



SC Annual School Report Card Summary

Grades: K-9 Enrollment: 480
 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
2014	Below Average	Average	TBD	TBD	F	N/A
2013	Below Average	Average	SILVER	SILVER	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A

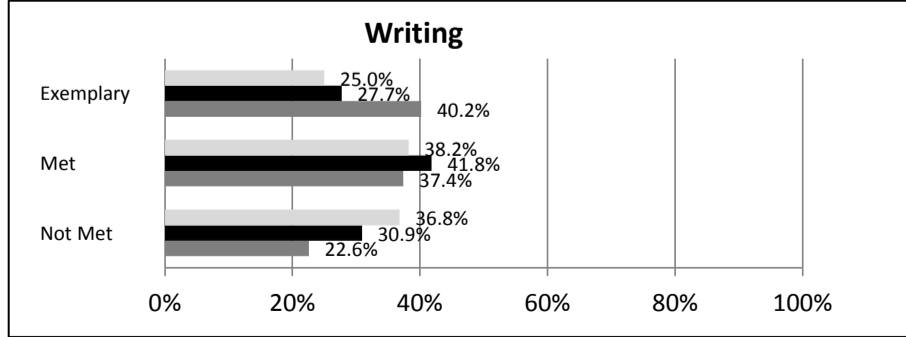
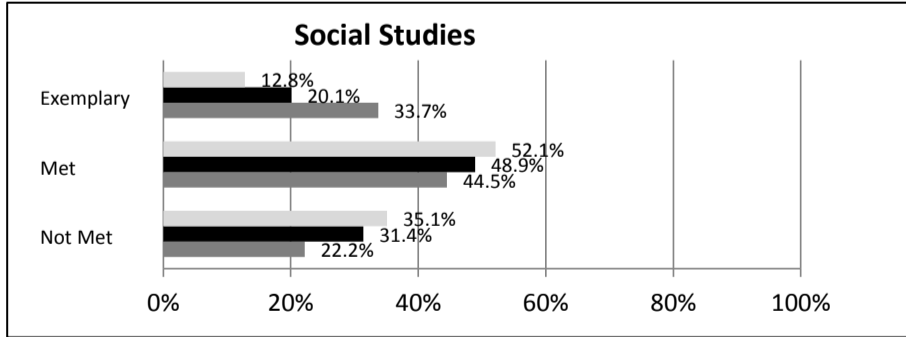
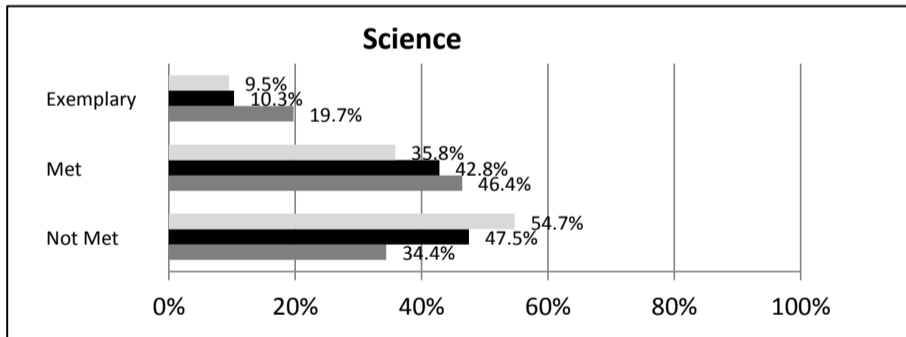
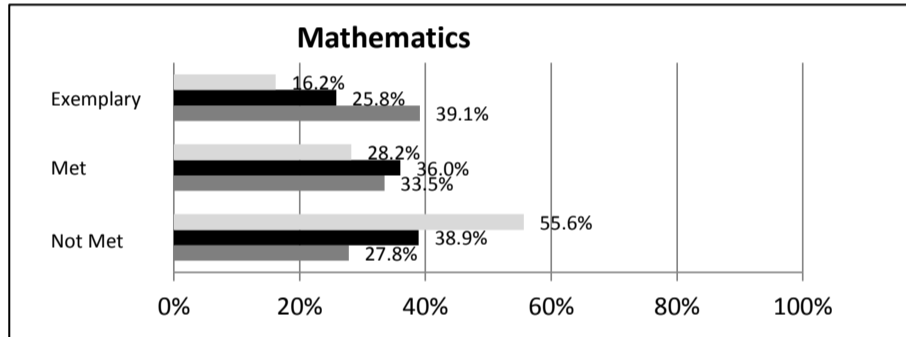
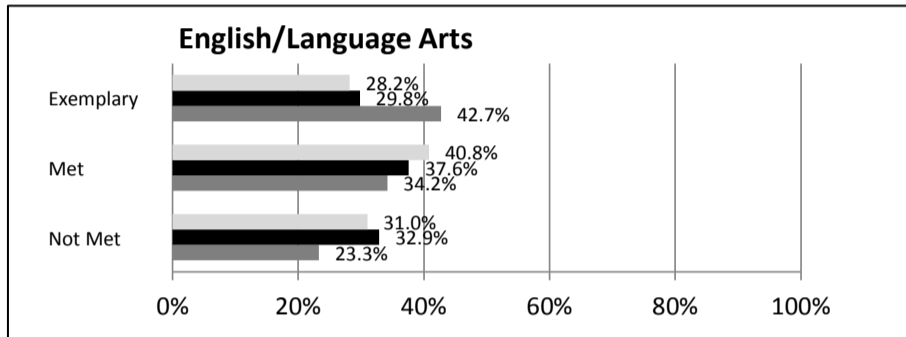
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	14	117	30	9

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

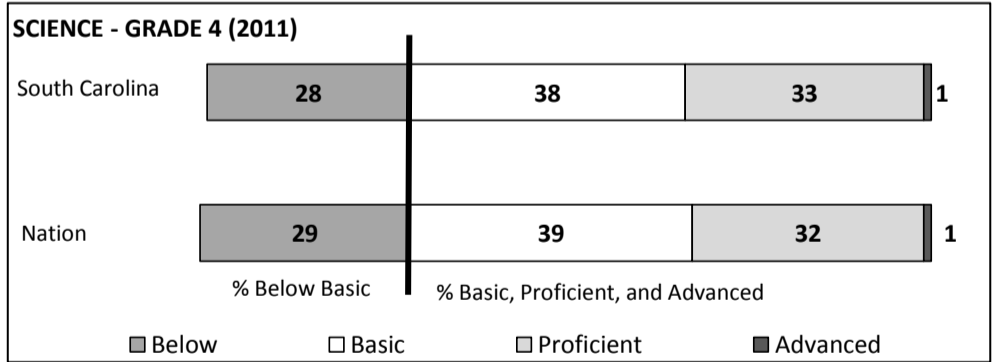
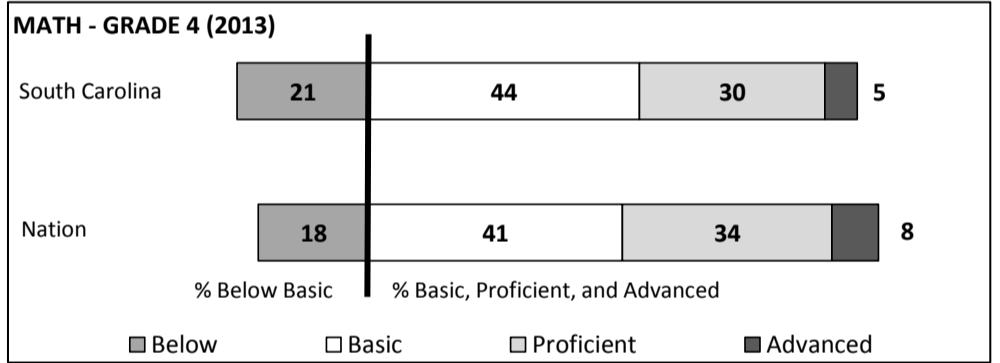
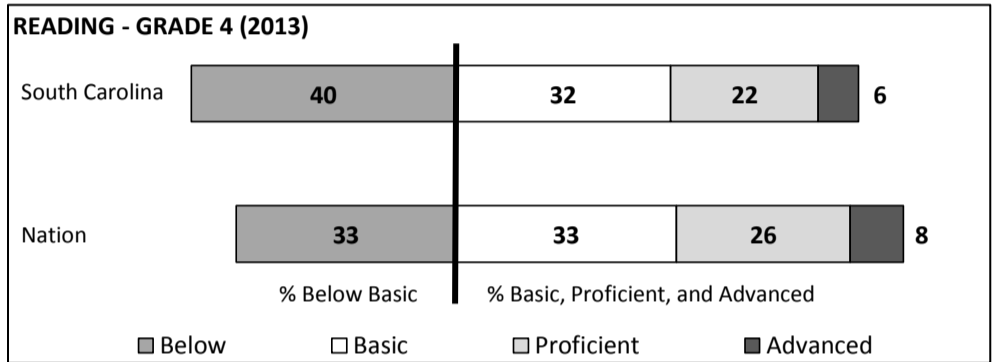
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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 Schools
Students (n = 480)				
Retention rate	1.0%	Up from 0.0%	1.5%	1.0%
Attendance rate	94.8%	Up from 93.8%	96.0%	96.5%
Served by gifted and talented program	0.0%	No change	3.8%	7.3%
With disabilities	6.6%	Up from 4.6%	13.8%	12.5%
Older than usual for grade	3.5%	Up from 2.7%	2.6%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n = 30)				
Teachers with advanced degrees	46.7%	Down from 50.0%	61.2%	62.3%
Continuing contract teachers	43.3%	Down from 43.8%	76.9%	81.2%
Teachers returning from previous year	N/A	N/A	85.0%	88.4%
Teacher attendance rate	95.1%	Down from 98.0%	95.2%	95.3%
Average teacher salary*	\$39,750	Down 5.0%	\$46,589	\$47,902
Classes not taught by highly qualified teachers	20.5%	Down from 21.3%	0.0%	0.0%
Professional development days/teacher	11.0 days	Up from 1.4 days	10.6 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 1.5 to 1	18.8 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 91.6%	90.1%	90.7%
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%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,111	N/A	\$8,204	\$7,680
Percent of expenditures for instruction**	46.9%	N/A	65.9%	66.8%
Percent of expenditures for teacher salaries**	41.4%	N/A	65.1%	66.0%
ESEA composite index score	51.8	Up from 50.5	74.7	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	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 elementary school grade level at this school and their parents were included.

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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

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