

Royal Live Oaks Academy of the Arts & Sciences Charter School

1398 Church Rd.
Hardeeville, SC 29936

Grades	K-8 Elementary School	
Enrollment	432 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 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Average
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	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 PASS Records Matched for Purpose of Computing Growth Rating

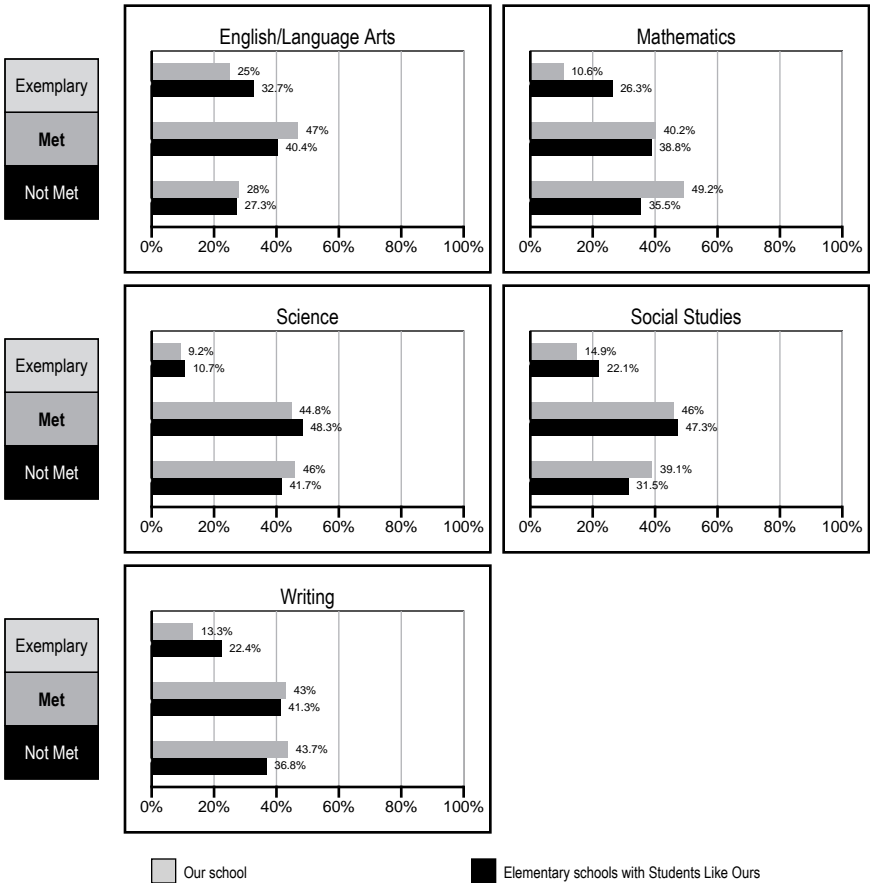
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 79.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	14	108	23	8

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=432)				
First graders who attended full-day kindergarten	86.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.1%	0.9%
Attendance rate	93.8%	N/A	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	4.2%	7.2%
With disabilities	4.6%	N/A	13.0%	12.4%
Older than usual for grade	2.7%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	N/A	60.3%	62.5%
Continuing contract teachers	43.8%	N/A	80.6%	83.3%
Teachers returning from previous year	N/A	N/A	85.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.8%	95.0%
Average teacher salary*	\$41,857	I/S	\$46,780	\$48,193
Professional development days/teacher	1.4 days	N/R	10.9 days	11.0 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	1.5 to 1	N/R	19.1 to 1	20.1 to 1
Prime instructional time	91.6%	N/R	89.5%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,654	\$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	65.0%	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

Royal Live Oaks Academy of the Arts & Sciences Charter School has developed a sense of community within its student body in its first year. Students know that the school was started for them, which makes them feel special and valued. Parents are very involved and take an active role in our school. Students are involved in community-service projects, such as maintaining a Learning Garden, assisting in the clean-up of old school facilities, decreasing litter and the use of plastic bags through a fundraising project, collecting clothes and blankets and raising money and providing food for needy families, and helping to find problems within the community to solve as part of the curriculum. Many teachers with no prior experience in project-based learning have been able to fully implement discovery learning, in which students work across disciplines to learn by doing rather than just learning about a subject. Our use of paraprofessionals and reading/math specialists across all grade levels has assisted in differentiation and individualizing learning for students. MAP testing has allowed students, teachers, and parents to follow the students' progress and to determine adjustments to maximize students' academic success. A school-wide improvement plan was instituted based on the results of MAP testing. Use of software such as Pixton, iXL Math, and Study Island has contributed to expanding our students' critical reasoning and skill levels across disciplines.

MAP testing shows that a majority of our students came to us seriously below grade level and weak in reading, writing, and math skills. We began a school improvement plan as soon as we had the results of fall MAP tests and continued to make adjustments in the use of instructional resources and student intervention after spring MAP tests. In addition, the focus of the 24 days of teachers' professional development has been on effective strategies to improve student achievement. Although only 60 percent of the students in grades K-8 met their projected spring 2013 MAP growth goal, over 85 percent of the students grew from their fall 2012 MAP testing score to the spring 2013 MAP testing. We are hopeful that PASS scores will reflect the tremendous growth we have seen over the course of the school year.

The biggest challenges Royal Live Oaks has faced have been lack of funds and retention of staff. Two disgruntled former employees successfully caused under-currents among a number of staff members that has resulted in more turnover than we would have liked to see. Despite this fact, students have made gains in their learning. We have many dedicated employees who have risen to the challenge and have been flexible in helping to meet the needs of students. Further, since no district, state, or federal funds are provided for facilities and our school is based in a poor economic and an economically deprived area, key personnel divide their time between providing for instructional needs and fundraising. Delays in receiving Title 1 funds until late February also made it difficult to provide the technology and instructional resources that assist in the implementation of discovery learning. We are currently housed in eleven temporary modular units and are just beginning the process of renovating the run-down 78,000 sq. ft. school facilities on the 28-acre site where we are located. Despite these challenges, we have seen students grow academically and take ownership of their learning.

Karen M. Wicks, Ph.D., Principal/Executive Director and Tangela Peebles, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	N/A	N/A
Percent satisfied with learning environment	75%	N/A	N/A
Percent satisfied with social and physical environment	87.5%	N/A	N/A
Percent satisfied with school-home relations	93.3%	N/A	N/A

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child’s district or school.

Overall Weighted Points Total	50.5
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 state's expectations

Accountability Indicator for Title I Schools

Royal Live Oaks Academy of the Arts & Sciences 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	11.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.3%	0.0%	No
Student attendance rate	93.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.2	618.3	601.1	617.9	99.6	100.0
Male	636.9	614.7	599.8	615.5	99.3	100.0
Female	648.9	621.5	602.3	620.2	100.0	100.0
White	654.9	625.5	612.7	634.7	98.8	100.0
African American	639.6	609.9	585.1	602.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	637.9	621.8	606.1	622.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	637.9	621.7	604.6	621.8	100.0	100.0
Subsidized meals	642.2	617.5	600.4	615.1	99.6	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
English/Language Arts							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	43	95.4	30.8	38.5	30.8	69.2
	4	47	100	26.2	45.2	28.6	73.8
	5	50	100	26	56	18	74
	6	48	100	42.6	38.3	19.1	57.4
	7	44	100	25.6	56.4	17.9	74.4
	8	39	100	37.8	35.1	27	62.2
Mathematics							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	43	97.7	62.5	25	12.5	37.5
	4	47	100	28.6	54.8	16.7	71.4
	5	50	100	56	40	4	44
	6	48	100	63.8	34	2.1	36.2
	7	44	100	51.3	33.3	15.4	48.7
	8	39	100	32.4	59.5	8.1	67.6
Science							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	20	100	60	20	20	40
	4	47	100	34.1	61.4	4.5	65.9
	5	25	100	56	36	8	44
	6	24	91.7	N/AV	N/AV	N/AV	38.1
	7	44	100	43.6	51.3	5.1	56.4
	8	19	94.7	27.8	61.1	11.1	72.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	23	91.3	35	55	10	65
	4	47	100	22.7	54.5	22.7	77.3
	5	25	100	68	24	8	32
	6	24	95.8	N/AV	N/AV	N/AV	43.5
	7	44	100	56.4	30.8	12.8	43.6
	8	20	85	47.1	41.2	11.8	52.9
Writing							
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2013	3	46	93.5	46.3	39	14.6	53.7
	4	48	97.9	35.7	50	14.3	64.3
	5	51	98	46	42	12	54
	6	47	93.6	50	45.5	4.5	50
	7	45	97.8	28.2	53.8	17.9	71.8
	8	41	97.6	35.1	43.2	21.6	64.9

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