



AUGUSTA CIRCLE ELEMENTARY

100 Winyah Street
Greenville, S.C. 29605

Grades	K-5 Elementary School	
Enrollment	460 Students	
Principal	Kate Bannister	864-355-1200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Excellent
2007	Good	Average
2006	Good	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

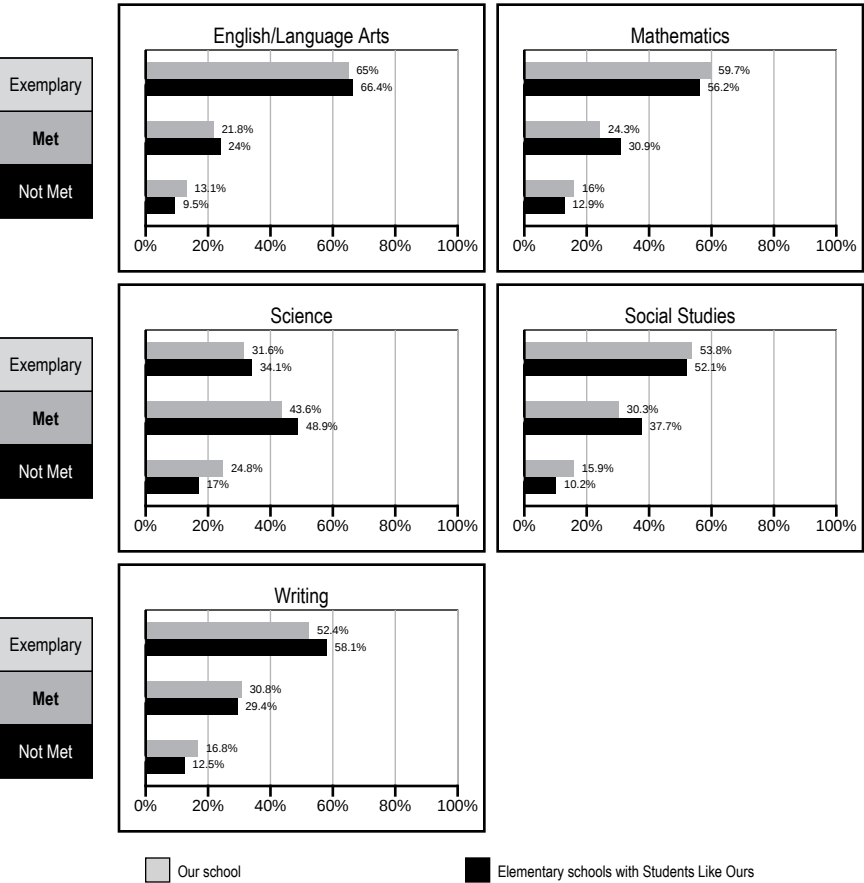
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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=460)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	100.0%
Retention rate	0.2%	No Change	0.3%	1.2%
Attendance rate	97.4%	Down from 97.6%	96.9%	96.1%
Eligible for gifted and talented	36.9%	Down from 37.7%	29.4%	11.7%
With disabilities other than speech	5.8%	Down from 8.2%	5.6%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.0%	0.4%
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	57.1%	Down from 69.0%	65.6%	60.5%
Continuing contract teachers	85.7%	Down from 86.2%	87.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.7%	87.2%	87.0%
Teacher attendance rate	97.3%	Up from 95.2%	95.7%	95.4%
Average teacher salary*	\$46,492	Down 2.2%	\$49,463	\$47,288
Professional development days/teacher	14.8 days	Up from 7.8 days	9.0 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 20.0 to 1	19.9 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 92.2%	93.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.8%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,843	Down 3.3%	\$6,867	\$7,548
Percent of expenditures for instruction**	67.0%	Down from 67.4%	68.9%	68.7%
Percent of expenditures for teacher salaries**	63.5%	Up from 60.8%	66.1%	65.1%

* 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

Augusta Circle Elementary School (ACE), a National Blue Ribbon School of Excellence, Palmetto's Finest School, and Red Carpet school is a traditional elementary school serving a student population of 455 students. Nestled in an urban neighborhood in Greenville, S.C., ACE is the focal point of the community and is rich in tradition and the history of the city. The school offers a rigorous academic program and continues to maintain high expectations for all its students.

The 2009-2010 school year was another exciting and successful school year. We won our seventh state Palmetto Gold award because our PASS achievement score was Excellent and our improvement score was Excellent. We won the Palmetto Silver Award for Closing the Achievement GAP. and our sixth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our music teacher received an Artist-in-Residence Grant for Jeff Holland, drummer. For one week, fourth graders studied world rhythms on over 80 percussion instruments. Our PTA won a Grow Healthy Kids grant from Greenville Organic Foods Organization. Students will plant, tend and harvest three organic gardens.

The PTA and School Improvement Council (SIC) had another productive year under the leadership of Teresa Smith and Courtenay Williams (PTA Co-Presidents) and Kim McFall (SIC Chairman). Special events included four service projects with United Ministries, a family outreach program for ACE at-risk students, an Italian Cultural Arts Day and Grandparents and Special Friends' Week. Over 287 volunteers contributed 11,700 hours of work to the school.

As a learning community, teachers implemented Continuous Improvement Quality Tools, Compass Learning technology, and Focused Learning strategies 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 continue to be the school where "Children are the Heart."

Kerry Bannister, Principal
Kim McFall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	66	54
Percent satisfied with learning environment	100.0%	98.5%	90.6%
Percent satisfied with social and physical environment	100.0%	95.5%	98.1%
Percent satisfied with school-home relations	100.0%	97.0%	90.6%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

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	213	99.5	12.3	21.7	66	92.6	84.7	83.5	Yes	Yes
Gender										
Male	126	99.2	15.1	21.8	63	91.6	81.3	80.1	N/A	N/A
Female	87	100	8.3	21.4	70.2	94	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	166	99.4	3.1	19.3	77.6	98.1	90	89.6	Yes	Yes
African American	46	100	48.8	31.7	19.5	70.7	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	18	100	72.2	22.2	5.6	38.9	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	48.8	31.7	19.5	70.7	76.1	76.9	Yes	Yes

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

All Students	213	100	15.2	24.5	60.3	91.2	82	80.4	Yes	Yes
Gender										
Male	126	100	17.5	21.7	60.8	90	80.5	78.4	N/A	N/A
Female	87	100	11.9	28.6	59.5	92.9	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	166	100	6.2	24.1	69.8	97.5	87.7	87.8	Yes	Yes
African American	46	100	51.2	26.8	22	65.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	18	100	77.8	16.7	5.6	38.9	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	46	100	51.2	29.3	19.5	63.4	72.9	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	137	100	24.2	43.9	31.8	75.8	70.6	67.3
Gender								
Male	80	100	20.8	39	40.3	79.2	70.1	66.9
Female	57	100	29.1	50.9	20	70.9	71.1	67.7
Racial/Ethnic Group								
White	109	100	13.2	49.1	37.7	86.8	80.2	79.6
African American	28	100	69.2	23.1	7.7	30.8	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.6	58.6
Socio-Economic Status								
Subsidized meals	28	100	61.5	30.8	7.7	38.5	57.1	55.4

Social Studies

All Students	136	100	14.6	30.8	54.6	85.4	73.2	70.9
Gender								
Male	75	100	16.7	27.8	55.6	83.3	72.8	70.1
Female	61	100	12.1	34.5	53.4	87.9	73.7	71.7
Racial/Ethnic Group								
White	105	100	4.9	30.1	65	95.1	79.8	79.2
African American	30	100	53.8	34.6	11.5	46.2	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	13	100	69.2	15.4	15.4	30.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	69	68
Socio-Economic Status								
Subsidized meals	30	100	50	34.6	15.4	50	61.6	60.8

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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	216	99.1	15.2	31.4	53.4	84.8	74	72.1	97.4	96.2
Gender										
Male	127	98.4	16.9	34.7	48.3	83.1	67.2	65.2	97.5	96.2
Female	89	100	12.8	26.7	60.5	87.2	81.1	79.2	97.3	96.3
Racial/Ethnic Group										
White	167	98.8	6.3	29.4	64.4	93.8	81.6	80.8	97.5	96.1
African American	48	100	48.8	39.5	11.6	51.2	58.6	59.7	97.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	93	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	64.6	95.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	20	100	75	10	15	25	29.5	27.7	96.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	63.7	N/A	97
Socio-Economic Status										
Subsidized meals	48	100	51.2	37.2	11.6	48.8	61.1	61.9	96.8	95.6

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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	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
2010	3	86	98.8	17.7	13.9	68.4	82.3
	4	60	100	10.3	27.6	62.1	89.7
	5	67	100	7.6	25.8	66.7	92.4
	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
Mathematics							
2009	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
2010	3	86	100	20	27.5	52.5	80
	4	60	100	17.2	19	63.8	82.8
	5	67	100	7.6	25.8	66.7	92.4
	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
Science							
2009	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
2010	3	44	100	33.3	40.5	26.2	66.7
	4	60	100	24.1	43.1	32.8	75.9
	5	33	100	12.5	50	37.5	87.5
	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

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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							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	42	100	18.4	26.3	55.3	81.6
	4	60	100	15.5	34.5	50	84.5
	5	34	100	8.8	29.4	61.8	91.2
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	86	98.8	17.7	27.8	54.4	82.3
	4	62	100	20.3	28.8	50.8	79.7
	5	68	98.5	7.6	37.9	54.5	92.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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