



## Augusta Circle Elementary

100 Winyah Street  
Greenville, S.C. 29605

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	448 Students	
<b>Principal</b>	Kate Bannister	864-355-1200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Excellent*</b>
2007	Good	Average
2006	Good	Average
2005	Good	Below Average
2004	Excellent	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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**

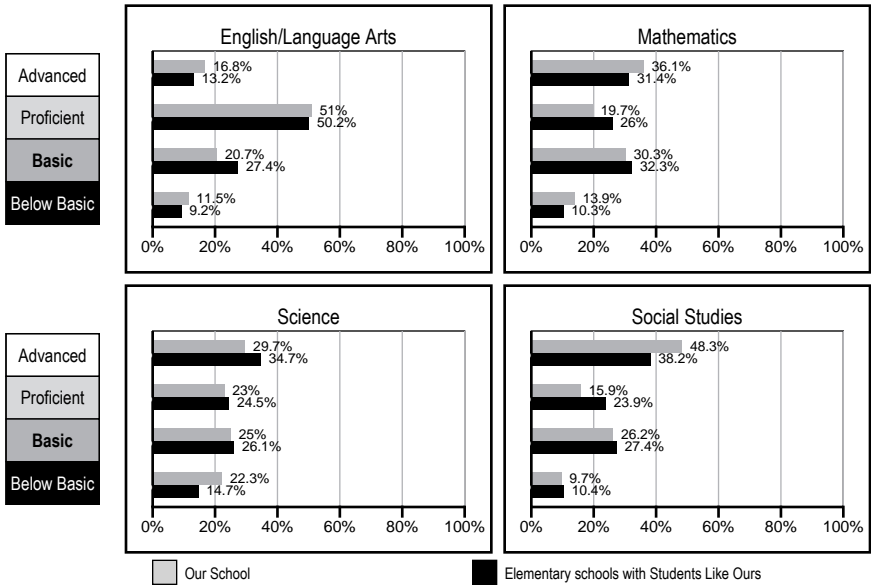
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.6%

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

Excellent	Good	Average	Below Average	At-Risk
6	19	2	0	0

\* 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=448)</b>				
First graders who attended full-day kindergarten	98.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	No Change	1.0%	2.3%
Attendance rate	97.9%	Up from 97.5%	97.0%	96.3%
Eligible for gifted and talented	31.1%	Up from 29.7%	25.7%	10.4%
With disabilities other than speech	10.5%	Up from 9.3%	5.8%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	65.6%	Up from 58.8%	59.0%	56.7%
Continuing contract teachers	87.5%	Down from 88.2%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 87.1%	87.0%	86.4%
Teacher attendance rate	95.5%	Down from 96.8%	95.2%	94.9%
Average teacher salary	\$46,238	Up 5.4%	\$46,783	\$45,345
Professional development days/teacher	14.9 days	Down from 20.0 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.3	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.7 to 1	19.4 to 1	18.5 to 1
Prime instructional time	92.4%	Down from 93.4%	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,201	Up 5.7%	\$6,526	\$7,052
Percent of expenditures for instruction*	67.3%	Up from 65.6%	71.1%	69.1%
Percent of expenditures for teacher salaries*	61.3%	Down from 65.6%	64.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The 2007-2008 school year was another successful and productive school year at Augusta Circle. We won our fourth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. We received two Alliance Grants for a second grade novel study and for our Parent as Teacher (PAT) program. The district contributed an Artist-in-Residence Grant for Jeff Holland, a drum artist. We also received a SC First Steps grant and a United Way grant for our PAT educator.

The PTA and School Improvement Council (SIC) had another banner year under the leadership of Cherron Saad and Carol Hill (PTA Co-Presidents) and Tom Marchant (SIC Chairman). Special events sponsored by the PTA included Cultural Arts Day about the Caribbean Islands and Grandparents and Special Friends' Week. Over 225 volunteers contributed 13,274.83 hours of work to the school.

Augusta Circle was identified as a "Closing the Gap" school because the PACT data showed a large discrepancy between the scores of our FARM and non-FARM students. To address the needs of our below basic FARM students, the SIC continued working with our PAT educator to enroll many at-risk students in 4-year old kindergarten for next year and to transport parents to school events. We offered tutoring before school and after-school for below basic students. We initiated a mentoring program and a reading intervention program during school.

Teachers, parents, and students have worked hard this year to meet our goals of (1) improving student achievement in Reading and Math and (2) closing the gap between FARM and non-FARM students. We are looking forward to another successful year of achievement in a school where "Children are the Heart."

Kate Bannister, Principal  
 Tom Marchant, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	34	55	41
Percent satisfied with learning environment	97.1%	94.4%	100.0%
Percent satisfied with social and physical environment	91.2%	92.7%	92.5%
Percent satisfied with school-home relations	94.1%	88.9%	92.5%

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

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.9%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	213	100	11.4	20.5	50.5	17.6	75.7	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	116	100	11.3	21.7	49.6	17.4	73.9	46.1	41.7	N/A	N/A
Female	97	100	11.6	18.9	51.6	17.9	77.9	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	154	100	2.6	9.9	63.8	23.7	93.4	62.3	60	Yes	Yes
African American	58	100	35.1	49.1	14	1.8	28.1	31.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	25	100	54.2	20.8	16.7	8.3	33.3	20.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	53	100	39.2	45.1	11.8	3.9	25.5	34.3	34	No	Yes

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

All Students	213	100	13.8	30	19.5	36.7	72.9	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	116	100	12.2	33.9	19.1	34.8	73	49.9	45.6	N/A	N/A
Female	97	100	15.8	25.3	20	38.9	72.6	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	154	100	3.3	24.3	24.3	48	90.8	59.4	59	Yes	Yes
African American	58	100	42.1	45.6	7	5.3	24.6	27.2	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	25	100	41.7	33.3	8.3	16.7	29.2	20.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	53	100	47.1	41.2	5.9	5.9	21.6	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	150	100	22.1	24.8	22.8	30.2	53	39.3	35.7	97.9	96.5
<b>Gender</b>											
Male	75	100	20	25.3	25.3	29.3	54.7	41.6	37.4	98	96.4
Female	75	100	24.3	24.3	20.3	31.1	51.4	36.9	33.8	97.7	96.6
<b>Racial/Ethnic Group</b>											
White	103	100	4.9	20.6	31.4	43.1	74.5	49.7	49.2	98	96.4
African American	46	100	60.9	34.8	2.2	2.2	4.3	18.2	17	97.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.8	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	97.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	20	100	70	10	10	10	20	16.3	14	97	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	N/A	97.2
<b>Socio-Economic Status</b>											
Subsided meals	42	100	66.7	26.2	0	7.1	7.1	21.3	21.1	97	95.8
<b>Social Studies</b>											
All Students	149	100	9.5	25.9	15.6	49	64.6	38.1	34	97.9	96.5
<b>Gender</b>											
Male	86	100	9.4	28.2	15.3	47.1	62.4	41	36.6	98	96.4
Female	63	100	9.7	22.6	16.1	51.6	67.7	35	31.3	97.7	96.6
<b>Racial/Ethnic Group</b>											
White	116	100	4.3	21.7	16.5	57.4	73.9	46.1	44.5	98	96.4
African American	33	100	28.1	40.6	12.5	18.8	31.3	20.5	19.1	97.4	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.8	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	97.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	15	100	28.6	35.7	7.1	28.6	35.7	17.1	14.4	97	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	N/A	97.2
<b>Socio-Economic Status</b>											
Subsided meals	31	100	34.5	34.5	13.8	17.2	31	22.8	21	97	95.8

\* 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	90	98.9	13.8	18.4	57.5	10.3	67.8	
	4	66	98.5	15.9	22.2	58.7	3.2	61.9	
	5	64	100	11.5	52.5	32.8	3.3	36.1	
	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	71	100	5.9	14.7	51.5	27.9	79.4	
	4	86	100	11.6	19.8	51.2	17.4	68.6	
	5	56	100	17.9	28.6	48.2	5.4	53.6	
	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	90	98.9	17.2	37.9	26.4	18.4	44.8	
	4	66	98.5	15.9	31.7	23.8	28.6	52.4	
	5	64	100	16.4	41	27.9	14.8	42.6	
	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	71	100	13.2	35.3	13.2	38.2	51.5	
	4	86	100	11.6	20.9	19.8	47.7	67.4	
	5	56	100	17.9	37.5	26.8	17.9	44.6	
	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>Science</b>									
<b>2007</b>	3	48	100	30.4	28.3	28.3	13	41.3	
	4	66	98.5	32.8	26.2	24.6	16.4	41	
	5	34	100	30.3	39.4	3	27.3	30.3	
	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	35	100	23.5	26.5	38.2	11.8	50	
	4	86	100	16.3	22.1	20.9	40.7	61.6	
	5	29	100	37.9	31	10.3	20.7	31	
	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	43	97.7	20	37.5	32.5	10	42.5	
	4	66	98.5	9.8	37.7	18	34.4	52.5	
	5	30	100	17.9	25	21.4	35.7	57.1	
	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	36	100	2.9	55.9	23.5	17.6	41.2	
	4	86	100	15.1	17.4	14	53.5	67.4	
	5	27	100	0	14.8	11.1	74.1	85.2	
	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	

Abbreviations for Missing Data

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