



## Saluda River Academy for the Arts

1520 Duke Street  
West Columbia, SC 29169

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	368 Students	
<b>Principal</b>	Tonya Fryer	803-739-4095
<b>Superintendent</b>	Dr. Venus Holland	803-739-8399
<b>Board Chair</b>	Beth Branham	803-739-4708



## THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Good	Below Average
2005	Good	At-Risk
2004	Good	Below Average

### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

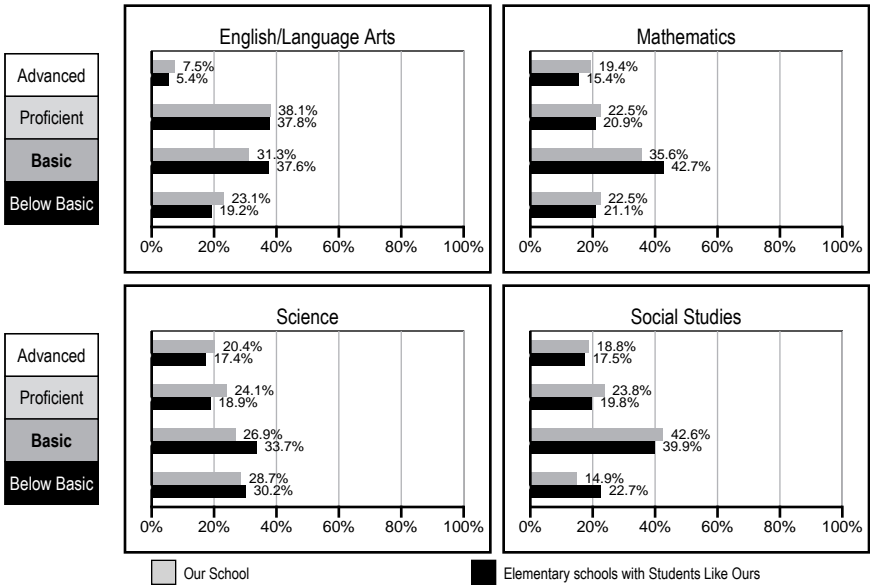
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	8	66	15	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=368)</b>				
First graders who attended full-day kindergarten	97.2%	Up from 78.1%	100.0%	100.0%
Retention rate	0.3%	Down from 2.2%	2.3%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.3%	96.3%
Eligible for gifted and talented	20.4%	Up from 19.7%	12.1%	10.4%
With disabilities other than speech	4.8%	Down from 5.4%	8.3%	7.5%
Older than usual for grade	0.3%	Down from 1.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	63.3%	Up from 60.0%	56.6%	56.7%
Continuing contract teachers	93.3%	Up from 83.3%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 80.9%	87.7%	86.4%
Teacher attendance rate	92.8%	Down from 95.9%	95.3%	94.9%
Average teacher salary	\$45,013	Up 4.2%	\$45,384	\$45,345
Professional development days/teacher	22.5 days	Up from 18.3 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	No Change	18.8 to 1	18.5 to 1
Prime instructional time	86.6%	Down from 90.8%	90.1%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,177	Down 0.4%	\$6,630	\$7,052
Percent of expenditures for instruction*	70.0%	Up from 69.8%	69.0%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Down from 66.3%	65.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Saluda River Academy for the Arts (SRAA), built in 1954, is a suburban, community school that serves 380 students in kindergarten through fifth grade. We are blessed with a very diverse population and embrace the differences within the SRAA family. We enjoy strong support from our SIC, PTO, and community. Family events to promote family involvement for dads, moms, and grandparents are held. Our school community works towards our vision of "Growing and Advancing Every Student" through the use of data, high expectations, and an integrated philosophy. We continue to be a Nationally Distinguished Title One School and have been accredited by the Southern Association of Colleges and Schools (SACS) for the last thirty-six years.

Saluda River is an Arts in Basic Curriculum (ABC) site. Our unique Arts program is integrated into the curriculum and is a channel for improving our students' achievement, confidence, and communication. Additionally, our programs expose students to the various facets of the Arts, while teaching discipline, expression, cooperation, and character. We endeavor to develop in children an understanding of the importance of giving back to the community. To that regard, our community service projects include collecting mittens for those in need, recycling to promote environmental responsibility, and collecting food items for local organizations. Also, our children perform for various events, such as Champions of the Environment, DHEC's Bureau of Water, and the West-Metro Chamber of Commerce.

During the 2007—2008 school year, we were one of four schools in Lexington School District Two to meet Adequate Yearly Progress. The West-Metro Chamber of Commerce recognized one of our third-grade teachers as Teacher of the Month and one of our fifth graders was recognized as Student of the Month. Two of our teachers received grants from the South Carolina International Reading Association. The Saluda River Singers filmed a segment for the television show, *The Story Behind the Songs*, produced by ETV and the S.C. Department of Education. We were the only elementary school to participate in the filming. To assist us with our Arts focus, we received a \$7,034 ABC grant from the South Carolina Arts Commission.

Four artists-in-residence provided instruction for our students in the areas of mime, dance, rhythm composition, and clay art. Our children also enjoyed visits from published authors Caroline Coleman Bennett and Floyd Cooper. We placed second in the Fifth Annual Willy Wonka Candy Sculpture Contest, sponsored by EdVenture Children's Museum. We offered after-school Arts classes, such as piano, art, karate, jazz, and cooking. Other extra-curricular activities included Once Upon a Puppet Troupe, Bubblin' Bobcat Chorus, Saluda River Singers, Art Majors Club, and Arts Unlimited.

Saluda River Academy for the Arts, united with our community, remains committed to "Growing and Advancing Every Student." As a team, we endeavor to touch the minds and hearts of all learners because we care.

Tonya Fryer, Principal  
Gary Prince, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	50	35
Percent satisfied with learning environment	93.1%	75.0%	88.6%
Percent satisfied with social and physical environment	86.2%	74.0%	85.7%
Percent satisfied with school-home relations	96.6%	76.0%	84.8%

\* 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

NO

This school met 14 out of 17 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	176	99.4	22.6	31.4	38.4	7.5	57.2	45.4	48.2	Yes	Yes
<b>Gender</b>											
Male	88	98.9	28.9	34.9	30.1	6	51.8	37.4	41.7	N/A	N/A
Female	88	100	15.8	27.6	47.4	9.2	63.2	53.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	92	98.9	10.2	27.3	51.1	11.4	75	55.4	60	Yes	Yes
African American	55	100	40	35.6	22.2	2.2	31.1	30.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	26	100	39.1	39.1	17.4	4.3	39.1	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	50	20	15	15	35	14.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	26	100	39.1	47.8	8.7	4.3	30.4	29.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	37.6	34.1	25.9	2.4	38.8	35.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	176	100	22.5	35.6	22.5	19.4	54.4	47.1	45.8	Yes	Yes
<b>Gender</b>											
Male	88	100	25	36.9	21.4	16.7	52.4	45.7	45.6	N/A	N/A
Female	88	100	19.7	34.2	23.7	22.4	56.6	48.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	92	100	10.1	32.6	28.1	29.2	73	58.2	59	Yes	Yes
African American	55	100	35.6	48.9	11.1	4.4	26.7	28.5	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	26	100	47.8	26.1	13	13	30.4	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	40	25	15	20	40	19.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	26	100	43.5	30.4	13	13	39.1	41.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	100	100	37.6	43.5	10.6	8.2	31.8	36.6	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	115	100	28.7	26.9	24.1	20.4	44.4	39.6	35.7	96.3	95.8
<b>Gender</b>											
Male	58	100	26.3	31.6	24.6	17.5	42.1	40.5	37.4	96.3	95.7
Female	57	100	31.4	21.6	23.5	23.5	47.1	38.7	33.8	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	60	100	14	17.5	33.3	35.1	68.4	51.9	49.2	96.5	95.7
African American	32	100	43.3	43.3	10	3.3	13.3	19.8	17	96.3	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	96	97
Hispanic	21	100	52.6	31.6	10.5	5.3	15.8	28.7	24.9	95.7	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.3	96.2
<b>Disability Status</b>											
Disabled	14	100	53.8	23.1	7.7	15.4	23.1	18.6	14	95.7	95.1
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	98.3	97
<b>English Proficiency</b>											
Limited English Proficient	19	100	58.8	23.5	11.8	5.9	17.6	24.1	24.4	95.9	95.8
<b>Socio-Economic Status</b>											
Subsided meals	62	100	46.4	35.7	12.5	5.4	17.9	27	21.1	96	95.4
<b>Social Studies</b>											
All Students	115	100	14	43	24	19	43	35.4	34	96.3	95.8
<b>Gender</b>											
Male	56	100	17.3	44.2	25	13.5	38.5	38.6	36.6	96.3	95.7
Female	59	100	10.4	41.7	22.9	25	47.9	32.1	31.3	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	59	100	1.8	39.3	30.4	28.6	58.9	44.2	44.5	96.5	95.7
African American	42	100	34.4	43.8	15.6	6.3	21.9	21.8	19.1	96.3	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	96	97
Hispanic	13	100	18.2	54.5	18.2	9.1	27.3	29.4	27.5	95.7	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.3	96.2
<b>Disability Status</b>											
Disabled	17	100	6.7	60	13.3	20	33.3	17.7	14.4	95.7	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	98.3	97
<b>English Proficiency</b>											
Limited English Proficient	13	100	18.2	36.4	36.4	9.1	45.5	23.7	27.3	95.9	95.8
<b>Socio-Economic Status</b>											
Subsided meals	68	100	25.9	48.1	20.4	5.6	25.9	28.4	21	96	95.4

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	53	100	20.8	25	47.9	6.3	54.2	
	4	65	100	13.8	36.2	43.1	6.9	50	
	5	62	100	25	50	25	0	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	24.1	24.1	40.7	11.1	51.9	
	4	55	98.2	18.8	33.3	41.7	6.3	47.9	
	5	60	100	24.6	36.8	33.3	5.3	38.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	53	100	22.9	43.8	22.9	10.4	33.3	
	4	65	100	15.5	25.9	22.4	36.2	58.6	
	5	62	100	16.1	41.1	23.2	19.6	42.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	20.4	46.3	14.8	18.5	33.3	
	4	55	100	26.5	20.4	30.6	22.4	53.1	
	5	60	100	21.1	38.6	22.8	17.5	40.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	25	100	30.4	34.8	17.4	17.4	34.8	
	4	65	100	25.9	17.2	22.4	34.5	56.9	
	5	31	100	25	32.1	21.4	21.4	42.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	30	100	24.1	41.4	24.1	10.3	34.5	
	4	55	100	24.5	24.5	32.7	18.4	51	
	5	30	100	40	16.7	10	33.3	43.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	28	100	3.8	46.2	34.6	15.4	50	
	4	65	100	17.2	41.4	22.4	19	41.4	
	5	31	100	24.1	55.2	17.2	3.4	20.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	31	100	0	52	20	28	48	
	4	55	100	18.4	44.9	18.4	18.4	36.7	
	5	29	100	19.2	30.8	38.5	11.5	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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