

Royal Live Oaks Academy of the Arts & Sciences Charter School

1398 Church Road, P.O. Box 528
Hardeeville, SC 29927

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-9 Middle School | |
| Enrollment | 480 Students | |
| Principal | Karen M. Wicks, Ph.D. | 843-784-2630 |
| Superintendent | Wayne Brazell, Ph. D. | 803-734-8322 |
| Board Chair | Don McLaurin | 803-603-1441 |

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|---------------|
| 2014 | Below Average | Good |
| 2013 | Below Average | Good |
| 2012 | N/A | N/A |
| 2011 | N/A | N/A |
| 2010 | N/A | N/A |

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 SC PASS Records Matched for Purpose of Computing Growth Rating

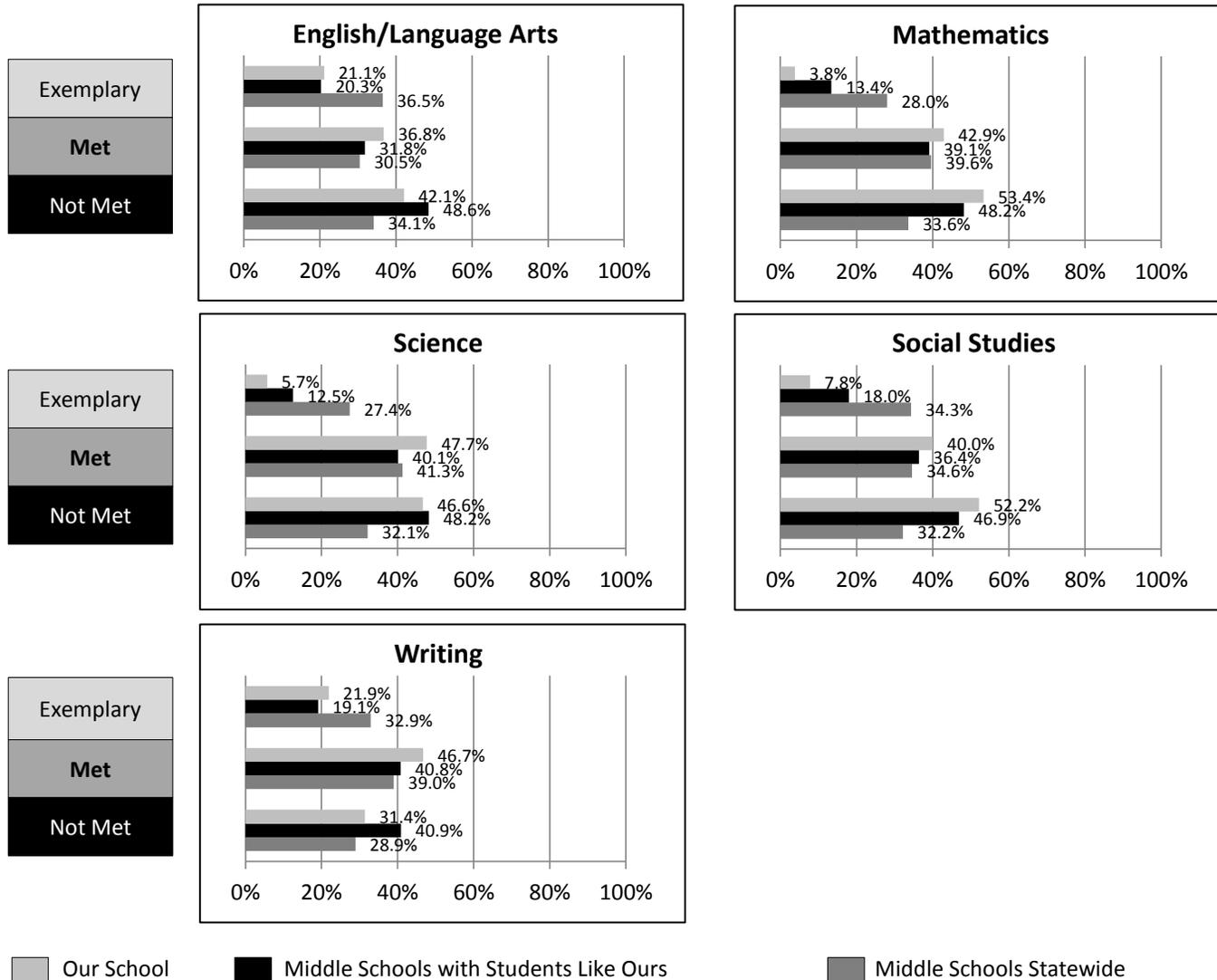
Percent of students tested in 2013-14 whose 2012-13 test scores were located 93.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 30 | 31 | 13 |

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC PASS)



* Middle Schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means 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 | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n = 480) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No change | 15.6% | 26.0% |
| Retention Rate | 1.0% | Up from 0.0% | 0.7% | 0.6% |
| Attendance Rate | 94.8% | Up from 93.8% | 95.7% | 96.2% |
| Served by gifted and talented program | 0.0% | No change | 10.1% | 19.4% |
| With disabilities | 6.6% | Up from 4.6% | 15.3% | 12.8% |
| Older than usual for grade | 3.5% | Up from 2.7% | 6.3% | 4.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Up from 0.0% | 1.0% | 0.4% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n = 30) | | | | |
| Teachers with advanced degrees | 46.7% | Down from 50.0% | 60.0% | 61.3% |
| Continuing contract teachers | 43.3% | Down from 43.8% | 64.5% | 75.9% |
| Teachers returning from previous year | N/A | N/A | 79.4% | 85.4% |
| Teacher attendance rate | 95.1% | Down from 98.0% | 95.1% | 95.2% |
| Average teacher salary* | \$39,750 | Down 5.0% | \$45,299 | \$47,081 |
| Professional development days/teacher | 11.0 days | Up from 1.4 days | 10.4 days | 10.6 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.5 | 3.0 |
| Student-teacher ratio in core subjects | 19.7 to 1 | Up from 1.5 to 1 | 19.5 to 1 | 21.5 to 1 |
| Prime instructional time | 89.7% | Down from 91.6% | 89.5% | 90.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| SACS accreditation | No | No change | Yes | Yes |
| Parents attending conferences | 97.9% | Down from 100.0% | 97.9% | 99.0% |
| Character development program | Good | Up from Average | Good | Good |
| Dollars spent per pupil** | \$9,111 | N/A | \$9,161 | \$7,616 |
| Percent of expenditures for instruction** | 46.9% | N/A | 57.6% | 62.0% |
| Percent of expenditures for teacher salaries** | 41.4% | N/A | 56.4% | 61.3% |

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

** Prior year audited financial data are reported.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 61.1% | 94.6% |
| English 1 | 72.2% | 90.6% |
| Biology 1 | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 66.7% | 93.6% |

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Report of Principal and School Improvement Council

RLOA is a Title 1 school with approximately 94% children of poverty, with one-third Hispanic, one-third African-American, and one-third Caucasian. As a second-year charter school, we sought to improve performance through increased rigor, accountability, and support to teachers. MAP results showed that every grade made average gains of 7.67 in math and 6.37 in reading from Fall 2013 to Spring 2014 in the Mean RIT score. The percentage of students who increased 5 or more points from Fall 2013 to Fall 2014 in each grade was an average of 68.52 in math and 52.69 in reading.

A school-wide improvement plan was instituted in January 2014 based on the results of Winter MAP testing. Use of software such as Pixton, iXL Math, Study Island, Open Book and Raz-Kiz (for ESOL students), increased time with reading and math interventionists for struggling students, additional paraprofessionals and the expanded use of paraprofessionals, and additional time with teachers in Saturday School were part of the strategies to enhance student performance and individualize learning for student growth. A staff incentive program for Spring MAP testing was also put in place to encourage extra efforts to help students achieve.

In addition, the targeted use of technology was used to support instruction and remediation. The school purchased a large number of ChromeBooks and Asus tablets to supplement the 25 computers in the computer lab for students to use for instruction, research, enrichment, and remediation. ESOL students met with ESOL teachers and completed assignments in OpenBook every morning before school started and had access to RazKiz for differentiated reading. Paraprofessionals were provided for every classroom grades K-6 and an additional two paraprofessionals who divided their time between grades 7-9. Struggling students received additional targeted reinforcement during enrichment/remediation time and in Saturday School in programs such as Study Island, iXL Math, and Pixton. The Guidance Counselor sought to ensure that students who had not completed assignments or were struggling attended Saturday School, where certified teachers and paraprofessionals were assigned to students.

We are pleased that 80% of our students passed the English 1 EOC and 70% passed the Algebra 1 EOC, based on the state grading scale. While PASS writing and social studies scores show marked improvement from the first year's scores, we did not see the gains in ELA, math and science for which we had worked. Retention of certified teachers for math in middle-high school and in ELA in grades 7-8, the loss of the Assistant Principal for Instruction for middle-high school in December 2013 because of illness, and the illness of other key administrators caused difficulties and impacted student performance. In addition, the instructional staff consisted of a number of first-year teachers, who struggled, even with extra support.

The preponderance of students who enroll in our school more than one grade level behind is a telling indicator of the work still to be done.

Karen M. Wicks, Ph.D., Executive Director, and Priscilla Green, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 76 | 17 |
| Percent satisfied with learning environment | 55.0% | 75.0% | 88.2% |
| Percent satisfied with social and physical environment | 60.0% | 65.8% | 64.7% |
| Percent satisfied with school-home relations | 55.0% | 77.3% | 70.6% |

* Only students at the highest middle 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 | 51.8 |
| Overall Grade Conversion | F |

| 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 states' expectations. |

Accountability Indicator (Title I Schools)

Royal Live Oaks Academy of the Arts & Sciences Charter 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 school 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. |
| X | 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 | 11 | 3.2% | |
| Classes in high poverty schools not taught by highly qualified teachers | 24.6 | 7.3% | |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 20.5% | 0.0% | No |
| Student attendance rate | 94.8% | 94.0%* | Yes |
| | | State | |
| Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees) | | 61.9% | |
| Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials | | 0.0% | |

* Or greater than last year

Abbreviations for Missing Data

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

SC PASS Performance By Group - ESEA/Federal Accountability

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean* | ELA % Tested | Math % Tested | Science % Tested |
|-----------------------------------|----------|-----------|--------------|----------------------|--------------|---------------|------------------|
| Grades 6-8 | | | | | | | |
| All Students | 607.5 | 596.8 | 601.8 | 598.4 | 100.0 | 100.0 | 100.0 |
| Male | 607.3 | 595.2 | 605.5 | 603.1 | 100.0 | 100.0 | 100.0 |
| Female | 607.7 | 598.3 | 598.8 | 593.8 | 100.0 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | 100.0 | 100.0 | N/A |
| African American | 598.4 | 592.3 | 590.3 | 590.9 | 100.0 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 613.5 | 599.6 | 605.5 | N/A | 100.0 | 100.0 | 100.0 |
| American Indian/Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| With Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | 614.6 | 600.5 | N/A | N/A | 100.0 | 100.0 | 100.0 |
| Subsidized Meals | 604.3 | 595.1 | 599.2 | 594.5 | 100.0 | 100.0 | 100.0 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 632.0 | 632.0 | 632.0 | 632.0 | 95.0 | 95.0 | 95.0 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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N/R-Not Reported

I/S-Insufficient Sample

Two Year Elementary and Middle School Grades Trend Data

| 2013 | Grade | SCPASS ELA | | | SCPASS Math | | |
|------|-------|----------------|-------|----------|--------------------------------|-------|----------|
| | | N | Mean | % Tested | N | Mean | % Tested |
| | 3 | 43 | 623.9 | 95.4 | 43 | 592.8 | 97.7 |
| 4 | 47 | 628.7 | 100.0 | 47 | 625.3 | 100.0 | |
| 5 | 50 | 622.0 | 100.0 | 50 | 594.4 | 100.0 | |
| 6 | 48 | 611.0 | 100.0 | 48 | 585.8 | 100.0 | |
| 7 | 44 | 615.7 | 100.0 | 44 | 604.2 | 100.0 | |
| 8 | 39 | 617.4 | 100.0 | 39 | 618.7 | 100.0 | |
| | | SCPASS Science | | | SCPASS Social Studies*/History | | |
| | | N | Mean | % Tested | N | Mean | % Tested |
| 3 | 20 | 597.5 | 100.0 | 23 | 609.6 | 91.3 | |
| 4 | 47 | 609.9 | 100.0 | 47 | 636.6 | 100.0 | |
| 5 | 25 | 592.8 | 100.0 | 25 | 592.5 | 100.0 | |
| 6 | 24 | 591.3 | 91.7 | 24 | 587.8 | 95.8 | |
| 7 | 44 | 597.5 | 100.0 | 44 | 602.7 | 100.0 | |
| 8 | 19 | 613.8 | 94.7 | 20 | 603.6 | 85.0 | |

| 2014 | Grade | SCPASS ELA | | | SCPASS Math | | |
|------|-------|----------------|-------|----------|--------------------------------|-------|----------|
| | | N | Mean | % Tested | N | Mean | % Tested |
| | 3 | 52 | 624.2 | 100.0 | 52 | 587.8 | 98.1 |
| 4 | 47 | 626.1 | 92.2 | 51 | 622.3 | 100.0 | |
| 5 | 50 | 628.9 | 100.0 | 50 | 606.0 | 100.0 | |
| 6 | 52 | 609.9 | 100.0 | 52 | 594.3 | 98.1 | |
| 7 | 52 | 603.2 | 100.0 | 52 | 594.8 | 100.0 | |
| 8 | 42 | 609.5 | 100.0 | 42 | 602.4 | 100.0 | |
| | | SCPASS Science | | | SCPASS Social Studies*/History | | |
| | | N | Mean | % Tested | N | Mean | % Tested |
| 3 | 27 | 588.4 | 96.4 | 25 | 596.3 | 100.0 | |
| 4 | 51 | 597.6 | 100.0 | 51 | 642.4 | 100.0 | |
| 5 | 25 | 618.2 | 100.0 | 25 | 603.7 | 100.0 | |
| 6 | 25 | 606.3 | 96.2 | 27 | 607.7 | 100.0 | |
| 7 | 52 | 597.4 | 100.0 | 52 | 590.0 | 100.0 | |
| 8 | 22 | 606.7 | 100.0 | 20 | 605.5 | 100.0 | |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District) 4/27/2015 4701015

| Subgroups | ELA Mean | Math Mean | Science Mean | Soc Studies*/ History Mean | ELA % Tested | Math % Tested | Science % Tested | Graduation Rate |
|--------------------------------------|----------|-----------|--------------|-------------------------------|-----------------|------------------|---------------------|--------------------|
| Grades 3 - 5 | | | | | | | | |
| All Students | 644.4 | 631.7 | 622.0 | 637.6 | 98.3 | 99.3 | 99.6 | N/A |
| Male | 638.8 | 630.3 | 620.3 | 639.0 | 98.0 | 99.3 | 99.6 | N/A |
| Female | 650.5 | 633.2 | 624.0 | 636.2 | 98.5 | 99.4 | 99.5 | N/A |
| White | 653.5 | 640.9 | 631.4 | 646.8 | 98.5 | 99.4 | 99.7 | N/A |
| African American | 617.2 | 602.3 | 591.8 | 612.0 | 97.8 | 99.3 | 98.9 | N/A |
| Asian/Pacific Islander | 670.1 | 683.8 | 660.2 | 661.1 | 100.0 | 100.0 | 100.0 | N/A |
| Hispanic | 635.8 | 616.3 | 613.2 | 627.3 | 96.8 | 98.1 | 100.0 | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| With Disabilities | 607.1 | 587.4 | 582.0 | 604.3 | 90.8 | 99.2 | 99.4 | N/A |
| Limited English Proficient | 621.4 | 617.0 | 607.7 | 618.3 | 100.0 | 100.0 | 100.0 | N/A |
| Subsidized Meals | 630.1 | 613.8 | 605.2 | 620.2 | 98.1 | 99.4 | 99.7 | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 640.0 | 640.0 | 640.0 | 640.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 6 - 8 | | | | | | | | |
| All Students | 636.0 | 627.6 | 625.6 | 625.9 | 99.4 | 99.3 | 99.5 | N/A |
| Male | 630.3 | 628.5 | 628.6 | 629.6 | 99.1 | 99.1 | 99.5 | N/A |
| Female | 641.7 | 626.7 | 622.6 | 622.2 | 99.6 | 99.5 | 99.5 | N/A |
| White | 640.3 | 632.1 | 630.4 | 630.0 | 99.4 | 99.3 | 99.5 | N/A |
| African American | 618.5 | 609.9 | 606.6 | 613.6 | 99.3 | 99.3 | 99.3 | N/A |
| Asian/Pacific Islander | 677.8 | 667.8 | N/A | N/A | 100.0 | 100.0 | N/A | N/A |
| Hispanic | 635.0 | 623.5 | 624.0 | 614.0 | 98.9 | 98.9 | 99.2 | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | 100.0 | 100.0 | N/A | N/A |
| With Disabilities | 581.5 | 584.2 | 581.9 | 587.0 | 99.7 | 99.7 | 99.6 | N/A |
| Limited English Proficient | 620.4 | 608.2 | 608.4 | 608.0 | 100.0 | 100.0 | 100.0 | N/A |
| Subsidized Meals | 621.0 | 612.8 | 610.8 | 611.6 | 99.2 | 99.2 | 99.3 | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 632.0 | 632.0 | 632.0 | 632.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 9 - 12 | | | | | | | | |
| All Students | 228.0 | 215.4 | 81.4 | 70.5 | 96.3 | 95.9 | 100.0 | 38.1 |
| Male | 223.1 | 215.6 | 81.7 | 72.3 | 95.8 | 95.3 | 100.0 | 33.8 |
| Female | 231.6 | 215.1 | 81.1 | 69.4 | 96.6 | 96.4 | 100.0 | 41.1 |
| White | 229.4 | 217.3 | 82.2 | 71.1 | 96.1 | 95.8 | 100.0 | 37.7 |
| African American | 220.7 | 204.5 | 76.6 | 67.1 | 96.3 | 95.5 | 100.0 | 41.3 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 35.3 |
| Hispanic | 229.1 | 214.8 | 80.9 | 72.0 | 100.0 | 100.0 | 100.0 | 38.8 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 21.4 |
| With Disabilities | 206.9 | 193.2 | 69.4 | 64.5 | 93.4 | 93.4 | 100.0 | 25.2 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 27.3 |
| Subsidized Meals | 223.6 | 209.8 | 79.0 | 68.6 | 95.5 | 94.9 | 100.0 | 28.6 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Annual Measurable Objective (AMO) | 229.0 | 226.0 | 78.0 | 75.0 | 95.0 | 95.0 | 95.0 | 75.1 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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N/AV-Not Available

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N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (State) 4/27/2015 4701015

| Subgroups | ELA Mean | Math Mean | Science Mean | Soc Studies* / History Mean | ELA % Tested | Math % Tested | Science % Tested | Graduation Rate |
|-----------------------------------|----------|-----------|--------------|-----------------------------|--------------|---------------|------------------|-----------------|
| Grades 3 - 5 | | | | | | | | |
| All Students | 643.8 | 644.3 | 626.4 | 645.0 | 99.7 | 99.8 | 99.8 | N/A |
| Male | 638.9 | 643.9 | 627.0 | 646.5 | 99.7 | 99.8 | 99.8 | N/A |
| Female | 649.0 | 644.6 | 625.8 | 643.4 | 99.8 | 99.9 | 99.8 | N/A |
| White | 659.5 | 662.7 | 644.4 | 659.5 | 99.8 | 99.9 | 99.8 | N/A |
| African American | 622.3 | 617.3 | 601.2 | 624.1 | 99.7 | 99.8 | 99.7 | N/A |
| Asian/Pacific Islander | 669.9 | 686.6 | 655.9 | 673.4 | 99.9 | 100.0 | 99.8 | N/A |
| Hispanic | 631.7 | 634.6 | 614.5 | 636.5 | 99.7 | 99.9 | 99.9 | N/A |
| American Indian/Alaskan | 642.1 | 640.4 | 627.1 | 641.8 | 99.7 | 99.9 | 99.5 | N/A |
| With Disabilities | 599.3 | 596.5 | 587.6 | 609.2 | 98.9 | 99.5 | 99.5 | N/A |
| Limited English Proficient | 631.2 | 638.6 | 615.0 | 638.1 | 99.7 | 99.9 | 99.9 | N/A |
| Subsidized Meals | 627.7 | 625.2 | 609.4 | 628.7 | 99.7 | 99.8 | 99.7 | N/A |
| Migrant | 608.2 | 615.1 | 590.4 | 623.4 | 100.0 | 100.0 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 640.0 | 640.0 | 640.0 | 640.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 6 - 8 | | | | | | | | |
| All Students | 627.8 | 632.2 | 634.7 | 637.4 | 99.7 | 99.7 | 99.7 | N/A |
| Male | 620.6 | 630.1 | 634.4 | 639.8 | 99.7 | 99.7 | 99.6 | N/A |
| Female | 635.4 | 634.3 | 635.0 | 634.9 | 99.8 | 99.8 | 99.7 | N/A |
| White | 644.3 | 647.7 | 652.3 | 652.3 | 99.8 | 99.8 | 99.7 | N/A |
| African American | 604.3 | 608.5 | 608.9 | 615.2 | 99.7 | 99.7 | 99.6 | N/A |
| Asian/Pacific Islander | 658.5 | 680.2 | 673.0 | 677.3 | 99.9 | 99.9 | 99.9 | N/A |
| Hispanic | 617.3 | 625.4 | 625.0 | 630.5 | 99.7 | 99.7 | 99.7 | N/A |
| American Indian/Alaskan | 629.4 | 631.2 | 637.2 | 638.3 | 99.9 | 99.8 | 99.7 | N/A |
| With Disabilities | 574.5 | 584.3 | 584.9 | 592.8 | 99.4 | 99.4 | 99.2 | N/A |
| Limited English Proficient | 612.5 | 625.8 | 622.5 | 629.8 | 99.6 | 99.7 | 99.8 | N/A |
| Subsidized Meals | 610.0 | 614.6 | 616.3 | 619.9 | 99.7 | 99.7 | 99.6 | N/A |
| Migrant | 586.4 | 606.8 | 600.8 | 607.7 | 98.2 | 98.2 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 632.0 | 632.0 | 632.0 | 632.0 | 95.0 | 95.0 | 95.0 | N/A |
| Grades 9 - 12 | | | | | | | | |
| All Students | 229.3 | 222.6 | 81.8 | 74.9 | 98.7 | 98.7 | 100.0 | 80.0 |
| Male | 225.6 | 222.4 | 81.8 | 75.9 | 98.3 | 98.3 | 100.0 | 75.7 |
| Female | 233.2 | 222.9 | 81.9 | 74.0 | 99.2 | 99.1 | 100.0 | 84.5 |
| White | 235.9 | 230.8 | 86.1 | 78.1 | 99.0 | 98.9 | 100.0 | 82.8 |
| African American | 219.6 | 209.6 | 75.2 | 69.9 | 98.3 | 98.3 | 100.0 | 76.0 |
| Asian/Pacific Islander | 240.2 | 245.8 | 89.4 | 80.3 | 99.3 | 99.3 | 100.0 | 88.0 |
| Hispanic | 225.1 | 219.4 | 79.5 | 73.5 | 98.9 | 99.0 | 100.0 | 76.9 |
| American Indian/Alaskan | 228.8 | 220.3 | 81.9 | 77.2 | 98.9 | 99.3 | 100.0 | 74.3 |
| With Disabilities | 204.3 | 196.5 | 68.4 | 66.2 | 96.6 | 96.5 | 100.0 | 43.2 |
| Limited English Proficient | 218.0 | 214.7 | 76.6 | 71.3 | 99.3 | 99.3 | 100.0 | 73.4 |
| Subsidized Meals | 221.1 | 212.6 | 76.8 | 70.8 | 98.3 | 98.2 | 100.0 | 72.5 |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 61.5 |
| Annual Measurable Objective (AMO) | 229.0 | 226.0 | 78.0 | 75.0 | 95.0 | 95.0 | 95.0 | 75.1 |

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

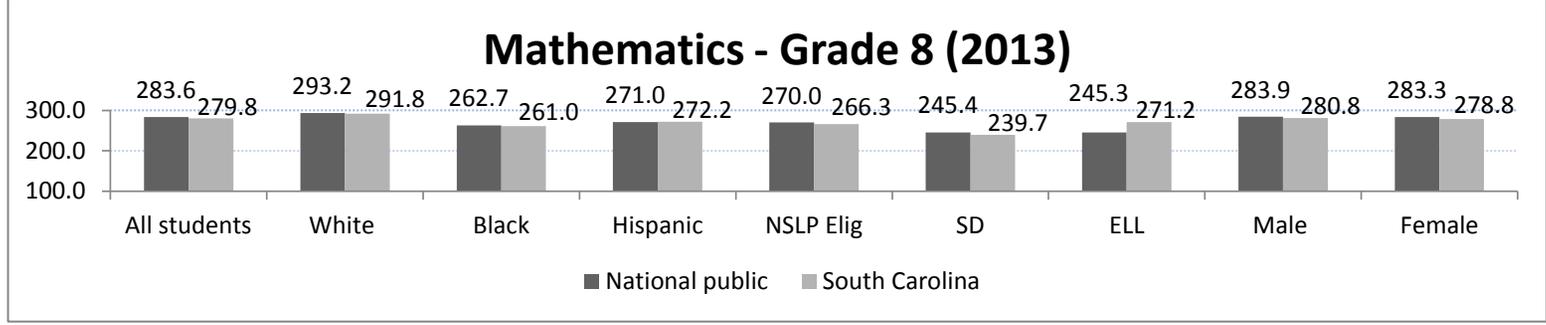
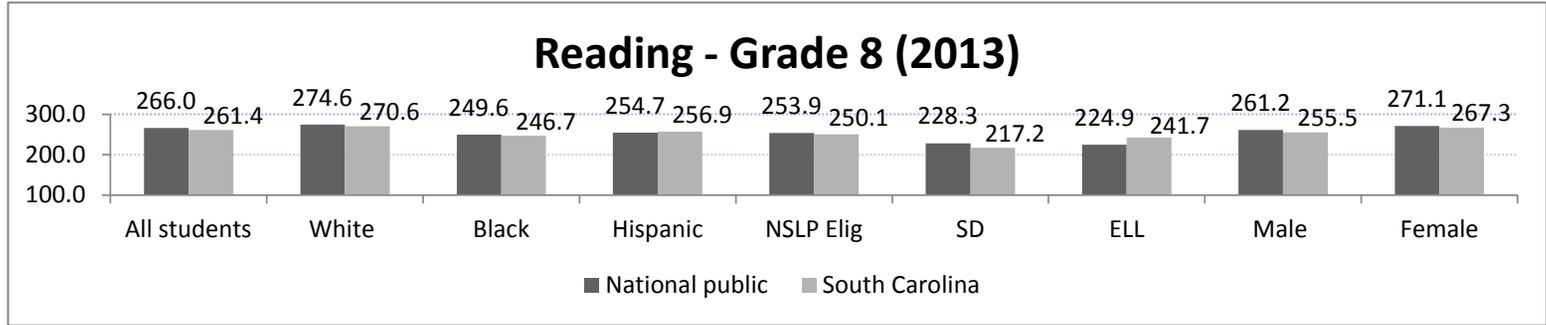
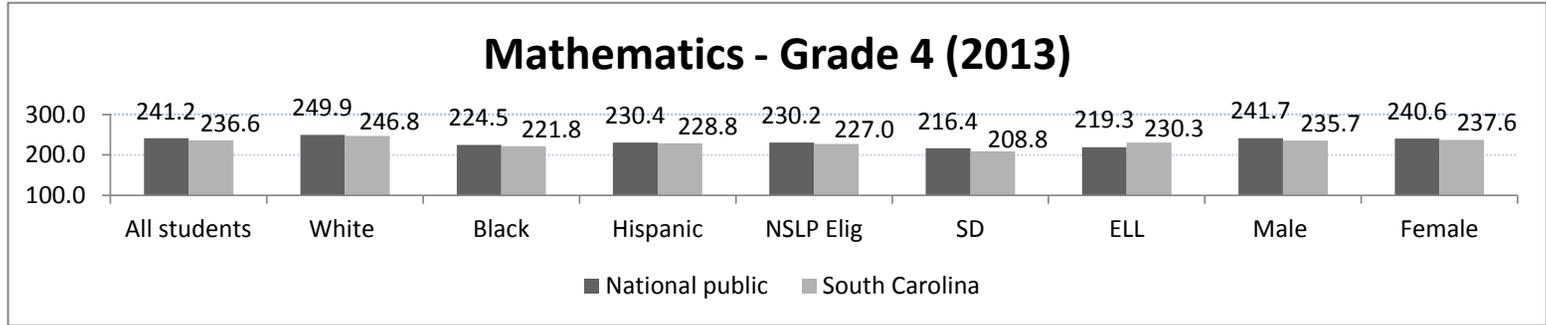
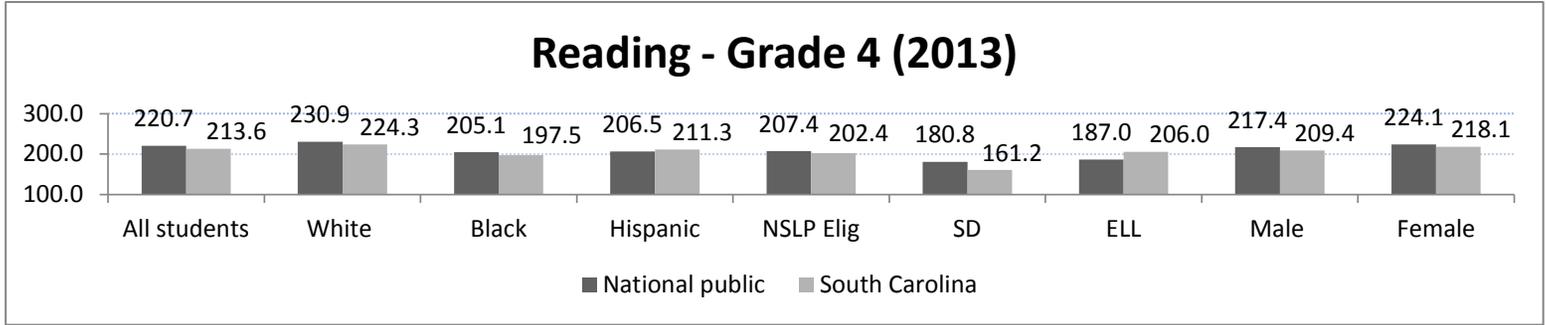
N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

*Performance reported for SC and nation, data not available at school level.



| Key | |
|------|--|
| NSLP | National school lunch program |
| SD | Student with disabilities |
| ELL | English language learner |
| NAEP | National Association of Education Progress |

| | SD Participation Rate | ELL Participation Rate |
|----------------------|-----------------------|------------------------|
| Reading, Grade 4 | 89.0% | 96.0% |
| Reading, Grade 8 | 85.0% | 96.0% |
| Mathematics, Grade 4 | 93.0% | 99.0% |
| Mathematics, Grade 8 | 90.0% | 95.0% |

| | Our School |
|--|------------|
| Number of recently arrived ELL students exempted from ELA in state assessments | 2 |

Abbreviations for Missing Data

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