



ASHLEY RIVER CREATIVE ARTS

1871 Wallace School Road
Charleston, SC 26407

Grades	K-5 Elementary School	
Enrollment	547 Students	
Principal	Jayne Ellicott	843-763-1555
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Good
2007	Good	Below Average
2006	Excellent	Excellent

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

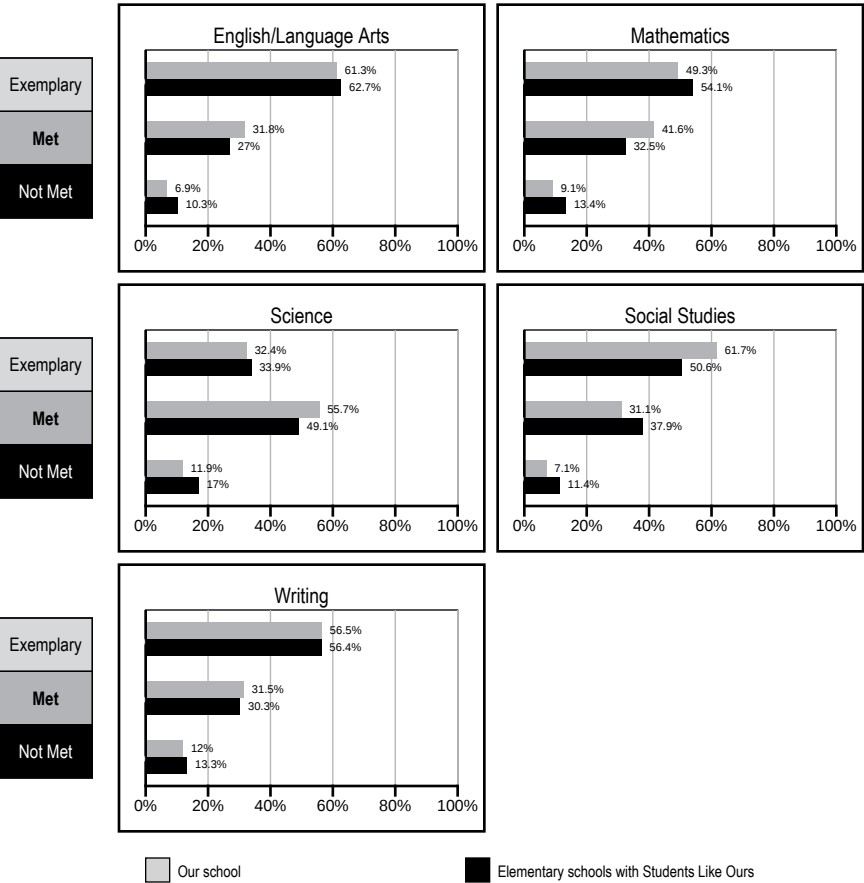
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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=547)				
First graders who attended full-day kindergarten	100.0%	Up from 74.2%	99.2%	100.0%
Retention rate	0.0%	Down from 1.3%	0.4%	1.2%
Attendance rate	96.9%	Up from 96.8%	96.8%	96.1%
Eligible for gifted and talented	35.6%	Up from 22.5%	29.6%	11.7%
With disabilities other than speech	9.7%	Up from 8.6%	7.3%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Up from 57.9%	65.1%	60.5%
Continuing contract teachers	97.2%	Up from 89.5%	89.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 87.3%	89.4%	87.0%
Teacher attendance rate	98.4%	Up from 95.1%	95.2%	95.4%
Average teacher salary*	\$48,459	Up 2.1%	\$49,311	\$47,288
Professional development days/teacher	15.6 days	Down from 16.7 days	10.3 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	6.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.5 to 1	20.7 to 1	19.2 to 1
Prime instructional time	95.1%	Up from 90.5%	92.0%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,790	Down 0.3%	\$6,854	\$7,548
Percent of expenditures for instruction**	73.7%	Down from 74.2%	70.2%	68.7%
Percent of expenditures for teacher salaries**	70.7%	Up from 69.0%	67.6%	65.1%

* 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

Ashley River Creative Arts Elementary School is proud of our many accomplishments during this school year. We were recognized as an Excellent School from the 2008-2009 PASS scores and received the Closing the Achievement Gap Award from the state. We met 21 out of 21 objectives for AYP (Adequate Yearly Progress). We again were recognized by the SC Arts Commission with an Art in the Basic Curriculum Grant. This grant, funded in conjunction with the PTA, provided six artists-in-residence programs in addition to the year-long ballet program residency with Lola McDonald. Becky Becker, puppeteer, worked with Kindergarten; Laura Rich, drummer, worked with first and second graders; Becky Walker, musician, worked with third graders; Gerri Holzman, woodcarver, worked with third grade; Tim Fennell, videographer, worked with fourth grade; and Sigrid Hice, bookmaker, worked with fifth graders. We are in the fourth year of the Distinguished Arts Grant from SC Department of Education, and we have used this grant to help fund the dance program, provide additional art materials for the classroom teacher, and provide staff development for teachers that includes book studies for arts integration. Reading and Math continue to be a school-wide focus. We used many techniques and strategies to inspire and remediate young readers. Parent and community volunteers, book clubs, Walk to Read, and many small group interventions worked to meet the needs of each child in the program. Differentiation of instruction is critical as we meet the needs of all learners and accelerate math and reading throughout the year.

Our arts integration curriculum is a whole-school initiative. Our performing groups have traveled around the county to perform for civic groups and educational organization. Our chorus traveled to Orlando to perform on the Disney stage for Magic Music Days in May. We have hosted many groups of visiting educators from across the country as they observed and reviewed our curriculum. We have partnered with several CCSD schools, including Sanders-Clyde, to help implement an art-infused program. Many of our staff have presented at National Conferences on our program and have gone to other schools and states to train other teachers. The School Community Council has worked very hard to pull together and plan a Healthy School Initiative that will be implemented over the next three years. They have continued the installation of brick pavers and will have a pathway of names for people to read for years to come. They are also very proud of the new traffic light at the intersection of Wallace School Road and Highway 61. The other main issue for them has been the restoration of the gym to complete our beautiful new campus. The new building is almost complete, and with one more move, the staff will be settled into permanent facilities. We are very grateful to have our exciting child-centered program in a state-of-the-art facility. Our teachers have all taken the SMARTboard classes and are enriching the curriculum through this technology. The Ashley River mission statement emphasizes the importance of harmony and cooperation between school and home. We are indebted to our parents and the community for their support. You are vital to our program. With this continued support, we will continue to fulfill the mission of integrating the arts to provide students with a strong academic curriculum.

Jayne Ellicott, Principal
 Ric Sommons, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	88	74
Percent satisfied with learning environment	100.0%	86.2%	98.6%
Percent satisfied with social and physical environment	100.0%	85.2%	98.6%
Percent satisfied with school-home relations	100.0%	88.6%	93.2%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	288	100	8.4	32.1	59.6	96.9	85	83.5	Yes	Yes
Gender										
Male	129	100	11.7	32	56.3	95.3	81.6	80.1	N/A	N/A
Female	159	100	5.7	32.1	62.3	98.1	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	212	100	6.2	27.5	66.4	97.2	95.3	89.6	Yes	Yes
African American	62	100	17.7	51.6	30.6	95.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	40	100	33.3	35.9	30.8	84.6	49	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	12.7	49.2	38.1	96.8	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	288	100	11.1	41.5	47.4	94.1	81	80.4	Yes	Yes
Gender										
Male	129	100	11.7	42.2	46.1	93	78.9	78.4	N/A	N/A
Female	159	100	10.7	40.9	48.4	95	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	212	100	7.1	37.4	55.5	96.7	94.5	87.8	Yes	Yes
African American	62	100	25.8	53.2	21	83.9	68	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	40	100	41	48.7	10.3	82.1	43.8	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	27	54	19	84.1	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	194	97.9	11.6	56.1	32.3	88.4	67.4	67.3
Gender								
Male	86	98.8	17.9	48.8	33.3	82.1	66.2	66.9
Female	108	97.2	6.7	61.9	31.4	93.3	68.5	67.7
Racial/Ethnic Group								
White	140	98.6	6.6	53.3	40.1	93.4	89	79.6
African American	46	97.8	28.9	64.4	6.7	71.1	46.7	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	28	85.7	34.8	56.5	8.7	65.2	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	45	95.6	28.6	61.9	9.5	71.4	49.3	55.4

Social Studies								
All Students	193	97.9	8.5	30.9	60.6	91.5	73.8	70.9
Gender								
Male	95	96.8	9.9	29.7	60.4	90.1	72.3	70.1
Female	98	99	7.2	32	60.8	92.8	75.3	71.7
Racial/Ethnic Group								
White	142	97.9	6.5	25.4	68.1	93.5	90.1	79.2
African American	42	97.6	17.1	48.8	34.1	82.9	58.4	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	28	85.7	30.4	30.4	39.1	69.6	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	44	95.5	12.2	51.2	36.6	87.8	60.2	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	290	95.2	12	31.5	56.5	88	75	72.1	96.9	95.7
Gender										
Male	130	93.9	20.5	36.1	43.4	79.5	69.1	65.2	96.7	95.5
Female	160	96.3	5.2	27.9	66.9	94.8	81	79.2	97	95.8
Racial/Ethnic Group										
White	214	96.7	9.2	28.5	62.3	90.8	91	80.8	96.6	95.8
African American	62	91.9	24.6	43.9	31.6	75.4	60.2	59.7	97.6	95.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.2	87	97.4	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.7	64.6	97.2	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	97.8	95.6
Disability Status										
Disabled	40	65	42.3	34.6	23.1	57.7	28.4	27.7	95.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.5	63.7	98.9	96.3
Socio-Economic Status										
Subsidized meals	66	86.4	22.8	42.1	35.1	77.2	61.1	61.9	96.5	95.2

Abbreviations for Missing Data

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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							
2009	3	90	100	6.7	34.4	58.9	93.3
	4	94	100	7.5	37.6	54.8	92.5
	5	95	100	3.2	38.9	57.9	96.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	7.5	17.2	75.3	92.5
	4	98	100	8.2	41.2	50.5	91.8
	5	97	100	9.3	37.1	53.6	90.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	90	100	13.3	53.3	33.3	86.7
	4	94	100	8.6	47.3	44.1	91.4
	5	95	100	12.6	38.9	48.4	87.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	16.1	37.6	46.2	83.9
	4	98	100	6.2	45.4	48.5	93.8
	5	97	100	11.3	41.2	47.4	88.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	46	100	15.2	63	21.7	84.8
	4	94	100	20.4	58.1	21.5	79.6
	5	47	100	12.8	63.8	23.4	87.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	95.7	15.6	37.8	46.7	84.4
	4	98	100	11.3	63.9	24.7	88.7
	5	49	95.9	8.5	57.4	34	91.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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							
2009	3	44	100	2.3	47.7	50	97.7
	4	93	100	4.3	33.3	62.4	95.7
	5	48	100	10.4	33.3	56.3	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	47	93.6	4.5	22.7	72.7	95.5
	4	98	100	7.2	35.1	57.7	92.8
	5	48	97.9	14.9	29.8	55.3	85.1
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	96.7	8	37.9	54	92
	4	94	93.6	12.5	42	45.5	87.5
	5	96	93.8	14.4	27.8	57.8	85.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	93	93.6	10.3	21.8	67.8	89.7
	4	99	96	12.6	38.9	48.4	87.4
	5	98	95.9	12.8	33	54.3	87.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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