



SC Annual School Report Card Summary

Royal Live Oaks Academy of the Arts & Sciences Charter School
 SC Public Charter
 Grades: K-8 Enrollment: 432
 Principal: Karen M. Wicks, Ph.D.
 Superintendent: Wayne Brazell, Ph. D.
 Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Below Average	Average	TBD	TBD	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

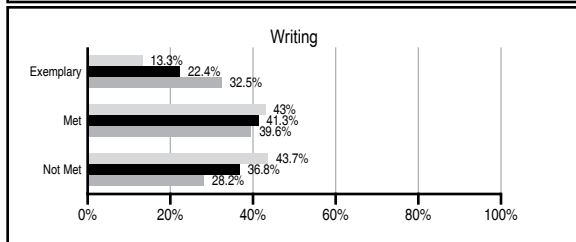
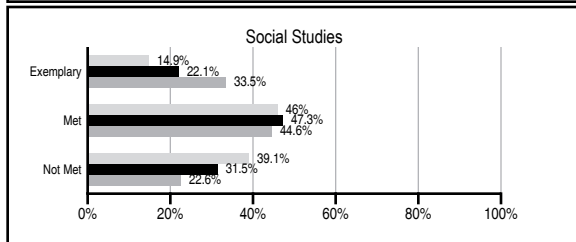
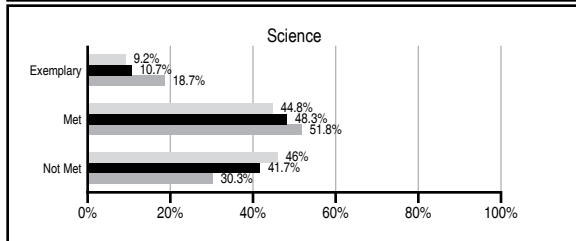
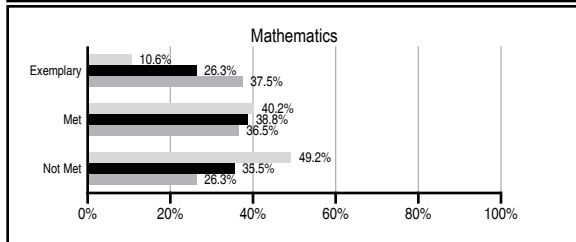
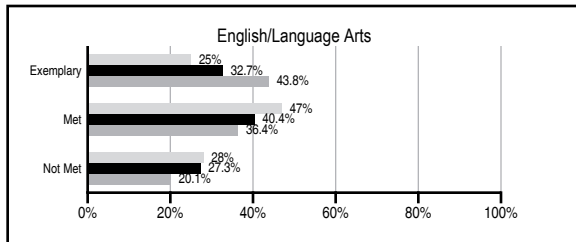
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	14	108	23	8

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Royal Live Oaks Academy of the Arts & Sciences Charter School

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=432)				
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
Classes not taught by highly qualified teachers	21.3%	N/A	0.0%	0.0%
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%
ESEA composite index score	50.5	N/A	77.0	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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 Peoples, SIC Chair

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status