



SALUDA RIVER ACADEMY OF ARTS

1520 Duke Street
West Columbia, SC 29169

Grades	K-5 Elementary School	
Enrollment	370 Students	
Principal	Tonya Fryer	803-739-4095
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average

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://eoc.sc.gov>

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

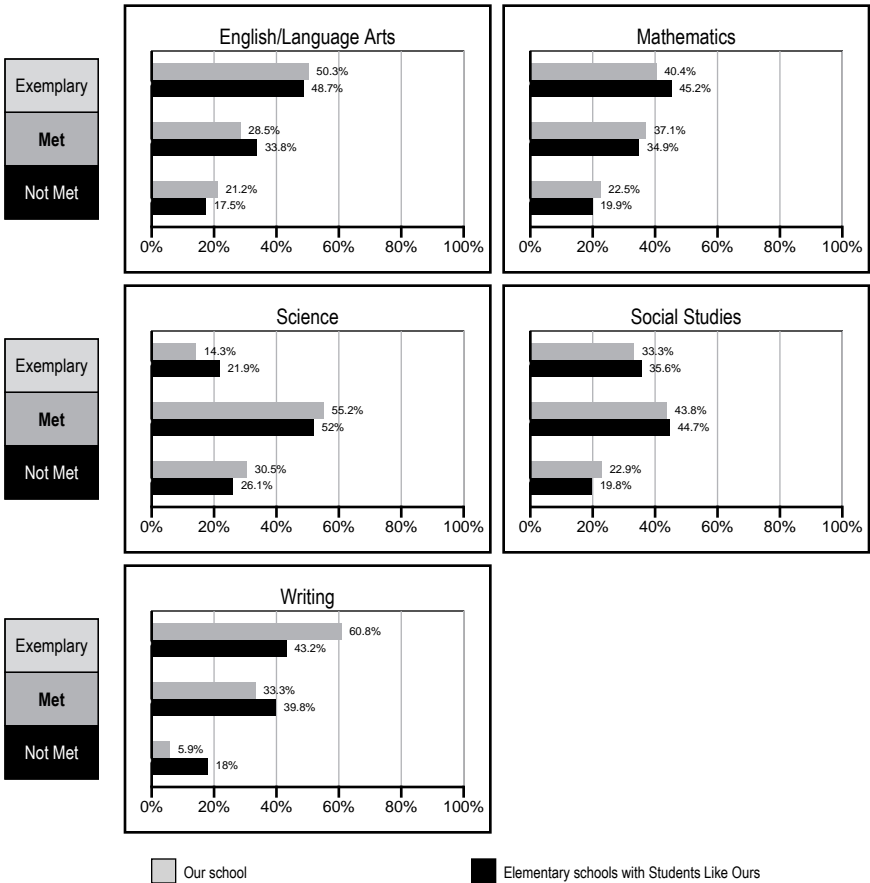
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	40	18	0	0

* Ratings are calculated with data available by 11/09/2011.

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=370)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	No Change	0.9%	1.1%
Attendance rate	96.0%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	28.0%	Down from 29.2%	19.1%	13.4%
With disabilities other than speech	4.1%	Down from 5.1%	3.9%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	67.9%	Up from 62.1%	65.0%	62.5%
Continuing contract teachers	85.7%	Down from 86.2%	91.2%	88.2%
Teachers returning from previous year	89.6%	Down from 89.7%	89.6%	87.8%
Teacher attendance rate	94.2%	Down from 95.3%	95.4%	95.2%
Average teacher salary*	\$46,012	Down 2.4%	\$48,063	\$46,773
Professional development days/teacher	16.4 days	Up from 15.4 days	11.0 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 20.4 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.6%	Down from 92.7%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,184	Down 0.0%	\$7,042	\$7,447
Percent of expenditures for instruction**	70.0%	Down from 70.2%	68.8%	68.4%
Percent of expenditures for teacher salaries**	68.1%	Up from 67.3%	66.3%	65.8%

* Includes current year teachers contracted for 185 or more days.

** 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), a Nationally Distinguished Title I School and Kennedy Center School of Distinction in Arts Education recipient, serves 375 students and has been an integral part of the West Columbia community since 1954. The Southern Association of Colleges and Schools (SACS) have accredited SRAA for the last thirty-nine years. To date, we have received over \$155,000 in grants from various sources.

This past year, we utilized a variety of strategies to enhance student achievement by means of differentiating instruction. We implemented a parallel block schedule in order to create more opportunities for small group instruction across the school. We expanded our Habits of Mind initiative—an instructional approach designed to promote thinking and academic excellence within children, regardless of diverse needs. Task rotations began in several classrooms, as a method of meeting our children’s instructional needs. We continued the use of small group instruction, such as in our READ 120 classroom. HeadSprout and Compass Learning provided computerized ways to differentiate instruction for all students.

SRAA was fortunate to have a full-time Instructional Facilitator to assist our faculty with on-going, job-embedded professional development in instructional strategies, as well as analyzing and utilizing data to better equip the faculty to make data-driven decisions.

Our students were presented with unique opportunities to showcase the school within and outside our neighborhood. For example, our students performed at Clemson University with Grammy Award Winner, Natalie Macmaster. Our unique Arts program is integrated into the curriculum and is a catalyst 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. Four artists-in-residents provided instruction for our students in the areas of mime, dance, rhythm composition, and cartooning. We offered after school arts classes and extra-curricular opportunities.

Our achievements and accolades are a reflection of the strong support from our SIC, PTO, business partners, and community. Saluda River Academy for the Arts proudly remains committed to our mission of “Advancing Every Student.” As a team, we endeavor to touch the minds and hearts of all learners by living the mission.

Tonya Fryer, Principal
 Kyle Cullum, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	50	50
Percent satisfied with learning environment	90.5%	96.0%	91.7%
Percent satisfied with social and physical environment	100.0%	92.0%	95.9%
Percent satisfied with school-home relations	95.2%	90.0%	88.0%

* 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 17 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. 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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 = 79.4% (Met or Exemplary)

All Students	161	99.4	20.7	28.7	50.7	90	79.9	82.4	Yes	Yes
Gender										
Male	77	98.7	22.2	33.3	44.4	88.9	75.4	78.7	N/A	N/A
Female	84	100	19.2	24.4	56.4	91	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	83	100	12.3	28.4	59.3	95.1	87.3	88.9	Yes	Yes
African American	55	100	31.3	35.4	33.3	87.5	70.7	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	19	94.7	35.3	11.8	52.9	70.6	73.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	83	I/S	I/S
Disability Status										
Disabled	24	100	45.8	50	4.2	79.2	48.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	94.7	35.3	17.6	47.1	70.6	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	98.9	29.9	28.6	41.6	84.4	73.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	161	99.4	22	37.3	40.7	86.7	79.2	81.9	Yes	Yes
Gender										
Male	77	98.7	22.2	33.3	44.4	83.3	76.6	79.9	N/A	N/A
Female	84	100	21.8	41	37.2	89.7	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	83	100	11.1	37	51.9	95.1	88	88.9	Yes	Yes
African American	55	100	33.3	47.9	18.8	75	67.6	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	19	94.7	47.1	5.9	47.1	76.5	73.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	84.4	I/S	I/S
Disability Status										
Disabled	24	100	54.2	41.7	4.2	66.7	47.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	94.7	52.9	11.8	35.3	76.5	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	98.9	32.5	40.3	27.3	80.5	73	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	110	100	30.5	55.2	14.3	69.5	64.9	68.6
Gender								
Male	53	100	31.4	56.9	11.8	68.6	64.6	68.3
Female	57	100	29.6	53.7	16.7	70.4	65.3	68.9
Racial/Ethnic Group								
White	57	100	14.3	66.1	19.6	85.7	78.2	80.7
African American	35	100	N/AV	N/AV	N/AV	43.8	48	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	14	100	38.5	46.2	15.4	61.5	59.1	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	56.3	35.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	14	100	38.5	46.2	15.4	61.5	56	60.7
Socio-Economic Status								
Subsidized meals	56	100	42.3	51.9	5.8	57.7	55.5	57.3
Social Studies								
All Students	113	99.1	22.1	44.2	33.7	77.9	72.5	72.5
Gender								
Male	56	98.2	25	40.4	34.6	75	70.4	72
Female	57	100	19.2	48.1	32.7	80.8	74.5	73.1
Racial/Ethnic Group								
White	57	100	14.3	46.4	39.3	85.7	81.4	81
African American	42	100	31.4	48.6	20	68.6	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	11	90.9	I/S	I/S	I/S	I/S	63.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	73.5
Disability Status								
Disabled	18	100	38.9	50	11.1	61.1	40.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.2	69.7
Socio-Economic Status								
Subsidized meals	64	98.4	28.6	48.2	23.2	71.4	64.9	62.9

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	54	100	5.9	33.3	60.8	94.1	71.1	73.2	96	97.3
Gender										
Male	24	100	13	34.8	52.2	87	65.4	67.2	96	97.3
Female	30	100	N/AV	N/AV	N/AV	100	76.9	79.4	96.1	97.4
Racial/Ethnic Group										
White	35	100	3	21.2	75.8	97	80.3	81.5	96.4	97.2
African American	15	100	14.3	50	35.7	85.7	58.9	61.3	96	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	94	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.7	66.7	95.4	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	95.2	96.9
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	28.2	26	95.1	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	65.7	95.6	97.7
Socio-Economic Status										
Subsidized meals	24	100	9.5	47.6	42.9	90.5	62.9	63.2	95.6	97.1

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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							
2010	3	58	100	17	24.5	58.5	83
	4	70	98.6	18.3	31.7	50	81.7
	5	62	100	16.1	42.9	41.1	83.9
	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
2011	3	44	100	24.4	24.4	51.2	75.6
	4	62	100	25.4	30.5	44.1	74.6
	5	55	98.2	12	30	58	88
	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							
2010	3	58	100	26.4	28.3	45.3	73.6
	4	70	98.6	30	30	40	70
	5	62	100	28.6	42.9	28.6	71.4
	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
2011	3	44	100	26.8	24.4	48.8	73.2
	4	62	100	22	50.8	27.1	78
	5	55	98.2	18	32	50	82
	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							
2010	3	30	100	32.1	39.3	28.6	67.9
	4	69	100	23.3	56.7	20	76.7
	5	31	100	17.9	60.7	21.4	82.1
	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
2011	3	22	100	38.1	33.3	28.6	61.9
	4	62	100	32.2	59.3	8.5	67.8
	5	26	100	20	64	16	80
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	28	100	12	40	48	88
	4	69	100	15	55	30	85
	5	31	100	28.6	42.9	28.6	71.4
	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
2011	3	22	100	15	45	40	85
	4	62	100	27.1	52.5	20.3	72.9
	5	29	96.6	16	24	60	84
	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							
2010	3	56	100	33.3	24.1	42.6	66.7
	4	69	98.6	16.7	33.3	50	83.3
	5	61	100	14.3	35.7	50	85.7
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	100	5.9	33.3	60.8	94.1
	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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