children and parents are treated with respect. Our principal models an unwavering commitment to do whatever it takes to make Royall the best that it can be. This commitment inspires all Royall employees to do the same.

The leadership team at Royall changes as our needs change. Our curriculum coordinator is always a vital member of this team. She is viewed by the staff as being willing to champion new initiatives and to provide needed support to classroom teachers in a non-threatening manner. Our media specialist, technology integration specialist, behavioral health counselor, and guidance counselor, along with our incomparable school secretary, are all key members of our leadership team. They are actively involved in every decision that affects the operation of our school.

To ensure that everyone’s opinions and ideas are valued, the Royall Improvement Committee is comprised of a representative from each grade level along with members from the custodial and cafeteria staff. A suggestion box in our lounge allows any staff member to submit questions or good ideas anonymously to this group which meets monthly to examine existing procedures and make needed improvements.

Our principal stresses the need for accountability by carefully monitoring weekly diagnostic reports, MAP scores, report cards, benchmark tests, writing samples and grade level and school goals. In addition, she recognizes every child’s birthday and lost tooth. Students who come to her office for “happy visits” are rewarded with “My Principal Loves Me” stickers which they wear proudly.

Royall’s leadership team exemplifies our school’s motto: “A Proud Past...A Bright Future!” That bright future includes a new facility in a new location. As we look forward to beginning the 2015-16 year in that new building, with the same staff and leadership, we are confident that Royall will continue to be a beacon of educational excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: PASS

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met or % Exemplary	89	92	89	82	88
% Exemplary	67	58	62	46	43
Number of students tested	87	91	98	85	88
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	5	3	1	1	6
% of students tested with alternative assessment	5	3	1	1	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met or % Exemplary	73	87	80	71	77
% Exemplary	47	44	37	30	31
Number of students tested	30	45	46	44	39
2. Students receiving Special Education					
% Met or % Exemplary	90	86	73		79
% Exemplary	40	50	20		36
Number of students tested	10	14	15	5	14
3. English Language Learner Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	8	8	4	2	9
4. Hispanic or Latino Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	5	5	2	0	3
5. African- American Students					
% Met or % Exemplary	67	87	77	68	70
% Exemplary	22	36	38	10	26
Number of students tested	18	31	34	31	27
6. Asian Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	2	3	1	1	5
7. American Indian or					

Alaska Native Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
9. White Students					
% Met or % Exemplary	98	98	95	90	96
% Exemplary	80	78	75	67	52
Number of students tested	60	51	61	52	52
10. Two or More Races identified Students					
% Met or % Exemplary					
% Exemplary					
Number of students tested	2	1	0	0	0
11. Other 1: Other 1					
% Met or % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met or % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met or % Exemplary					
% Exemplary					
Number of students tested					

NOTES: Royall Elementary has two TMD (Trainable Mentally Disabled) classes. Those students are required by the state of South Carolina to take the SC Alt which is an alternative assessment. Therefore, we have more than 2% being tested with an alternative test in some years.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: PASS

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	94	92	93	96	94
% Exemplary	56	56	55	58	50
Number of students tested	94	97	87	92	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	2	1	3	6
% of students tested with alternative assessment	4	2	1	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	90	85	88	92	93
% Exemplary	39	30	44	41	39
Number of students tested	49	40	41	39	41
2. Students receiving Special Education					
% Met plus % Exemplary	79	75		100	79
% Exemplary	29	17		46	21
Number of students tested	14	12	8	11	14
3. English Language Learner Students					
% Met plus % Exemplary				90	
% Exemplary				30	
Number of students tested	7	4	3	10	6
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	5	2	1	3	4
5. African- American Students					
% Met plus % Exemplary	88	77	89	90	86
% Exemplary	24	26	25	33	37
Number of students tested	33	31	28	30	35
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	1	2	5	3
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	5	0
9. White Students					
% Met plus % Exemplary	98	98	95	98	98
% Exemplary	79	70	69	74	55
Number of students tested	53	63	55	53	60
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	0	1	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: Royall Elementary has two TMD (Trainable Mentally Disabled) classes. Those students are required by the state of South Carolina to take the SC Alt which is an alternative assessment. Therefore, we have more than 2% being tested with an alternative test in some years.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: South Carolina State Department of Education

Test: PASS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	97	94	97	88	89
% Exemplary	60	47	74	46	50
Number of students tested	97	81	95	113	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	2	3	6
% of students tested with alternative assessment	1	0	2	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	96	90	94	83	85
% Exemplary	52	34	58	40	28
Number of students tested	44	41	48	53	40
2. Students receiving Special Education					
% Met plus % Exemplary				50	64
% Exemplary				19	27
Number of students tested	8	7	9	16	11
3. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	9	3	9	4	7
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	0	3	4	3
5. African- American Students					
% Met plus % Exemplary	96	90	89	77	78
% Exemplary	39	23	46	34	19
Number of students tested	28	31	28	44	27
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	3	6	2	7
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	1	0	0	0
9. White Students					
% Met plus % Exemplary	98	98	100	94	93
% Exemplary	67	64	86	53	59
Number of students tested	61	45	55	62	61
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	1	3	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: Royall Elementary has two TMD (Trainable Mentally Disabled) classes. Those students are required by the state of South Carolina to take the SC Alt which is an alternative assessment. Therefore, we have more than 2% being tested with an alternative test in some years.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: South Carolina State Department of Education

Test: PASS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	86	92	80	84	80
% Exemplary	43	69	34	37	35
Number of students tested	79	100	112	111	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	4	4	3	6
% of students tested with alternative assessment	1	4	4	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	81	88	69	75	74
% Exemplary	35	59	24	20	20
Number of students tested	37	49	51	51	35
2. Students receiving Special Education					
% Met plus % Exemplary			50	55	
% Exemplary			10	18	
Number of students tested	7	8	10	11	9
3. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	7	4	5	4
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	3	3	4
5. African- American Students					
% Met plus % Exemplary	68	83	59	62	70
% Exemplary	19	49	15	11	11
Number of students tested	31	35	39	37	27
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	5	4	7	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
9. White Students					
% Met plus % Exemplary	98	96	91	94	85
% Exemplary	57	80	42	46	48
Number of students tested	44	56	65	63	46
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	1	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: PASS

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	95	96	93	97	93
% Exemplary	79	71	74	68	61
Number of students tested	87	90	98	85	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	1	1	6
% of students tested with alternative assessment	5	3	1	1	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	90	96	89	93	92
% Exemplary	70	62	54	57	51
Number of students tested	30	45	46	44	39
2. Students receiving Special Education					
% Met plus % Exemplary	90	79	87		79
% Exemplary	30	36	47		36
Number of students tested	10	14	15	5	14
3. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	8	7	4	2	9
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	5	5	2	0	3
5. African- American Students					
% Met plus % Exemplary	78	97	85	94	96
% Exemplary	44	65	50	48	44
Number of students tested	18	31	34	31	27
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	2	1	1	5
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
9. White Students					
% Met plus % Exemplary	100	94	97	98	94
% Exemplary	88	77	87	81	71
Number of students tested	60	51	61	52	52
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	1	0	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: PASS

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	92	97	93	90	92
% Exemplary	45	56	49	44	49
Number of students tested	94	97	87	92	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	2	1	3	6
% of students tested with alternative assessment	4	2	1	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	88	95	93	82	85
% Exemplary	27	30	32	21	34
Number of students tested	49	40	41	39	41
2. Students receiving Special Education					
% Met plus % Exemplary	57	92		91	64
% Exemplary	14	25		9	0
Number of students tested	14	12	8	11	14
3. English Language Learner Students					
% Met plus % Exemplary				90	
% Exemplary				10	
Number of students tested	7	4	3	10	6
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	5	2	1	3	4
5. African- American Students					
% Met plus % Exemplary	82	94	93	80	86
% Exemplary	27	19	25	13	31
Number of students tested	33	31	28	30	35
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	1	2	5	3
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
9. White Students					
% Met plus % Exemplary	98	98	93	96	97
% Exemplary	59	73	62	62	60
Number of students tested	53	63	55	53	60
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	0	1	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: PASS

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: South Carolina State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	96	89	91	89	97
% Exemplary	70	57	46	51	56
Number of students tested	97	81	95	113	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	2	3	6
% of students tested with alternative assessment	1	0	2	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	93	83	85	83	95
% Exemplary	55	39	33	43	38
Number of students tested	44	41	48	53	40
2. Students receiving Special Education					
% Met plus % Exemplary				63	91
% Exemplary				6	46
Number of students tested	8	7	9	16	11
3. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	9	3	9	4	7
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	4	0	3	4	3
5. African- American Students					
% Met plus % Exemplary	89	81	79	77	96
% Exemplary	43	26	18	36	37
Number of students tested	28	31	28	44	27
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	3	6	2	7
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	1	0	0	0
9. White Students					
% Met plus % Exemplary	98	96	96	95	100
% Exemplary	84	80	58	60	66
Number of students tested	61	45	55	62	61
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	1	3	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: Royall Elementary has two TMD (Trainable Mentally Disabled) classes. Those students are required by the state of South Carolina to take the SC Alt which is an alternative assessment. Therefore, we have more than 2% being tested with an alternative test in some years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: PASS

All Students Tested/Grade: 6

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School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Met plus % Exemplary	91	92	87	91	96
% Exemplary	62	53	54	54	54
Number of students tested	79	100	112	111	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	4	4	3	6
% of students tested with alternative assessment	1	4	4	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met plus % Exemplary	81	88	82	84	97
% Exemplary	54	33	39	37	40
Number of students tested	37	49	51	51	35
2. Students receiving Special Education					
% Met plus % Exemplary			50	91	
% Exemplary			20	36	
Number of students tested	7	8	10	11	9
3. English Language Learner Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	3	7	4	5	4
4. Hispanic or Latino Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	3	3	4
5. African- American Students					
% Met plus % Exemplary	77	83	80	78	100
% Exemplary	36	20	28	27	41
Number of students tested	31	35	39	37	27
6. Asian Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	2	5	4	7	0
7. American Indian or Alaska Native Students					
% Met plus % Exemplary					
% Exemplary					

Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	0	0	0	0	0
9. White Students					
% Met plus % Exemplary	100	98	89	98	96
% Exemplary	77	73	66	70	63
Number of students tested	44	56	65	63	46
10. Two or More Races identified Students					
% Met plus % Exemplary					
% Exemplary					
Number of students tested	1	2	1	0	0
11. Other 1: Other 1					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Met plus % Exemplary					
% Exemplary					
Number of students tested					

NOTES: Royall Elementary has two TMD (Trainable Mentally Disabled) classes. Those students are required by the state of South Carolina to take the SC Alt which is an alternative assessment. Therefore, we have more than 2% being tested with an alternative test in some years.