



Ashley River Creative Arts

1871 Wallace School Road
Charleston, SC 26407

Grades	K-5 Elementary School	
Enrollment	534 Students	
Principal	Jayne Ellicott	843-763-1555
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Good
2007	Good	Below Average
2006	Excellent	Excellent
2005	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

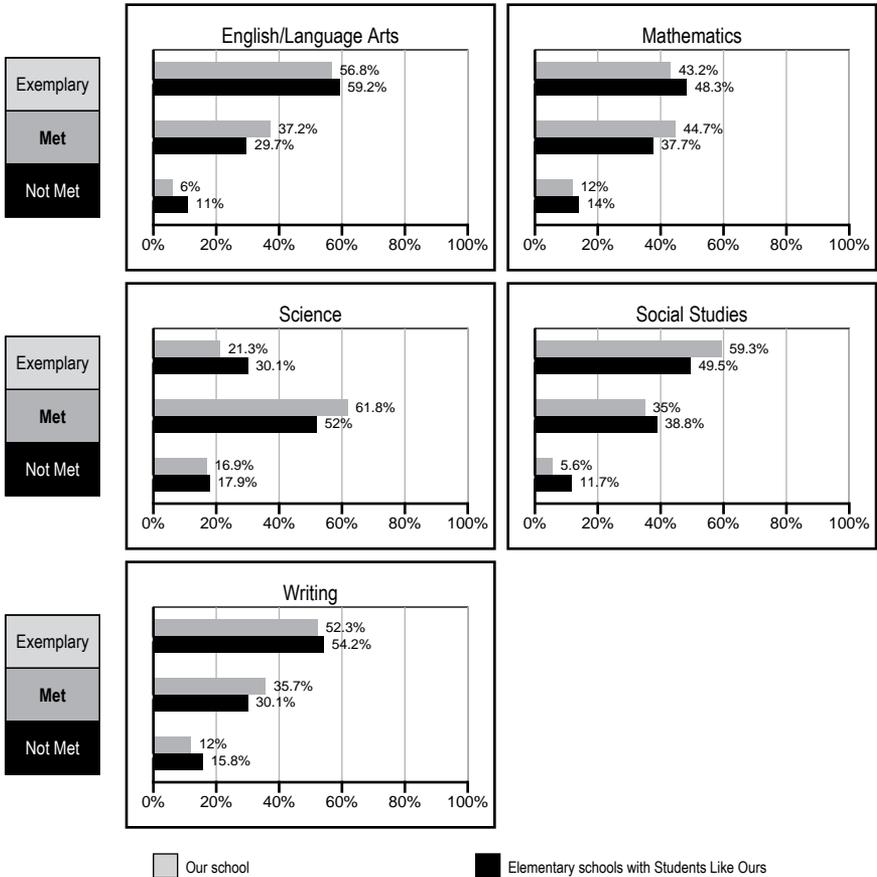
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	1	2	0	0

* Ratings are calculated with data available by 06/01/2010.

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=534)				
First graders who attended full-day kindergarten	74.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Down from 1.5%	1.1%	1.9%
Attendance rate	96.8%	Down from 97.0%	96.7%	96.3%
Eligible for gifted and talented	22.5%	Down from 23.9%	26.5%	10.0%
With disabilities other than speech	8.6%	Down from 10.0%	6.4%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Down from 61.5%	64.3%	59.4%
Continuing contract teachers	89.5%	Down from 89.7%	79.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 84.3%	87.3%	85.9%
Teacher attendance rate	95.1%	Up from 94.1%	94.8%	95.1%
Average teacher salary*	\$47,483	Up 5.0%	\$48,115	\$47,149
Professional development days/teacher	16.7 days	Down from 22.6 days	10.6 days	11.1 days
School				
Principal's years at school	15.0	Up from 13.0	5.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.6 to 1	19.6 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.3%	90.5%	90.4%
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**	\$7,813	Up 4.0%	\$6,947	\$7,458
Percent of expenditures for instruction**	74.2%	Down from 75.4%	74.1%	68.8%
Percent of expenditures for teacher salaries**	69.0%	Down from 69.7%	68.8%	63.2%

* 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 is proud of our many accomplishments during this school year. We were recognized as a Palmetto Gold School (PACT score gains) with an award of \$4,739. This award will be used to purchase materials and supplies to enhance learning in the classroom. We met 21 out of 21 objectives for AYP (Adequate Yearly Progress). We were recognized as an Art in the Basic Curriculum School by the South Carolina Arts Commission. This grant, funded in conjunction with PTA, provided four artists in residence programs in addition to our year long ballet program residency with Lola McDonald. Laura Rich, African drummer, worked with second graders and Becky Becker puppeteer, worked with third grade. Fourth graders worked with Janet Kozacheck, mixed media artist. Fifth grade worked with Orisirisi, African drumming and dance. We were honored to have been awarded a Distinguished Arts Grant from the SC Department of Education for the third year. This grant funded additional dance time and art materials for teachers to use with curriculum units.

Reading and math continue to be a school-wide focus. We used many techniques to inspire young readers. Parent and community volunteers, book clubs, Walk to Read, and many small groups of students worked hard to meet the challenge of accelerated 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 organizations. Our chorus is rehearsing for their big Disney performance in the spring of 2010. We hosted visiting educators from around the country. They observed in classrooms and reviewed our arts curriculum.

School Community Council and our endowment committee joined together for our "Paving the Future" brick campaign. Our goal is to pave the front walk and flag area of the new school. We are thrilled with the response from parents and alumni. It is a wonderful way to leave a legacy to our school.

The new building has developed before us day by day. We've all relished the opportunity to see walls, windows and bricks put in place. During the loss of power and phones and the shaking of the ground, we recovered quickly by peering outside. We can't wait to move in and be afforded all the luxuries of living in the 21st century.

Ashley River is proud of our success, and we appreciate the support we receive from our community and parents who are vital to our success. Our business partners offer immeasurable support. Our parents are true partners working hand and hand with us by volunteering, organizing events, attending conferences, and ensuring homework and projects were completed. Our mission statement emphasizes the importance of harmony and cooperation between school and home; Ashley River Creative Arts, in partnership with families and community, integrates the arts to provide students a strong academic curriculum.

Jayne Ellicott, Principal
Ric Sommons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	87	72
Percent satisfied with learning environment	97.2%	89.7%	98.6%
Percent satisfied with social and physical environment	100.0%	91.8%	90.3%
Percent satisfied with school-home relations	100.0%	90.7%	95.8%

* 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

This school met 21 out of 21 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

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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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	279	100	5.8	37.1	57.2	98.6	84.9	82.8	Yes	Yes
Gender										
Male	125	100	6.5	40.3	53.2	98.4	81.8	79.3	N/A	N/A
Female	154	100	5.2	34.4	60.4	98.7	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	197	100	6.6	27.9	65.5	99	95.8	89.5	Yes	Yes
African American	67	100	4.5	60.6	34.8	97	74.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	43	100	19	45.2	35.7	97.6	53.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	62	100	6.5	54.8	38.7	96.8	74.9	75.5	Yes	Yes

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

All Students	279	100	11.5	46.4	42.1	93.2	81	78.9	Yes	Yes
Gender										
Male	125	100	11.3	49.2	39.5	93.5	79.3	77	N/A	N/A
Female	154	100	11.7	44.2	44.2	92.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	197	100	8.6	42.1	49.2	94.4	94.6	87.2	Yes	Yes
African American	67	100	22.7	59.1	18.2	87.9	67.9	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	43	100	38.1	47.6	14.3	76.2	46.9	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	62	100	25.8	51.6	22.6	87.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	187	100	17.2	60.8	22	82.8	68.9	67.5
Gender								
Male	71	100	20	58.6	21.4	80	68.2	67
Female	116	100	15.5	62.1	22.4	84.5	69.6	68
Racial/Ethnic Group								
White	135	100	10.4	60.7	28.9	89.6	90.4	79.5
African American	43	100	N/AV	N/AV	N/AV	59.5	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	22	100	33.3	52.4	14.3	66.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	44	100	36.4	52.3	11.4	63.6	50.2	55.1
Social Studies								
All Students	185	100	5.4	36.8	57.8	94.6	76.8	72.3
Gender								
Male	87	100	3.4	33.3	63.2	96.6	75.3	71.5
Female	98	100	7.1	39.8	53.1	92.9	78.4	73.2
Racial/Ethnic Group								
White	132	100	4.5	28.8	66.7	95.5	91.5	80.7
African American	42	100	7.1	61.9	31	92.9	62.7	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	31	100	12.9	67.7	19.4	87.1	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	39	100	5.1	61.5	33.3	94.9	64	62.1

Abbreviations for Missing Data

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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	280	94.6	11.7	35.8	52.5	88.3	74.1	70.2	96.8	96
Gender										
Male	126	92.1	18.1	42.2	39.7	81.9	67.8	63.2	96.7	95.9
Female	154	96.8	6.7	30.9	62.4	93.3	80.6	77.5	96.8	96.1
Racial/Ethnic Group										
White	197	98.5	9.8	33.5	56.7	90.2	90.4	79.1	96.6	95.9
African American	68	86.8	18.6	40.7	40.7	81.4	59.2	57.6	97.4	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.4	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	98.3	95.8
Disability Status										
Disabled	43	67.4	51.7	27.6	20.7	48.3	29.6	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.2	61.2	98.7	96.5
Socio-Economic Status										
Subsidized meals	63	84.1	22.6	34	43.4	77.4	59.1	58.9	96.1	95.7

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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
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
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
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
	8	N/A	N/AV	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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