

## Royal Live Oaks Academy of the Arts & Sciences Charter School

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

<b>Grades</b>	K-9 Middle School	
<b>Enrollment</b>	480 Students	
<b>Principal</b>	Karen M. Wicks, Ph.D.	843-784-2630
<b>Superintendent</b>	Wayne Brazell, Ph. D.	803-734-8322
<b>Board Chair</b>	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
<b>2014</b>	<b>Below Average</b>	<b>Good</b>
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**

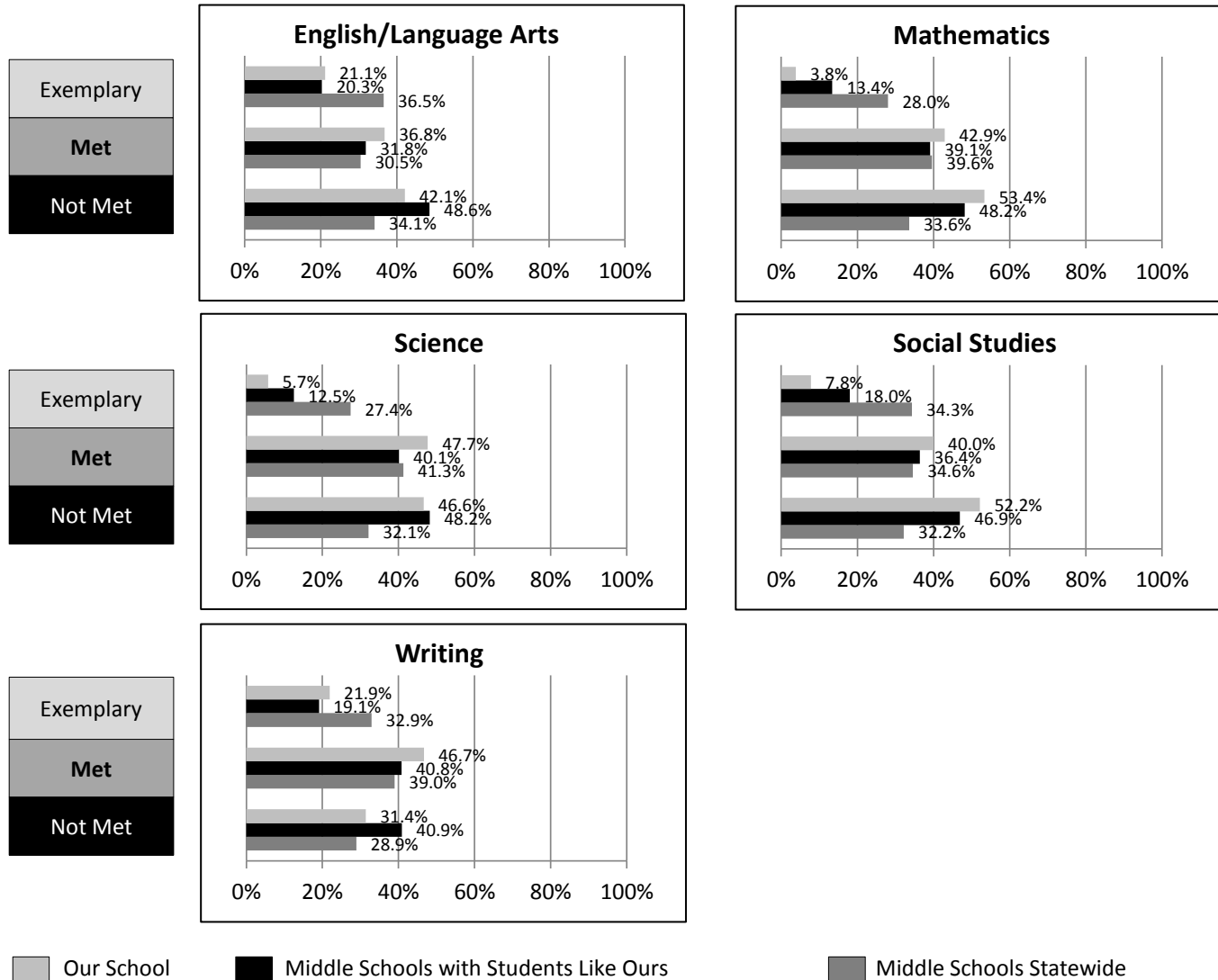
Percent of students tested in 2013-14 whose 2012-13 test scores were located 93.9%

**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**

<b>Exemplary</b>	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means student met the grade level standard.
<b>Not Met</b>	"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
<b>Students (n = 480)</b>				
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%
<b>Teachers (n = 30)</b>				
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
<b>School</b>				
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.

Abbreviations for Missing Data

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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>51.8</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 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**

	<b>Our District</b>	<b>State</b>	
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%	
	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	20.5%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes
		<b>State</b>	
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

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
<b>Grades 6-8</b>							
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

N/AV-Not Available

N/C-Not Collected

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
<b>Grades 3 - 5</b>								
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
<b>Grades 6 - 8</b>								
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
<b>Grades 9 - 12</b>								
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

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 (State)** 4/27/2015 4701015

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
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
<b>Grades 6 - 8</b>								
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
<b>Grades 9 - 12</b>								
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

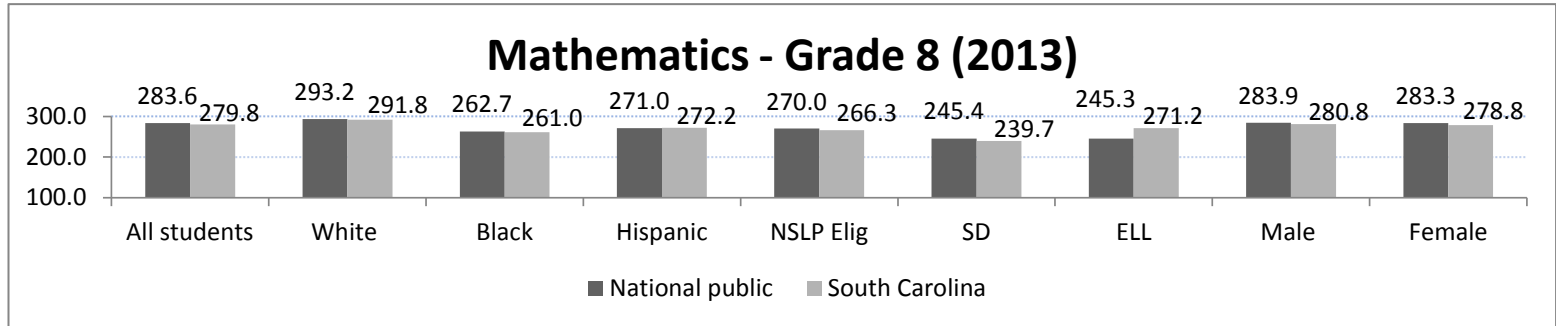
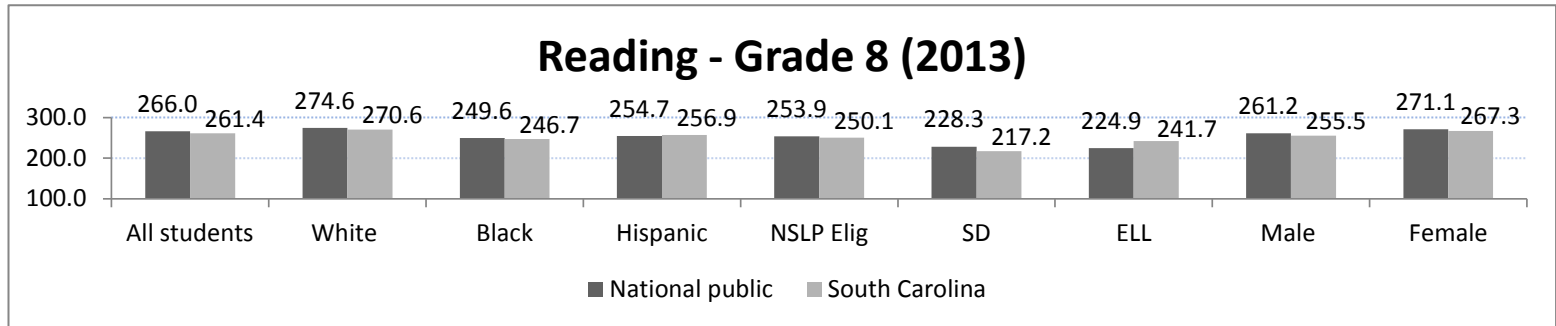
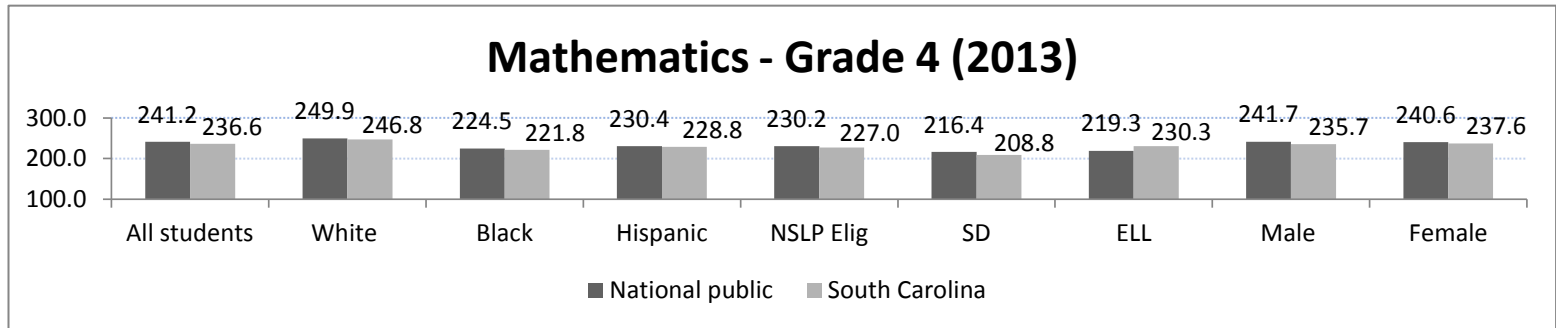
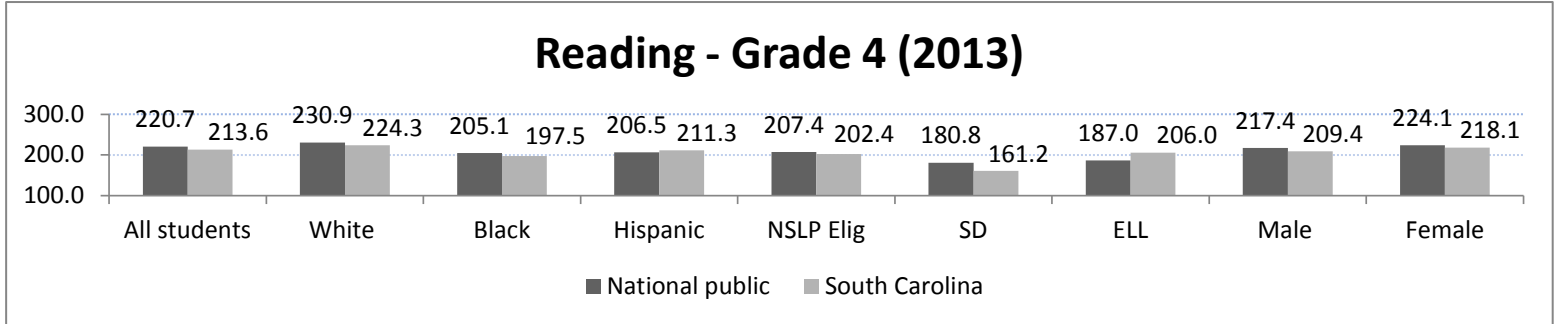
N/AV-Not Available

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