



## Legacy Charter School

900 Woodside Ave.  
Greenville, SC 29611

<b>Grades</b>	K-11 Elementary School	
<b>Enrollment</b>	780 Students	
<b>Principal</b>	Virginia Burrows - Elem.,	864-248-0646
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Below Average</b>	<b>Below Average</b>
2012	Below Average	Average
2011	Below Average	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	Average

## 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**

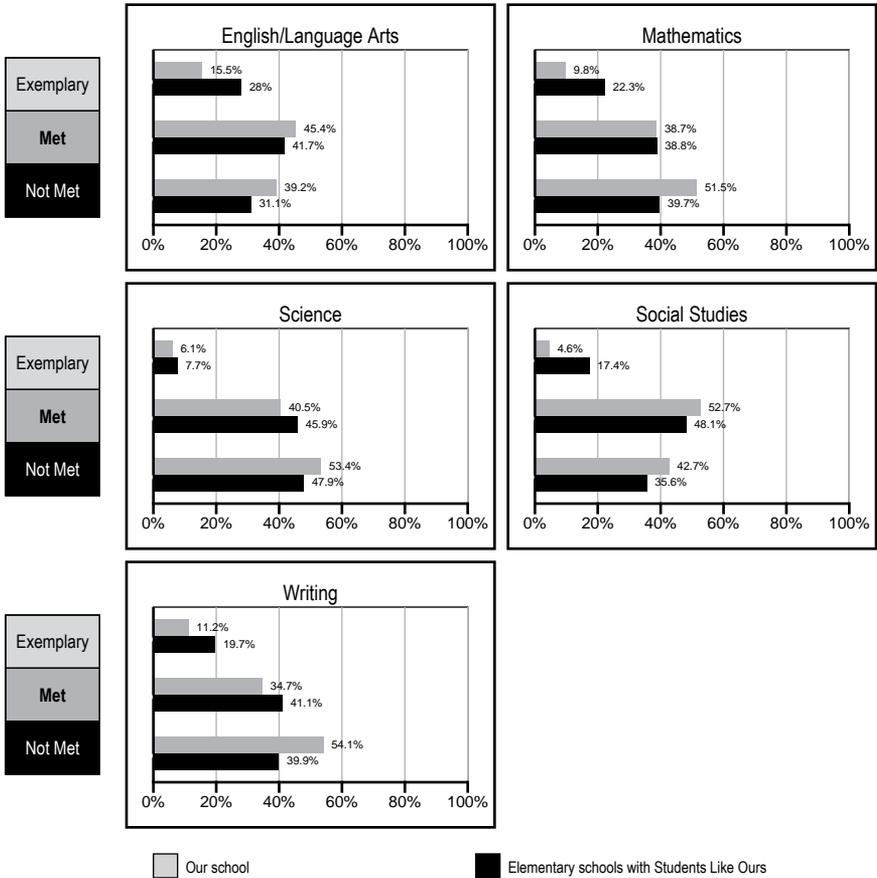
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	12	94	45	15

\* 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

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## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=780)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.3%	1.1%	0.9%
Attendance rate	96.6%	Down from 97.0%	95.9%	96.3%
Served by gifted and talented program	1.2%	N/A	2.7%	7.2%
With disabilities	13.6%	N/A	13.4%	12.4%
Older than usual for grade	6.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.1%	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	36.4%	Down from 42.3%	60.3%	62.5%
Continuing contract teachers	36.4%	Up from 19.2%	76.2%	83.3%
Teachers returning from previous year	36.8%	Down from 50.3%	84.8%	88.3%
Teacher attendance rate	96.1%	Up from 95.9%	94.9%	95.0%
Average teacher salary*	\$41,568	Up 9.3%	\$46,183	\$48,193
Professional development days/teacher	15.2 days	Up from 14.5 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.0 to 1	18.0 to 1	20.1 to 1
Prime instructional time	92.5%	No Change	89.6%	90.0%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,488	Up 89.0%	\$8,291	\$7,364
Percent of expenditures for instruction**	60.0%	Up from 53.0%	67.0%	68.0%
Percent of expenditures for teacher salaries**	47.0%	Up from 46.9%	64.0%	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

2012-2013 was a year of phenomenal growth for the Early College High School where our daily goal is to prepare every student to be college, career and life ready. Enrollment increased by 80% between August and January as we served grades 9-11. Once again, as part of our dual-credit agreement with Greenville Technical College, upper grades students were encouraged and prepared to take tuition free-college courses and 13 students took college level courses with a 94% success rate. Students worked hard to achieve gains on End Of Course exams in Algebra, English, Biology and US History. New character education programs like the Lion Ambassadors and Lions of the Month Program enabled students to exercise executive skills consistent with our college bound mission. Students excelled in athletics, especially our Boys' Varsity Basketball Program, completing a 40+ game season with over 25 victories across the Carolinas and Georgia. Professional development for teaching and learning also reached new levels as our leadership teams participated in national conferences including the Middle College National Conference in Southern California and the TAP National Conference in Washington DC. Finally, we were able to finish the year with an exciting experiential learning trip to Washington DC, where students had a unique opportunity to discuss their futures with US Senator Tim Scott. The Early College High School continues to put student achievement at the forefront of every decision as we provide customized learning programs for our students that will enable them to reach their fullest potential. Ed Roman, High School Principal

Legacy Charter Middle School has also seen exceptional growth this year. Enrollment increased throughout the year and our students achieved much success. We had over 40 students take high school courses and receive credit. We had 100% passage rate on the English 1 EOC and 90% on the Algebra 1 EOC. The use of our Project Class discipline model improved our culture and overall school climate. The addition of the Teacher Advancement Program (TAP) created a sense of community and professionalism amongst our faculty and staff. Our students went on numerous in state and out of state field trips and learned exciting things outside of the normal classroom. Our goal is to prepare students for high school and college and we are doing that every day. Our school is growing and improving each day because of the hard work and dedication of many. Frank Powell, Middle School Principal

Legacy Charter Elementary School continued to blossom this year as well. Our students stepped up to take ownership of their school and their education. Elementary students could be seen daily working in: Percussion or String Ensembles, Honors Choir, Safety Patrol, Post Office, School Store, Student Council, FitKids Club, and much more! Students worked hard in order to earn their Gold Honor Polos every nine weeks for having straight A's and thus acknowledging their dedication to remain College Bound. Students in all grade levels had the opportunities for multiple Field Experiences to extend daily lessons. PASS Preparation Academy on Saturdays, Summer School Programs, and Monthly Field Trip Experiences guided our students to make those personal connections to lessons learned in the classrooms. Our children are learning every day! Our pledge to our parents and our community is to provide a positive learning environment that allows ALL children to achieve and reach their greatest college-bound potential. Virginia Burrows, Elementary School Principal  
Fred Crawford, Executive Director and William Brown, Board Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	76	37
Percent satisfied with learning environment	82.4%	81.6%	86.4%
Percent satisfied with social and physical environment	86.6%	82.7%	87.5%
Percent satisfied with school-home relations	50%	82.7%	84.6%

\* 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.

<b>Overall Weighted Points Total</b>	<b>42.4</b>
<b>Overall Grade Conversion</b>	<b>F</b>

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

Legacy Charter 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.1%	0.0%	No
Student attendance rate	96.6%	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
<b>Grades 3-5</b>						
All Students	631.3	614.9	594.3	608.2	100.0	100.0
Male	622.2	611.8	587.8	607.4	100.0	100.0
Female	642.1	618.7	602.1	609.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	626.6	609.5	589.8	603.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	638.6	624.8	601.0	618.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	609.1	595.2	579.6	602.2	100.0	100.0
Limited English Proficient	638.9	626.3	600.2	621.1	100.0	100.0
Subsidized meals	632.1	615.3	594.2	609.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	60	100	31.5	46.3	22.2	68.5
	4	65	100	45.8	39	15.3	54.2
	5	46	100	35.6	51.1	13.3	64.4
	6	55	100	57.1	28.6	14.3	42.9
	7	70	100	44.6	32.3	23.1	55.4
	8	57	100	51.9	38.9	9.3	48.1
<b>2013</b>	3	80	100	40.8	38	21.1	59.2
	4	76	100	39.7	50	10.3	60.3
	5	62	100	36.4	49.1	14.5	63.6
	6	68	100	45.8	42.4	11.9	54.2
	7	67	100	45.6	33.3	21.1	54.4
	8	71	100	45.3	37.7	17	54.7
<b>Mathematics</b>							
<b>2012</b>	3	60	100	63	24.1	13	37
	4	65	100	42.4	42.4	15.3	57.6
	5	46	100	40	48.9	11.1	60
	6	55	100	51	36.7	12.2	49
	7	70	100	53.8	38.5	7.7	46.2
	8	57	100	68.5	29.6	1.9	31.5
<b>2013</b>	3	80	100	60.6	26.8	12.7	39.4
	4	76	100	47.1	48.5	4.4	52.9
	5	62	100	45.5	41.8	12.7	54.5
	6	68	100	69.5	27.1	3.4	30.5
	7	67	100	56.1	36.8	7	43.9
	8	71	100	49.1	39.6	11.3	50.9
<b>Science</b>							
<b>2012</b>	3	30	100	74.1	22.2	3.7	25.9
	4	65	100	47.5	50.8	1.7	52.5
	5	22	100	47.6	47.6	4.8	52.4
	6	28	100	N/AV	N/AV	N/AV	33.3
	7	70	100	46.2	38.5	15.4	53.8
	8	27	100	N/AV	N/AV	N/AV	61.5
<b>2013</b>	3	40	100	63.9	25	11.1	36.1
	4	76	100	50	45.6	4.4	50
	5	30	100	48.1	48.1	3.7	51.9
	6	33	100	N/AV	N/AV	N/AV	25.8
	7	67	100	40.4	50.9	8.8	59.6
	8	35	100	33.3	63	3.7	66.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	30	100	40.7	48.1	11.1	59.3
	4	65	100	27.1	69.5	3.4	72.9
	5	24	100	45.8	33.3	20.8	54.2
	6	27	100	N/AV	N/AV	N/AV	56
	7	70	100	58.5	30.8	10.8	41.5
	8	30	96.7	60.7	32.1	7.1	39.3
<b>2013</b>	3	40	100	51.4	45.7	2.9	48.6
	4	76	100	26.5	69.1	4.4	73.5
	5	32	100	71.4	21.4	7.1	28.6
	6	35	100	53.6	42.9	3.6	46.4
	7	67	100	63.2	31.6	5.3	36.8
	8	36	100	42.3	42.3	15.4	57.7
<b>Writing</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	47	100	44.7	46.8	8.5	55.3
	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	58	100	41.8	49.1	9.1	58.2
<b>2013</b>	3	80	100	63.4	19.7	16.9	36.6
	4	78	100	42.9	47.1	10	57.1
	5	61	100	56.4	38.2	5.5	43.6
	6	71	100	47.5	44.3	8.2	52.5
	7	70	100	30.5	50.8	18.6	69.5
	8	72	100	30.2	56.6	13.2	69.8

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