



## Augusta Circle Elementary

100 Winyah Street  
Greenville, S.C. 29605

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	446 Students	
<b>Principal</b>	Kate Bannister	864-355-1200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Good	Excellent
2007	Good	Average
2006	Good	Average
2005	Good	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 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**

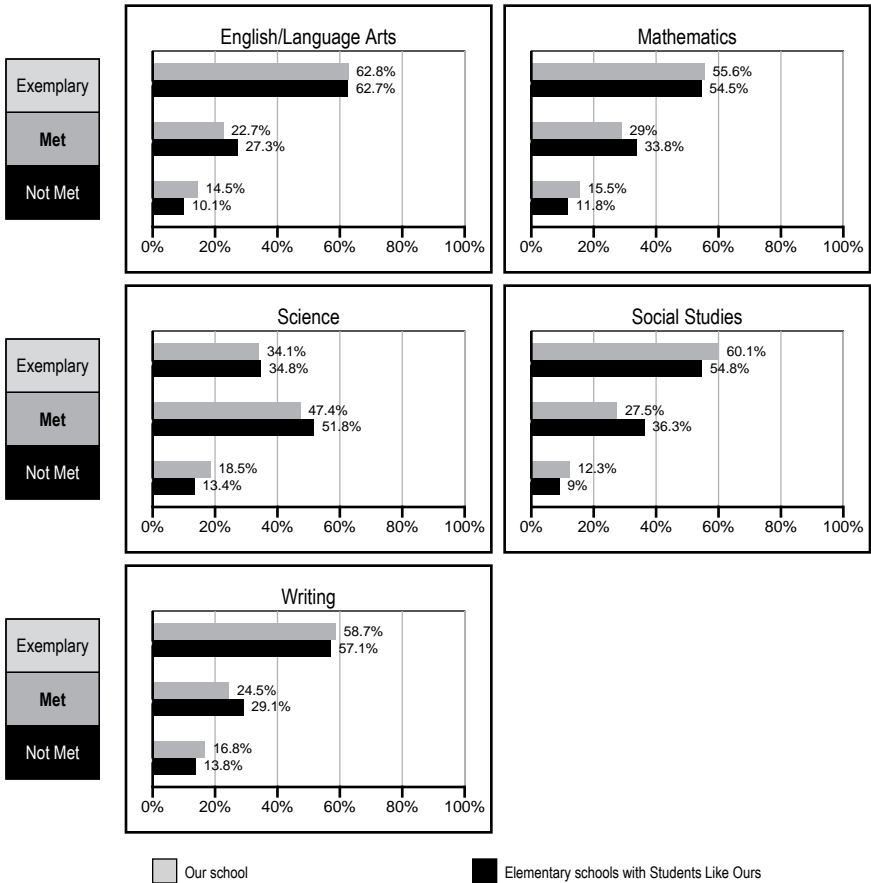
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
16	0	0	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
<b>Students (n=446)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	98.4%	100.0%
Retention rate	0.2%	Down from 0.9%	0.9%	1.9%
Attendance rate	97.6%	Down from 97.9%	96.8%	96.3%
Eligible for gifted and talented	37.7%	Up from 31.1%	27.3%	10.0%
With disabilities other than speech	8.2%	Down from 10.5%	5.7%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	69.0%	Up from 65.6%	65.7%	59.4%
Continuing contract teachers	86.2%	Down from 87.5%	84.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 85.4%	86.5%	85.9%
Teacher attendance rate	95.2%	Down from 95.5%	95.1%	95.1%
Average teacher salary*	\$47,540	Up 2.8%	\$50,494	\$47,149
Professional development days/teacher	7.8 days	Down from 14.9 days	10.6 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.3	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.2 to 1	21.1 to 1	18.8 to 1
Prime instructional time	92.2%	Down from 92.4%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,077	Up 14.1%	\$6,437	\$7,458
Percent of expenditures for instruction**	67.4%	Up from 67.3%	68.7%	68.8%
Percent of expenditures for teacher salaries**	60.8%	Down from 61.3%	64.5%	63.2%

\* 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**

The 2008-2009 school year was another wonderful school year at Augusta Circle Elementary (ACE). We were given our sixth state Palmetto Gold award because our PACT achievement score was Good and our improvement score was Excellent. We won our fifth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our art teacher received an Artist-in-Residence Grant for Yoshiko Moon, a Japanese artist. She taught Japanese script, Sumi-e painting and origami. Our media specialist received the district Robbie Van Pelt Memorial grant for a new Lap and Listen program. Children will be able to listen to books on tape as they walk laps. Our science teacher received an Alliance for Quality Education Grant for students to create solar-powered cars made from recycled material. Our PTA won an environmental grant from Champions' Merit and the Environmental Education Assoc. of S. C.

The PTA and School Improvement Council (SIC) had another productive year under the leadership of Rhonda Riley and Pam Rozelsky (PTA Co-Presidents) and Joni Baker-Young (SIC Chairman). Special events sponsored by the PTA included four service projects with United Ministries, a family outreach program for at-risk students, a Japanese Cultural Arts Day, and Grandparents and Special Friends' Week. Over 249 volunteers contributed 12,935 hours of work to the school. The special emphasis of our SIC was the successful application for the state Safe Routes to School Grant. We were awarded \$200,000 from the state Department of Transportation and \$40,000 from Greenville County for sidewalks and safety education.

As a learning community, teachers have implemented Continuous Improvement Quality Tools, Compass Learning, and Focused Learning strategies to meet our goals of improving student achievement in reading and math and closing the gap between FARM and non-FARM students. We are looking forward to another tremendous year of achievement in a school where "Children are the Heart."

Kate Bannister, Principal  
Joni Baker-Young, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	79	60
Percent satisfied with learning environment	96.7%	96.2%	93.2%
Percent satisfied with social and physical environment	93.3%	96.2%	98.3%
Percent satisfied with school-home relations	96.6%	96.2%	86.7%

\* 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 15 out of 15 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.1%	0.0%	No
Student attendance rate	97.6%	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	217	100	14.4	22.6	63	89.9	84	82.8	Yes	Yes
<b>Gender</b>										
Male	125	100	16.1	23.7	60.2	89.8	80.8	79.3	N/A	N/A
Female	92	100	12.2	21.1	66.7	90	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	170	100	7.2	18.7	74.1	94	89.5	89.5	Yes	Yes
African American	45	100	43.9	39	17.1	73.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	51.7	31	17.2	62.1	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	40	100	47.2	36.1	16.7	66.7	74.4	75.5	I/S	Yes

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

All Students	217	100	15.4	28.8	55.8	90.9	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	125	100	15.3	27.1	57.6	90.7	79.6	77	N/A	N/A
Female	92	100	15.6	31.1	53.3	91.1	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	170	100	8.4	25.9	65.7	94.6	87	87.2	Yes	Yes
African American	45	100	43.9	41.5	14.6	75.6	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	65.5	24.1	10.3	65.5	48.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	40	100	52.8	33.3	13.9	66.7	70.5	70.2	I/S	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
<b>Science</b>								
All Students	140	100	18.4	47.1	34.6	81.6	71.3	67.5
<b>Gender</b>								
Male	82	100	17.5	42.5	40	82.5	70.8	67
Female	58	100	19.6	53.6	26.8	80.4	71.8	68
<b>Racial/Ethnic Group</b>								
White	105	100	9.5	49.5	41	90.5	79.5	79.5
African American	34	100	50	36.7	13.3	50	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	23	100	68.2	18.2	13.6	31.8	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	59.6
<b>Socio-Economic Status</b>								
Subsized meals	28	100	58.3	25	16.7	41.7	57.5	55.1
<b>Social Studies</b>								
All Students	145	100	12.2	28.1	59.7	87.8	75.7	72.3
<b>Gender</b>								
Male	85	100	10	25	65	90	75.1	71.5
Female	60	100	15.3	32.2	52.5	84.7	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	119	100	7	24.3	68.7	93	81.7	80.7
African American	24	100	39.1	47.8	13	60.9	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	17	100	69.2	23.1	7.7	30.8	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	67.9
<b>Socio-Economic Status</b>								
Subsized meals	24	100	43.5	47.8	8.7	56.5	63.9	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
<b>Writing</b>										
All Students	217	97.7	16.4	24.6	58.9	83.6	72.9	70.2	97.6	96.5
<b>Gender</b>										
Male	125	96	19.8	25.9	54.3	80.2	66.4	63.2	97.7	96.4
Female	92	100	12.1	23.1	64.8	87.9	79.7	77.5	97.4	96.5
<b>Racial/Ethnic Group</b>										
White	170	98.2	7.9	22.4	69.7	92.1	80.5	79.1	97.7	96.3
African American	45	97.8	51.2	31.7	17.1	48.8	57.1	57.6	97.1	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.2	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	62.6	93.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	28	96.4	73.1	11.5	15.4	26.9	28.4	26.1	96.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	61.2	N/A	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	40	97.5	58.3	27.8	13.9	41.7	58.8	58.9	96.7	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	65	100	19	20.7	60.3	81
	4	67	100	13.6	19.7	66.7	86.4
	5	85	100	11.9	26.2	61.9	88.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	65	100	19	31	50	81
	4	67	100	10.6	28.8	60.6	89.4
	5	85	100	16.7	27.4	56	83.3
	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
<b>Science</b>							
<b>2009</b>	3	31	100	32.1	35.7	32.1	67.9
	4	67	100	9.1	54.5	36.4	90.9
	5	42	100	23.8	42.9	33.3	76.2
	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
<b>Social Studies</b>							
<b>2009</b>	3	35	100	9.7	32.3	58.1	90.3
	4	67	100	12.1	31.8	56.1	87.9
	5	43	100	14.3	19	66.7	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
<b>Writing</b>							
<b>2009</b>	3	65	92.3	16.1	14.3	69.6	83.9
	4	67	100	14.9	35.8	49.3	85.1
	5	85	100	17.9	22.6	59.5	82.1
	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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