AUGUSTA CIRCLE ELEMENTARY

Kate W. Bannister, Principal

School District of Greenville County

Mr. Burke Royster, Superintendent

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Augusta Circle Elementary

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-2016 *(one year)*

Assurances
The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Ms. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Michele Lyerly		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kerry Bannister		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 100 Winyah Street, Greenville, South Carolina, 29605

SCHOOL'S TELEPHONE: (864) 355-1200

PRINCIPAL'S E-MAIL ADDRESS: kbannist@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL:	Mrs. Kerry Bannister
2. TEACHER:	Mrs. Karen Dobson
3. PARENT/GUARDIAN:	Mrs. Kasey Frank
4. COMMUNITY MEMBER:	Mr. Tom Marchant
5. SCHOOL IMPROVEMENT COUNCIL:	Mrs. Michele Lyerly

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
SIC	**Mr. Lindsay Leonard**
SIC	**Mrs. Jennifer Harvey**
SIC	**Mrs. Lauren Price**
Kindergarten	**Mrs. Rebecca Register**
Grade 1	**Mrs. Lindsay Lyles**
Grade 2	**Mrs. Meg Plexico**
Grade 3	**Mrs. Margaret Lanahan**
Grade 4	**Ms. Katelyn Ammons**
Grade 5	**Ms. Kirby-Annah Philpot**

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__X__ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

_X_   **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

_X_   **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

_X_   **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this strategic plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle becoming a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –
- Executive Summary
- School Profile
- Mission, Vision, and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

This school portfolio is a living document that describes Augusta Circle and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning - our ultimate outcome.

All members of the staff are involved in our self-study process. School Improvement Committee members and PTA members are also involved in the process. Each teacher chooses which committee he/she wants to join. These committees change members each year. There is a chairman for each committee, and this person leads the committee in its work. Our committees are Executive Summary, School Profile, Mission, Vision, and Beliefs, Data Analysis and Needs Assessment, and Action Plan. Each committee is charged with the role of responding to the purpose of each individual section. The key chairs of our committees this year are listed on page 2 of this document. Our Leadership Team for this year has been Rebecca Register, Lindsay Lyles, Meg Plexico, Margaret Lanahan, Katelyn Ammons, Kirby-Annah Philpot, Debbie Fischer, Lisa Cook, Kerry Bannister, Nathan Deese, and Karen Dobson. Members of our SIC were involved as well. They were Sean Turner, Jenna Howard, Lindsey Leonard, Scott Williams, Michele Lyerly,

Tom Marchant and Lauren Price. Much of the narrative content came from discussions of the staff in the process of evaluating our work. During these yearly assessments, staff members are asked to contribute "evidence" of our progress, contribute comments, data, etc. - actual documents that shows the changes in our practices.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in our future world!

The Staff of Augusta Circle

Executive Summary

Augusta Circle is a kindergarten through grade five public school built in 1923 that currently houses around 550 students and 42 instructional staff members. The facilities include 23 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, and a speech room.

The student enrollment is made up of 15 percent African-American, 82 percent Caucasian, and 3 percent Other. 17 percent of the students qualify for free and reduced priced meals. Student attendance rates are at an average daily attendance of 97.9 percent. 19 percent of our current population is enrolled on special permission.

Augusta Circle's teaching staff includes 23 regular classroom teachers, one instructional coach, one media specialist, three related arts teachers, three special education teachers, one speech teacher, one occupational therapist, one counselor, six instructional aides, one computer lab teacher, one RTI part-time teacher, one challenge teacher, and one mental health worker. We have added several new teachers to our faculty, and the average experience of our staff is 11 years. 95% of our staff is female and 5% is male. 100% of our certified teaching staff is Caucasian. 32% of our staff has Bachelor degrees and 68% of the staff has Master degrees or more.

Our school has a principal, administrative assistant, and an instructional coach. The school leadership structure is called the Leadership Team. It is made up of the grade level chairperson from each grade level, related arts, special areas, the instructional coach, the administrative assistant, and the principal. The climate of learning is enhanced by involved parents and local business partnerships. Parents and businesses volunteer in a multitude of capacities.

The Augusta Circle priorities for instructional and organizational effectiveness are: 1) improvement in student achievement in PASS writing, ELA, math, science, and social studies; 2) improvement in teacher/administration quality as evaluated with the PAS-T process; and 3) improvement in school climate.

Augusta Circle has established its concise mission, vision, and beliefs. The mission of Augusta Circle is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for participation in our democratic and multicultural society.

Our vision includes curriculum, instruction, assessment, and environment factors that support effective student learning.

<u>Curriculum</u>
- Align to State Standards
- Choose research-based practices
- Use district-adopted textbooks
- Plan toward District, State, and Common Core Standards

<u>Instruction</u>
- Balanced Literacy Language Arts Model

- Provide innovative strategies using manipulatives
- Incorporate the district Science Kits
- Increase use of Every Day Math Counts
- Engage students in writing across the curriculum/maintaining journals
- Utilize technology as an integral part of the teaching/learning process
- Communicate ideas through graphic organizers
- Utilize Larson's Math with grades 1-5
- Utilize Compass Learning with grades K-5
- Implement Common Core Standards in ELA and Math

Assessment
- Use student portfolios
- Grade published work with rubrics and traditional guidelines
- Include benchmark assessments like running records and writing prompts in order to track progress
- Test information which has been taught through teacher-made tests, publishing company produced tests, and standardized tests
- Use formative and summative assessments

Environment
- Create and maintain eye-catching bulletin boards
- Offer computer opportunities for all students
- Present activities to use with Word Walls
- Increase comprehension skills with the Accelerated Reader program
- Provide enrichment through performances
- Plan field trips with social and educational opportunities
- Utilize PTA and other volunteers to address the needs of students and teachers

All schools must have goals for the areas of student achievement, teacher/administrator quality, and school climate.
Our goal for Student Achievement is:
1. Raise the academic challenge and performance of each student.
Our goal for teacher/administrator quality is:
2. Ensure quality personnel in all positions.
Our goal for school climate is:
3. Provide a school environment supportive of learning.

As we looked at our needs assessment and findings for student achievement, we looked at our PASS scores for each grade level for the past three years. In analyzing our PASS scores from third grade for the last five years (2010, 2011, 2012, 2013, 2014), in ELA, our students who scored Met or Exemplary increased from 80% to 87.1%. In Math, the third graders who scored Met or Exemplary increased from 77% to 85.9%. Our Science scores for third grade students who scored Met or Exemplary increased from 63% to 67.4%. Our Social Studies scores for third graders who scored Met or Exemplary fluctuated a little, but stayed around 85%, except for 2014. It was 100%. Our needs assessment indicates that we need to target Science and math for improvement in third grade.

In following the fourth grade PASS scores for the last five years, ELA students who performed in the Met or Exemplary category changed from 88% to 89.9%. In Math, students who scored Met or Exemplary increased from 88% to 88.5%.   Science students who scored Met or Exemplary decreased from 91% to 78.5%. The fourth grade Social Studies students who scored Met or Exemplary increased from 88% to 89.9%. The fourth grade percent of students who scored Met or Exemplary in writing for 2014 was 83.3%. That was the lowest of our grades. Our needs assessment indicates that we need to target Science, Writing and ELA for improvement in fourth grade.

While looking at fifth grade PASS scores for the last five years, we found that students who scored Met or Exemplary in ELA decreased slightly from 88% to 87%. The students who scored Met or Exemplary in Math increased from 82% to 83.1%. The students who scored Met or Exemplary in Science increased from 76% to 84.6%. The percent of students who scored Met or Exemplary in Social Studies decreased from 84% to 73.7%. The percent of students who scored Met or Exemplary in writing has decreased from 92% to 87.2%. Our needs assessment indicates we need to target writing, ELA, and Social Studies for improvement in fifth grade. We are proud of the increases in the percent of students scoring Met or Exemplary in Science.

In looking at the whole school, we are targeting ELA, Writing, and Science for improvement, and we listed our needs assessment for student achievement:

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain our mobile laptop labs for classrooms
- Implement the Common Core Standards
- Provide enrichment activities with Teleconferencing throughout the world
- Implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system

In 2009, we started using the PASS testing in the spring. Prior to 2009, we used PACT testing. We have won eight state Palmetto Gold awards because our PASS achievement and improvement scores. We also won our eighth 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 Charles Pate, artist. Our counselor won a Peace Grant from Safe Schools for her guidance program on bullying, peer mediation and conflict resolution. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence.

In studying our teacher and administrator quality assessment, we found that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher

retention rate was 88.2% in 2014, 89.3% in 2013, 90.3% in 2012, 89.5% in 2011, 84.7% in 2010, and 87.7% in 2009. Our teacher attendance rate was 94.6% in 2014, 94.7% in 2013, 95.4% on 2012, 95.8% in 2011, 97.3% in 2010, and 95.2% in 2009. 64.5% of our teachers had advanced degrees in 2014, 68% of our teachers had advanced degrees in 2013, 63% in 2012, 65.4% in 2011, 57.1% in 2010, and 69% in 2009. We had 74.2% of our teachers with continuing contracts in 2014, 73.3% of our teachers with continuing contracts in 2013, 88.9% in 2012, 88.5% in 2011, 85.7% in 2010, and 69% in 2009. All of our teachers are proficient in technology.

Our professional development is designed and correlated to reflect student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

In evaluating our school climate, we studied the results of our surveys. Teachers, students, and parents were very complimentary of our school. The questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2014, teachers were satisfied in all three areas by 100%. Students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. Parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. We were pleased with these results, although there is always room for improvement.

For the past three years, we have been challenged with closing the gap between our non-FARM students and our FARM students. This gap has consistently been a problem for us as we implement various strategies to help scaffold these students so that our gap is not so large. We have made some progress with using Compass Learning in the morning for these students, using father tutors with these students in the morning, targeting these students for extra attention in the classroom, and using parent readers with these students. We now have an after-school program going on in the neighborhood where most of our FARM students live. It primarily helps with homework and tutoring.

Augusta Circle has had several accomplishments in the last few years. We have formed our Leadership Structure which has worked very well for us. We have established a School-Wide Discipline Plan for transitions, lunch, and recess, which has made a positive impact. We have been careful to align our professional development with our goal areas.

We have several awards and accomplishments for the last three years. We were awarded a Safe Routes to School State Grant which will help us to install sidewalks along the streets adjacent to our school. We were awarded the Palmetto Gold Award for test results in 2009, 2010, 2012, and 2014. Our PTA was chosen PTA Council for the Year in 2009. We are proud of these acknowledgements at Augusta Circle.

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Currently around 550 students are enrolled, and there are 42 staff members. It is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina.

The facilities at Augusta Circle consist of 23 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab, a media production room, a speech room, a resource room and a challenge room.

Augusta Circle's current enrollment configuration by grade level is as follows:

Grade K - 100
Grade 1 - 85
Grade 2 - 91
Grade 3 - 79
Grade 4 - 81
Grade 5 - 77
Self-Contained Primary - 4
Self- Contained Intermediate - 7

Our School Community includes many factions. We have our local mayor, Knox White, City Council, County Council, School Board (Lisa Wells, chair), parents, and local businesses. We have a very active and supportive PTA, and our SIC is very involved in improving our school.

Augusta Circle Staff

The staff at Augusta Circle includes: 26 regular teachers, one instructional coach, three special education teachers, one media specialist, one physical education teacher, one art teacher, one music teacher, one counselor, a part-time challenge teacher, a part-time computer lab teacher, one speech teacher, one library clerk, and six instructional aides. On an average, our teachers have had 11 years of experience. We have a new second grade teacher and a new fifth grade teacher. The average number of years the teachers have taught, by grade level, is shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K				9				
1				9				
2			7					
3							21	
4					11			
5				10				
Special Education						16		

Augusta Circle has 68% of our classroom teachers who have a master's degree or higher. 32% of our teachers have a bachelor's degree. Females make up 95% of our staff. We have 5% males on our faculty. We have a teacher attendance rate of 94.6%.

Additional personnel include the school principal, administrative assistant, secretary, attendance clerk, custodians, and food services workers. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, a contract school nurse, an occupational therapist, and a network computer engineer. Our student/teacher ratio is 21 to 1.

Our Leaders

Principal

Our principal is Kate Bannister. She has been here fifteen years. She has served in the School District of Greenville County for 35 years. She was an Assistant Principal for three years and has taught at the elementary, middle and high school levels. She is married with three grown sons and has two grandsons and five granddaughters.

Administrative Assistant

Our administrative assistant is Mr. Nathan Deese. He has been teaching for 11 years. He has taught grades 2-5, and he has taught at Sterling and Greenbrier. He graduated from Bob Jones University with a masters' degree, and he has an EDS degree from Converse College.

Safety, Cleanliness, and Adequacy of School Facilities

Augusta Circle and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and the district. The school plans stress safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of five custodians performs basic cleaning operations and maintenance in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Tornado drills
- Earthquake drills
- Fire safety inspections
- Lock down procedure drills
- Campus supervision
- Coded keypads on the exterior doors
- Security camera in front entrance

Classroom Code of Conduct

Augusta Circle provides a disciplined, but stimulating, learning climate for students. The climate for learning at Augusta Circle is enhanced by involved parents. Parents are encouraged to become involved in the school community, to help with their child's homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Augusta Circle staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Augusta Circle offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to become active participants in the process.

Counseling and Other Student Support Services

Students at Augusta Circle receive a high level of support services from an outstanding staff. We also have a Guidance Counselor who is available to meet with students to discuss their various needs.

After-School Program

Augusta Circle provides an after-school program that services many of the students attending the school from grades K-5. The After School Program provides many enrichment activities such as snack time, homework time, indoor and outdoor activities.

School Personnel Data

Years of Experience

The average experience of our teaching staff at Augusta Circle is 11 years. We added two new classroom teachers for the 2014-2015 school year.

For 2014-2015, we have 19% of teachers with 1-5 years of experience, 28% of teachers with 6-10 years of experience, 17% of teachers with 11-15 years of experience, 14% of teachers with 16-20 years of experience, and 22% of teachers with 21+ years of experience.

Teacher Years of Experience by Percentages Over Time

	1-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	21+ yrs.
2012-2013	36	23	1	17	23
2013-2014	30	19	23	13	16
2014-2015	19	28	17	14	22

Legend: ■ 2012-2013 ■ 2013-2014 ■ 2014-2015
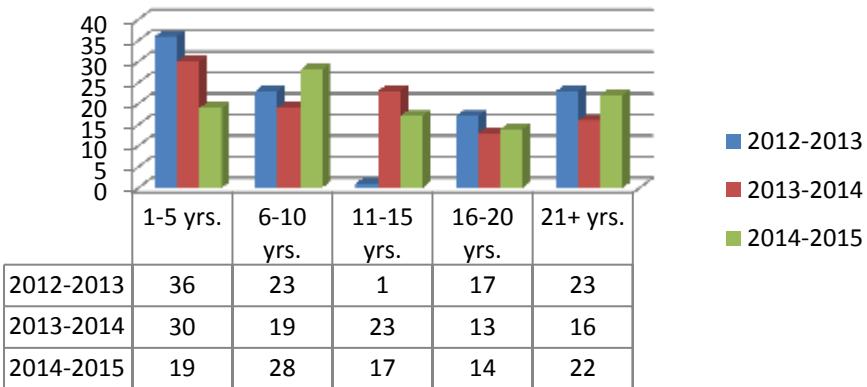
Gender of Staff

Our faculty percentages by gender have remained close to the same for the last 3 years.

Faculty Percentages by Gender

	2012-2013	2013-2014	2014-2015
Male	6	6	6
Female	94	94	94

Legend: ■ Male ■ Female

16
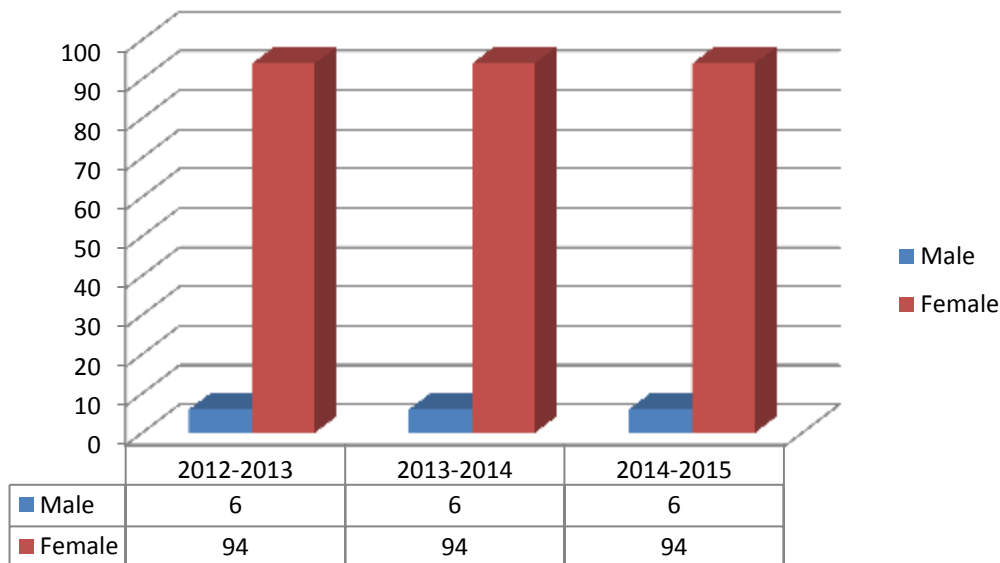
Faculty Ethnicity

Our faculty ethnicity has changed very little in the last three years. It was 6% African American several years ago, but we lost our resource teacher.

Faculty Ethnicity Percentages

	2012-2013	2013-2014	2014-2015
African American	3	0	0
White	97	100	100
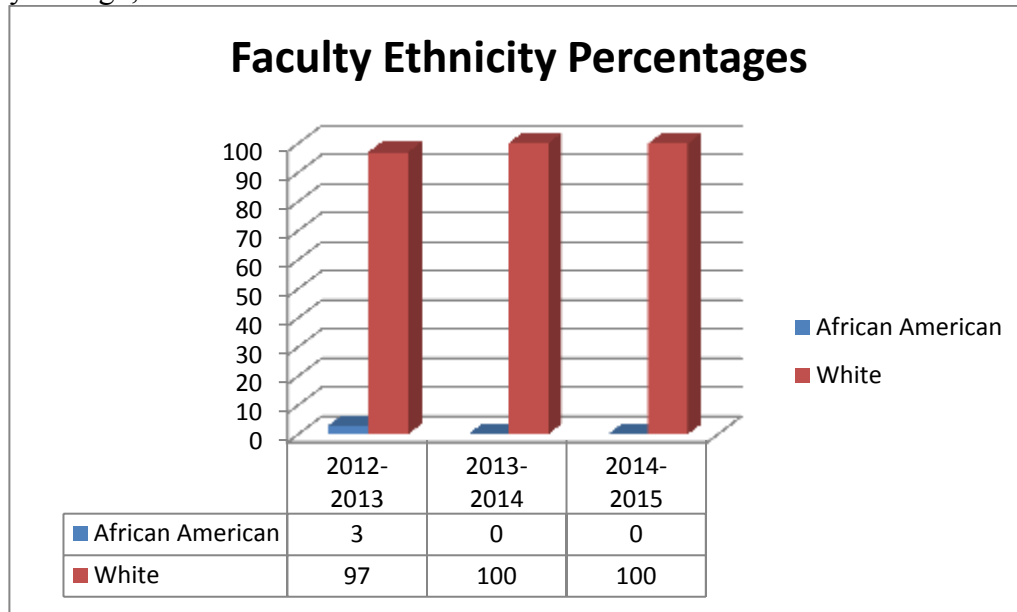
Education of Staff
The percentage of teachers with a Bachelor degree has fluctuated in the last few years with our addition of some new teachers.

Faculty Educational Levels by Percentages

	2012-2013	2013-2014	2014-2015
B.A.	26	32	33
Masters or higher	74	68	67
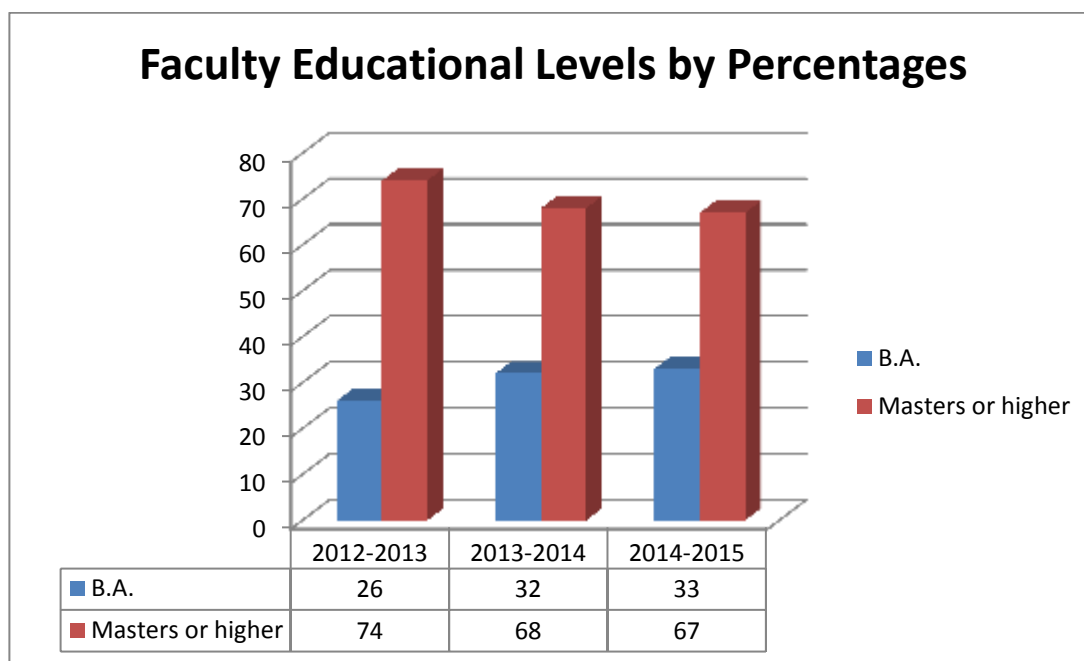
Attendance

Our staff attendance remains stable. This year our attendance was 94.6%, and last year our attendance was 94.7%.

Student Population Data

Augusta Circle Students

At the present time, 2014-2015 school year, the student enrollment at Augusta Circle is made up of 82 percent Caucasian, 15 percent African-American, and 3 percent "Other."

17 percent of the students qualify for free and reduced priced meals. Last year, we had 22 percent of our students who were free and reduced meal status. The student population is comprised of students with one home language. Augusta Circle has several funded programs which focus on helping "at risk" students and the special needs of all students. Augusta Circle also has a gifted and talented program for identified students. Our Challenge teacher sees about 110 students in grades 3, 4, and 5.

Attendance and Mobility

Student attendance rates at Augusta Circle have remained steady over the past few years. Augusta Circle has an average daily attendance of 97.9 percent. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Of Augusta Circle's 550 student population, 9 percent (47) of our current population is enrolled on special permission. This has stayed relatively stable in the last few years.

Student Demographics

For the 2014-2015 school year, kindergarten had a slight increase in African Americans while the other grades had a decrease.   The white student population has decreased in kindergarten. Other grades had an increase in white student population. The Asian and Hispanic populations are very minimal.

Our percentages for 2014-2015 are within five percentage points of what they were in 2009-2010. Our population remains a stable one.

Student Enrollment Overtime by Grade Level and Ethnicity

	K 2013	K 2014	K 2015	1 2013	1 2014	1 2015	2 2013	2 2014	2 2015	3 2013	3 2014	3 2015	4 2013	4 2014	4 2015	5 2013	5 2014	5 2015
AA	20	11	12	20	19	6	16	20	12	30	16	15	22	26	16	21	27	22
Other	7	2	6	2	5	2	1	1	4	4	1	1	2	2	1	1	0	2
White	73	87	82	78	76	92	83	79	84	66	83	84	76	72	83	78	73	76
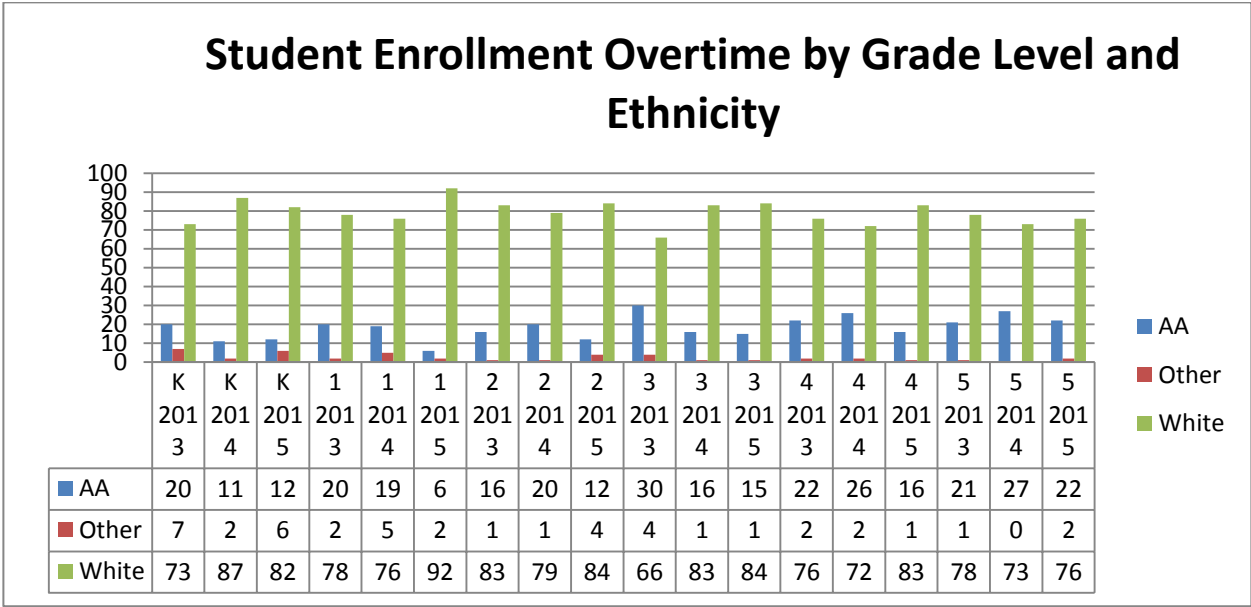
Student Enrollment
Our enrollment for the last three years has remained relatively stable.

Grade Level Percentages in Enrollment

	K	1	2	3	4	5
2012-2013	19	17	18	15	16	15
2013-2014	18	20	16	17	15	15
2014-2015	20	17	18	15	16	14
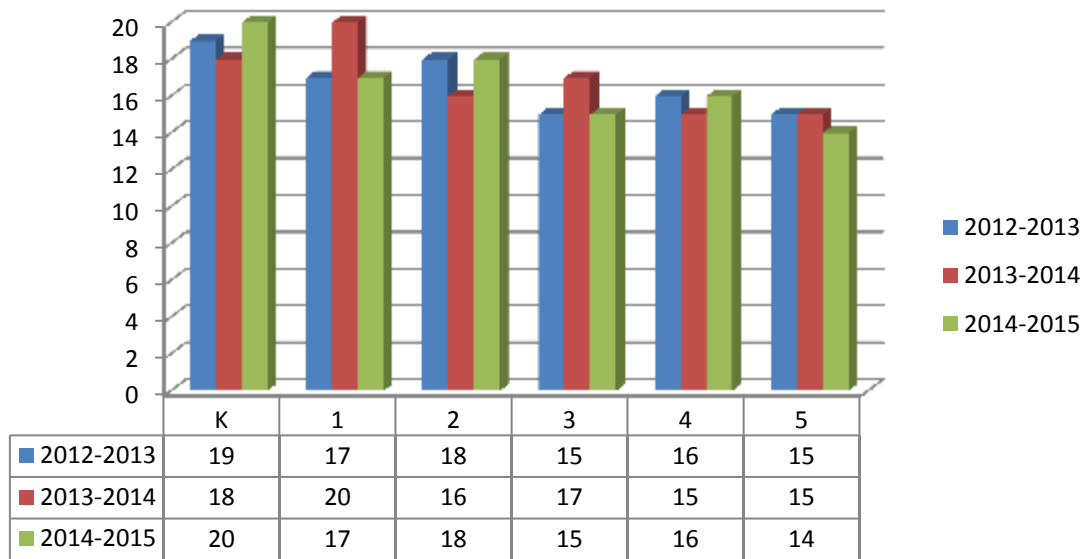
FARM Students

In 2014-2015, there are a few noticeable trends in FARM students. Our kindergarten, first grade, third grade, and fifth grade have had decreases in FARM students. In 2014-2015, our percentages have decreased in all six grade levels

FARM Student Percentages by Grade Level Overtime

	K	1	2	3	4	5
2012-2013	23	24	21	35	22	34
2013-2014	17	21	22	23	29	28
2014-2015	14	11	16	19	22	23
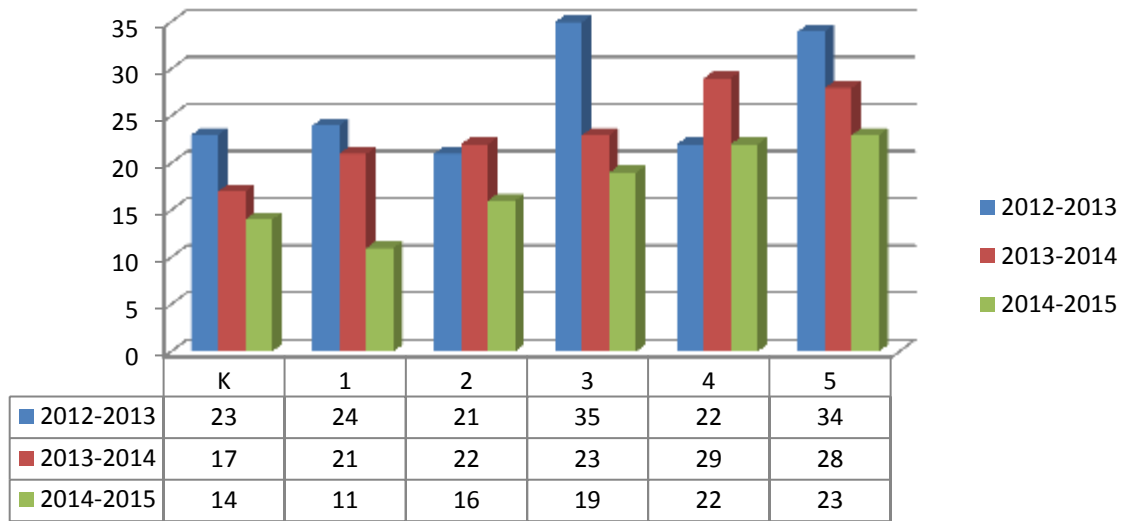
Challenge

Grade 3 has fluctuated between 32 and 48 percent. Grade 4 has remained between 40-51 percent. Grade 5 has stayed between 45 and 47 percent. It appears that as each grade moves to the next grade the numbers increase.

Challenge Enrollment Percentages

	2012-2013	2013-2014	2014-2015
Grade 3	36	48	32
Grade 4	42	40	51
Grade 5	47	45	45
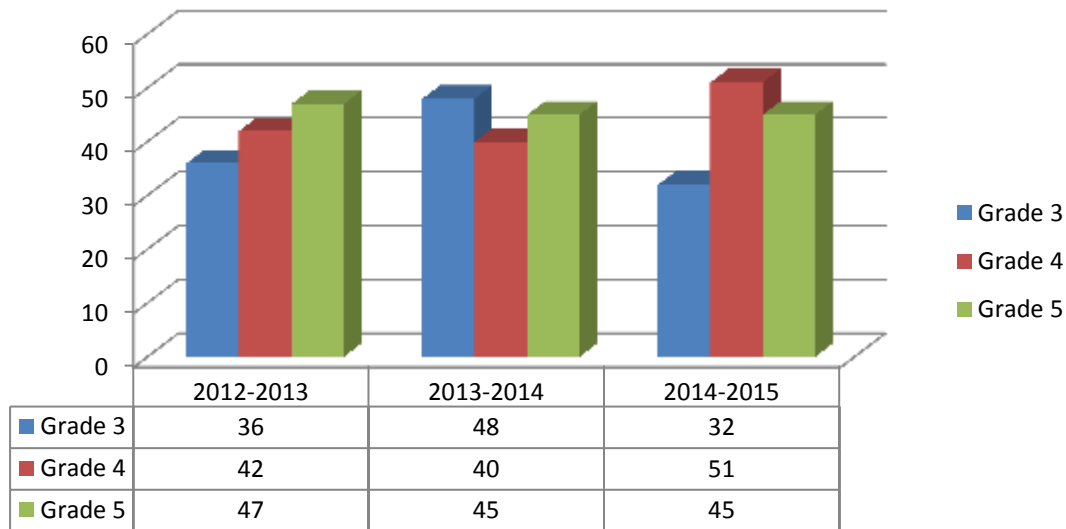
Speech Service

The number of students in this program has increased from 41 in 2009-2010 to 44 in 2014-2015. Students from kindergarten to fifth grade are served in Speech Services.

Speech Enrollment Numbers Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2012-2013	3	5	8	6	5	8
2013-2014	4	9	7	8	5	3
2014-2015	5	6	8	10	11	4
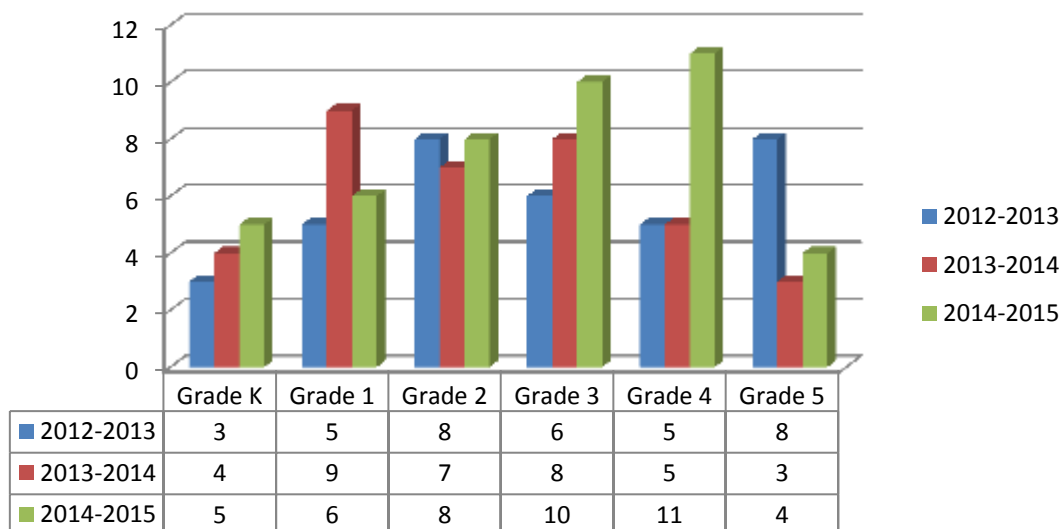
Resource Services

For the 2009-2010 school year, we had a total of 13 students enrolled in Resource. For 2010-2011, we had 12 students enrolled in Resource. For 2011-2012, we have 14 resource students. For 2012-2013, our Resource teacher is now back to full-time, and she had 19 students. She has 20 students in 2014-2015.

Resource Student Enrollment by Grade Level Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2012-2013	2	1	4	2	7	3
2013-2014	1	1	3	6	3	6
2014-2015	0	2	3	4	7	4
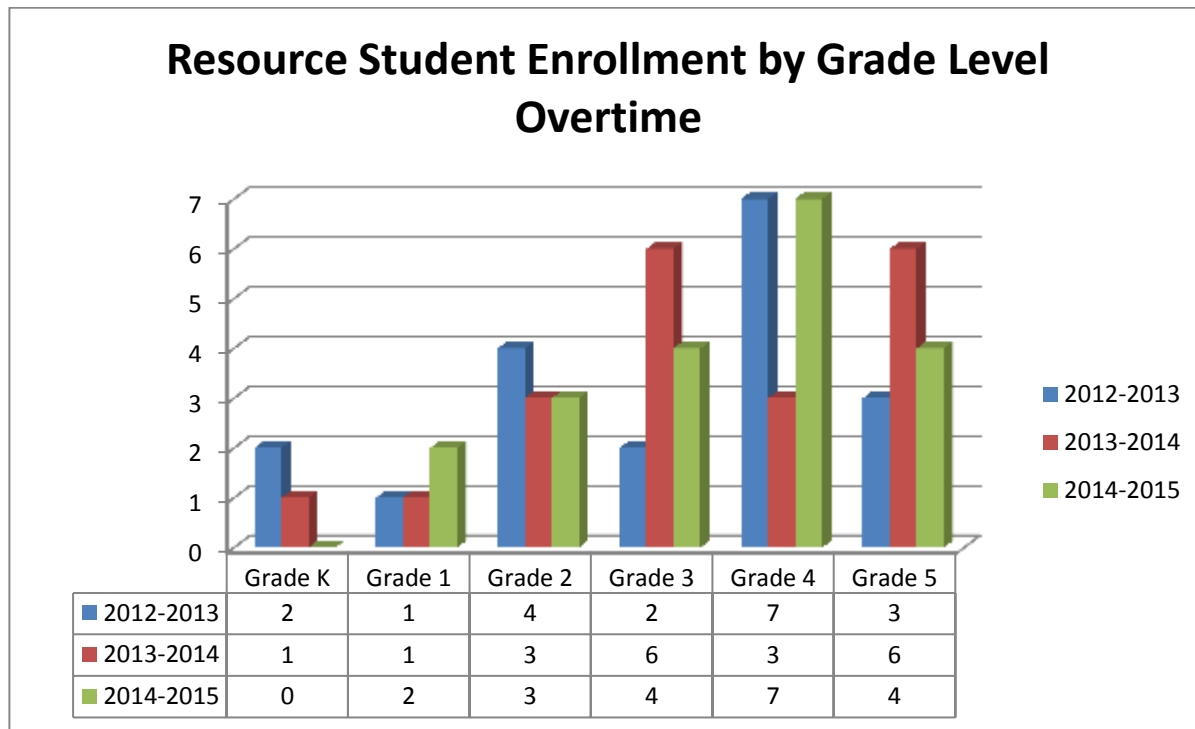
EMH Services

For the last three years, our numbers for EMH students have fluctuated between 8 and 11.

EMH Student Enrollment Overtime

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2012-2013	0	1	2	1	0	3
2013-2014	1	2	0	3	1	1
2014-2015	0	3	1	2	4	1
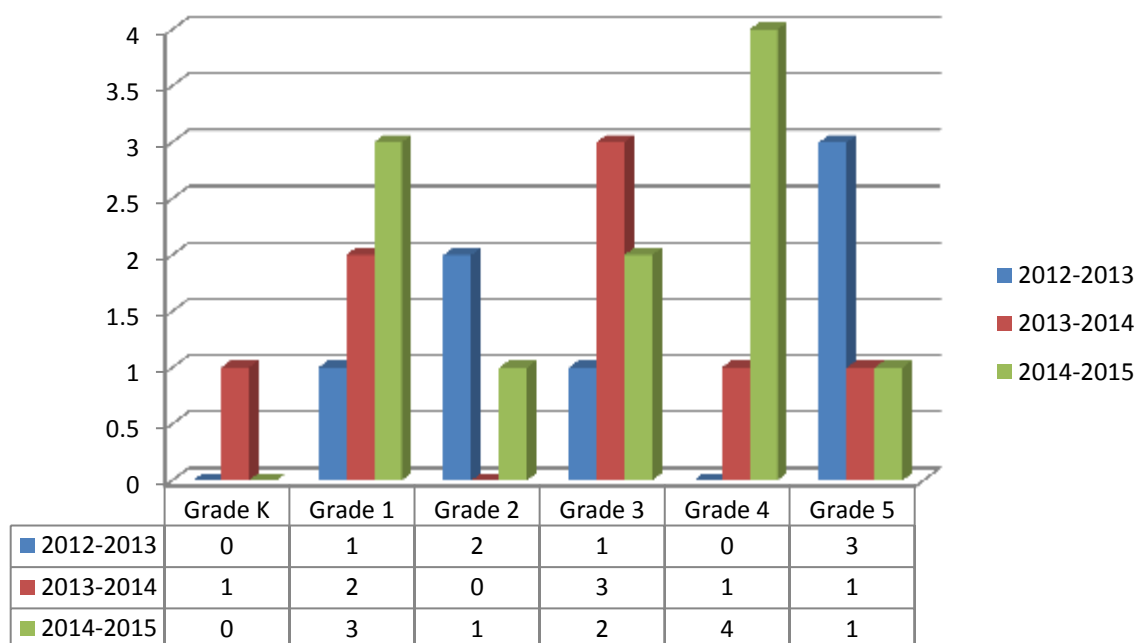
Major Academic and Behavioral Features/Programs/Initiatives

Augusta Circle has several major academic and behavioral features which enhance our effectiveness as a school. We are in the process of transitioning to the Balanced Literacy language arts delivery system.

Balanced Literacy and Writing Across the Curriculum
The Language Arts delivery system at Augusta Circle is the extensively research based
approach called Balanced Literacy. The small group Guided Reading, Self-Selected Reading, Writing, and Working with Words-represent four different approaches to teaching children to read. Daily instruction in all parts provides numerous, varied, and differentiated opportunities for all children to learn to read and write. Special emphasis is put upon writing across the curriculum. The Balanced Literacy approach acknowledges that children do not learn in the same way and provides substantial instruction to support various learning styles. Balanced Literacy is a multilevel approach. It utilizes a variety of formats that provides additional support to struggling students and additional challenges for children who catch on quickly. It is differentiated instruction in its truest form.

Teacher Modeling
Teachers often model how to do a task, and then the students are able to copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Differentiated Instruction
The faculty at Augusta Circle acknowledges that not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The

model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Peer Tutoring
Peer tutoring is an approach in which one child instructs another child in learning the presented material. Based on research, there are three commonly cited benefits of peer tutoring: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations.

Research gathering tool
All students are required to complete at least one research project during the school year. Research projects are standards-based with a combination of higher-level thinking skills and technology.

SEEDS (Supporting Early Elementary Developmental Skills)
SEEDS is a thinking skills program which includes basic research skills, critical thinking skills, and productive thinking skills and ultimately instills the love of literature. This is accomplished by volunteers using quality children's literature during a 30-minute visit in classrooms. Each lesson includes the reading of a story, an instructional activity and a research component. The lessons are also correlated to district and state standards.

Accelerated Reader
Accelerated Reader is an independent reading incentive program produced by Renaissance Learning, Inc. Students choose books at their appropriate reading levels and read them at their own pace. The library offers 100,000 different titles from which students can choose. Students go to the computer and take a multiple-choice quiz on the book. Books are assigned points based on length and difficulty. Accelerated Reader is based on research which indicates that students of all backgrounds and ability levels become better readers.

In-school Field Trips
Field trips are an enhancement to the curriculum. They provide valuable learning experiences that can assist students to gain a better understanding of concepts developed in the classroom. They provide students with the opportunity to observe and experience things first-hand in real situations. Field trips are also correlated to district and state standards. We have participated in virtual field trips through video-conferencing as well.

BUG (Bringing Up Grades) Club
The Bug Club is a program which encourages students to bring up and maintain good grades in school. Students are recognized by the principal for their effort. Students receive ribbons, letters of commendation, and television coverage on the school's morning show.

Cultural Arts Day
On this special day, students celebrate cultural diversity by participating in various cultural arts activities such as art, music and dance from different countries.

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Larson's Math Program
The Larson's Math Program is a supplemental comprehensive computerized math program that tackles a multitude of topics: addition, subtraction, multiplication, division, geometry, fractions, understanding time, money, and measurement, and working with pictographs. Five levels of proficiency exist for each of the topics. Students begin each topic as a "rookie," and, after viewing the instructional training film and accurately completing practice problems at each level, leap ahead to "explorer," "ranger," "commander," and finally "master." Sequential movement through the levels is required, so even advanced students must begin with the basics and work their way through to more difficult levels. The program ensures that students master and apply math skills, become comfortable with a variety of problem presentations, and learn how the mathematical skills they are developing relate to real-life situations. All content is customizable and correlated to state and national math standards.

Junior Achievement
The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum.
Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role-model, students better understand the relationship between what they learn in school and their successful participation in our economy.

CompassLearning Odyssey
CompassLearning Odyssey is a research-based computer program designed to create comprehensive solutions to improve student performance. This program applies current and confirmed research about how students think and learn. It delivers standards aligned PreK-12 curricula that provides individualized learning and differentiated instruction. CompassLearning Odyssey activities are interactive, self-paced, challenging, and engaging. The activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections.

RTI
We have intervention reading for at-risk students in our kindergarten and first grade classes. We have a volunteer who works with students in grades 2, 3, 4, and 5.

Behavioral Models
At Augusta Circle Elementary School, several school wide behavioral systems are in place and adhered to by staff members and students.

Hallway Behavior
Students in every grade are expected to walk on the second square away from the wall when in the hallway. Students are not allowed to talk in hall or touch the walls. All teachers and students are aware of this policy. Inappropriate behaviors in the hallway have been significantly reduced since this policy was implemented.

Lunchroom Behavior
All students in every grade are not allowed to eat until all students are seated at the table. Students are not allowed to talk during the first ten minutes of lunch. Once the teacher signals that it is okay to talk, students are allowed to whisper for the remainder of
lunch time.

Playground Behavior
The school-wide behavioral model for the playground states that students may only play games that involve catch and pass. There are no contact sports. Students may only go down slides, not up. Students must swing straight in the swings and may not be in close proximity to moving swings. These rules are taught to students in every classroom and enforced by all teachers.

Mission, Vision, and Beliefs

To determine the mission, vision, and beliefs of Augusta Circle, we relied on a collaboration of information from the critical elements of our educational system: teachers, administrators, support staff, parents, and community members.

We administer the State Department parent, student, and teacher surveys annually, as reflected on our annual Report Card. Staff groups compare these results to ensure that our mission, vision, and beliefs represent not only the needs of our community but the School District of Greenville County as well. Our mission, vision, and beliefs statements are identified and defined clearly. They are communicated through the school website.

Beliefs
Our beliefs are present in the daily practices at Augusta Circle. We believe …
- That all students are the center of the educational process
- That all students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning style
- That all students should have equal access to educational opportunities
- That all students have the responsibility to be active learners
- That all students have teachers, support staff, and a principal who are competent and who value their many needs
- That all students learn best in a safe, orderly, and inviting environment
- That the curriculum and instruction meet the needs of all students
- That the education experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, think critically and creatively
- That education is the shared responsibility of the home, school and community
- That parent involvement and volunteer services support and enhance the teaching and learning process

Students use technology on the Promethean Board to do Calendar Math.

Vision

As we implement our vision at Augusta Circle, all students will be proficient in all learning standards. The students, faculty, and community will work together so that each student is prepared to face challenges of everyday life. Students will be learning context and content in meaningful ways through hands-on and real world experiences. Teachers will reach out to meet the diverse needs of students through a variety of best practice methods. Partnerships with parents, business, and the community will have played a major role in student learning. All students will be encouraged to do their best, and they will understand teachers have high expectations. Teachers will work together, will communicate often about student learning, and will implement a continuum of learning that makes sense for all students.

Mission
The mission of Augusta Circle Elementary School describes our purpose and direction. Our mission is to provide a quality educational environment, in cooperation with the home and the community, which fosters learning and prepares students for participation in our democratic and multicultural society.

Augusta Circle keeps up with current events at the school with the WACE Morning News Show.

Students do research in the laptop computer lab.

STUDENT ACHIEVEMENT

Expectations

Based on ESEA and the State Report Card, Augusta Circle continues to make steady improvements. Local, state, and national expectations are high for student learning. These expectations are displayed in the following areas…

Curriculum
- Implement state standards into daily academic lessons
- Use district adopted textbooks and align them to district and state standards
- Instruct using research based practices
- Incorporate technology into daily lessons

Instruction
- Use Balanced Literacy language arts delivery model
- Use district Science kits that are aligned to state standards with a functional science lab available to all students.
- Use Everyday Counts Math in all classrooms
- Implement writing across the curriculum
- Use technology across the curriculum
- Use graphic organizers to organize thought processes
- Use Larson's Math program with grades 1-5
- Use Promethean Board Flip Charts for academic areas
- Use various Quality Tools strategies
- Use Compass Learning in the computer lab and in classrooms

Assessments
- Accelerated Reader Reports
- Student portfolios
- Student work graded with rubrics
- Running Record Assessments
- District writing prompts (school-wide)
- Reading Theme tests administered with District guidelines
- Evaluations using teacher-made tests, publishing company-produced tests, and standardized tests
- Common Assessment
- Formative Assessments

Environment
- Change bulletin boards monthly-displaying student work
- Have computer lab available to all students
- Display Word Walls in classrooms
- Provide enrichment by school-wide performances
- Provide opportunities for field trips that enrich the curriculum
- Utilize PTA and community volunteers to address needs of individual students
- Clean-up the school grounds as a grade level assignment weekly
- Encourage community involvement…
  -Annual "Circus"
  -Grandparents and Special Friends Luncheon
  -Fund Raisers (wrapping paper, Boosterthon)
  -Donations of school supplies and Christmas bags

> -Attendance and Honor Roll certificates
> -Community Service Projects (sock/mitten Tree, Jump Rope for Heart, March of Dimes, Canned Food Drives)
> -Penny collection to benefit Red Ribbon Week Programs
> -Family Fun Night (once each fall)
> -All Arts Night
> -Veterans Day Luncheon

- Writing Gallery selections in classrooms
- Author's Chair in the classrooms
- Promethean Boards for teacher and student use in classrooms
- Writer's Hall of Fame in the front hallway

Strategies to Increase Student Learning

Teachers at Augusta Circle keep abreast of the best practices of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered at the school level, at the district level, and through nearby universities, as well as attending conferences. We recognize that all students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to differentiate learning and to address the different learning styles of their students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what students need to know and be able to do.

In making decisions about the needs for student learning and the desired results, the Augusta Circle staff considers a variety of research based data. Several of these are:

-Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001)Classroom Instruction That Works Alexandria, VA: Association for Supervision and Curriculum Development.
-Strong, James H. (2002) Qualities of Effective Teachers. Alexandria, VA: Association for Supervision and Curriculum Development
-Tate, Marcia L. (2003) Worksheets Don't Grow Dendrites. Corwin Press Inc.
-Tomilson, Carol Ann (2001) How to Differentiate Instruction in Mixed-Ability Classroom, Association for Supervision and Curriculum Development
-Ciaccio, Joseph (2004) Totally Positive Teaching, Association for Supervision and Curriculum Development
-Boushey, Gail and Moser, Joan. (2006) The Daily 5.Stenhouse Publishers.

Student Achievement Data

The district has implemented a computer system, called Enrich, which simplifies the process of retrieving data. With this system we can take information and transfer it to the Excel program for production. This displays the results by a chosen grade and/or subject. Teachers record grades and complete progress reports in their own classrooms with the implementation of the PowerSchool program.

Student Support Systems

Recognizing that some students need additional support beyond their classroom, Augusta Circle has the following services available:

- When a teacher believes a student may need additional help or support services, the student is referred to the Assistance Team. Working together, the team develops strategies, resources, and interventions in hopes that the student will then be successful in class. If the strategies and interventions do not show results, the student is then evaluated by a psychologist to determine if the child has a learning disability.
- We have a resource teacher who collaborates with regular classroom teachers on a daily basis to support the needs of students who have a learning disability or other health impairment. Students are pulled out of the regular classroom to work on specific objectives in a small group setting. Each student has an IEP (Individual Education Plan).
- We also have a part-time speech therapist to work with identified students in a small group setting on language and vocabulary development.
- An Occupational Therapist works with students who are identified with that need.
- Two self-contained classes are also at Augusta Circle. These classes address the needs, for the whole district, of students identified as Mildly Mentally Disabled with Behavioral issues.
- Larson's math program and Compass Learning are available for all students to use.
- RTI reading program is used with Kindergarten and first grade at-risk students.

Student Behavior

Historically, Augusta Circle has been a school where student behavior has not been a dominant issue. This is because there are high expectations on student behavior. However, we have had an increase in referrals. We now need to address this issue.

Attendance is good at Augusta Circle. For the year 2009-2010, our student attendance was 97.4%. We are proud to have such high attendance rates. Attendance for 2010-2011 was 97.6%. In 2011-2012, our student attendance was 98%. In 2012-2013, our student attendance dropped slightly to 97.7%. In 2013-2014, our student attendance rate increased to 97.9%.

According to the results of our State Department Report Card surveys; students, parents, and teachers feel that Augusta Circle is safe and orderly.

Summary of Progress for 2014-2015

At Augusta Circle, we share a common vision. Our work has been to implement this vision throughout the school and in every classroom. We have focused on goal setting strategies with students and parents. Vertical planning is provided each year to address specific needs. In-services were held to enable teachers to identify learning needs, styles and strategies to use to combat these challenges in their classrooms. Procedures for the halls, playground, and lunchroom are the same for all classes. We have accomplished a lot but still feel the need to improve. In order to do this, we have established a needs assessment for 2015-2016.

Student Achievement Needs Assessment Based on Analysis
- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain our mobile laptop labs for classrooms
- Implement the South Carolina State Standards
- Provide enrichment activities with Teleconferencing throughout the world
- Implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system

Data Analysis and Needs Assessment

1. Student Performance Data

State Measures: In the spring of 2009, the state of South Carolina implemented a criterion-referenced test, The Palmetto Assessment of State Standards (PASS), which is administered to all students in grades 3, 4, and 5. The percentage of our students meeting the state standards has been above the district's and state's percentages in Reading and Mathematics. The faculty feels that specific attention to district and state standards within the curriculum has positively affected these scores.

District and National Measures: Since the 2003-2004 school year, our district has administered the Iowa Test of Basic Skills (ITBS), a norm-referenced test, and the CogAT to all second graders in the fall. Grades 2-5 also participate in MAP testing in the fall and spring. They take math and reading.

The district also administers several benchmarks to plot growth during the year, including Running Records and Writing Prompts, all in grades kindergarten through five. The staff and administration meet annually to analyze test data in order to identify strengths and weaknesses. This process takes place at the school level, grade level, and individual teacher level. An educational plan is established which contains goals and strategies for improvement in instruction.

School Measures: In addition to the formal measures of assessment, Augusta Circle continues to use informal assessments to regularly evaluate student progress. Teachers use formative and summative assessments in their classrooms. Teacher-developed common assessments, as well as those developed by publishing companies, are used in all areas of the curriculum. These assessments help to evaluate student growth and progress. All results are analyzed to identify strengths and weaknesses of individual students in our Data Team meetings. This information is used as a basis for instructional decisions.

Every year, as required by Act 135, our school distributes the Annual Summary Report to the community of stakeholders in our school. The School Improvement Committee contributes significantly in the formation of this report. Test scores, school goals, and accomplishments are included in this report.

Gaps and Root Causes:

When we looked at our available data and test scores for this year, there were no surprises about our gaps in student achievement. Students who did not qualify for Free or Reduced Lunch outperformed those students who did qualify. At Augusta Circle, minority students make up the clear majority of FARM students. These students show a continued pattern of lower achievement in language arts, math, science, and social studies. Our minority students and our FARM students continue to show significantly lower test scores at all three grade levels in both reading and math. In general, black males have the lowest test scores of all subgroups. After much study and discussion, the staff concluded that this lower pattern of achievement continues to be influenced by several factors:

- Many students come from homes where the main care giver is illiterate or has dropped out of school.
- Many students enter kindergarten with very limited literacy skills.
- Many students have special needs and do not respond as well to the traditional instructional methods and classroom setting.
- In many cases, students come from families which must deal with survival issues and have little time to devote to their children's educational needs.
- The poor economy and jobless rate has increased stresses in lower income homes.

According to the ESEA Federal Accountability Rating, Augusta Circle had a grade of B for the 2013-2014 school year.

PASS RESULTS WHOLE SCHOOL

ELA PASS-OVERALL

In the last three years, our percent of students who scored Not Met has increased. Our percent of Met students has decreased. There are no trends with our Exemplary category.

PASS ELA Percentages for All Students

	Not Met	Met	Exemplary
■ 2011-2012	6.5	23	70.4
■ 2012-2013	9.4	21.9	68.8
■ 2013-2014	10.5	20.2	69.3
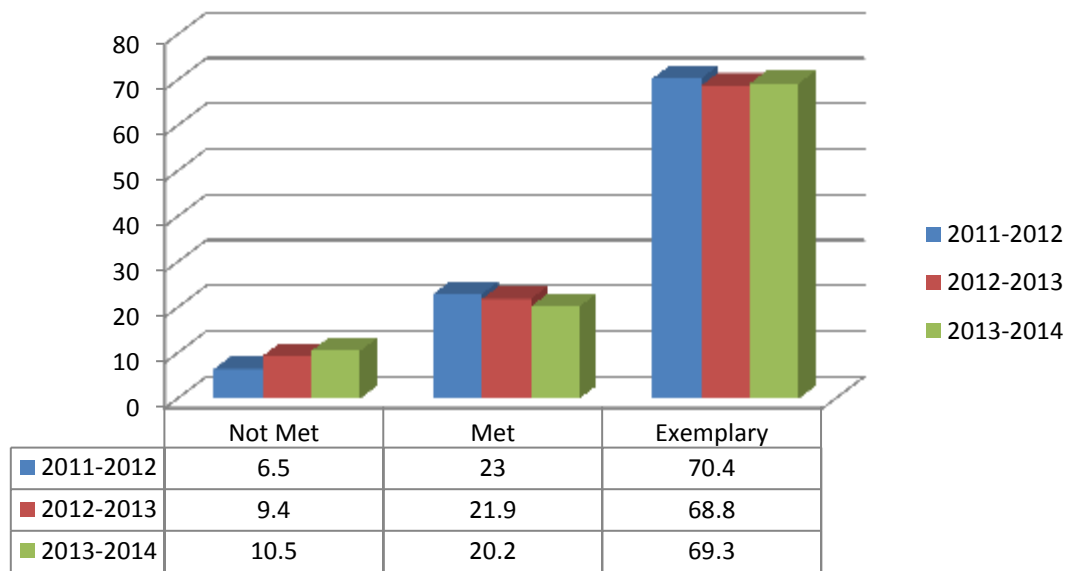
ELA PASS-SUBSIDIZED MEALS

In the spring of 2009, 47.2% of our subsidized meals students were Not Met, 36.1% were Met, and 16.7% were Exemplary. In 2011, we had a significant decrease in the percentage of students scoring Not Met and an increase in the percent of students scoring Exemplary.

As of 2011-2012, the state now reports subgroups by giving the mean score. In 2012, the mean score for our subsidized meal students was 639 while the mean score for all students was 693.1. In 2013, the mean score for subsidized meal students in grades 3-5 was 640.5, but the whole school was 690.5. In 2014, the mean score for grades 3-5 FARM students was 612.8, but it was 673.2 for the whole school.

PASS ELA Subsidized Meals Mean Scale Scores for Whole School

	2012	2013	2014
■ Subsidized Meals	639	640.5	612.8
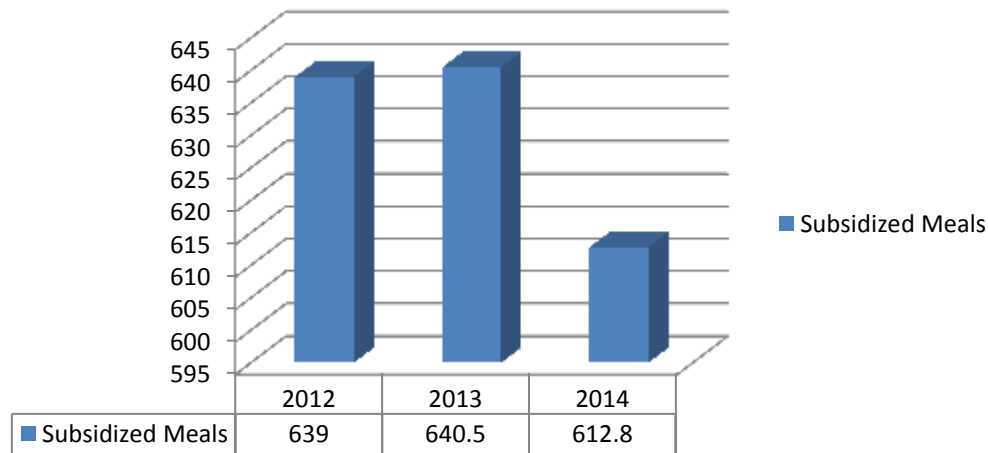
ELA PASS-ETHNITICY

In comparing our scores by ethnicity, we had an increase in the percentage of African American students who scored Exemplary and a decrease in those scored Not Met.

In 2011-2012, the state reports by giving the mean score. Our whole school mean score in 2012 for African American students was 637. White students had a mean score of 705.2. In 2013, the mean score for AA students was 635.4, and the mean score for white students was 707.3. In 2014, the mean score for white students was 692.3, and AA students had 610.4.

PASS ELA Mean Scale Scores by Ethnicity

	2012	2013	2014
■ White	705.2	707.3	692.3
■ African American	637	635.4	610.4
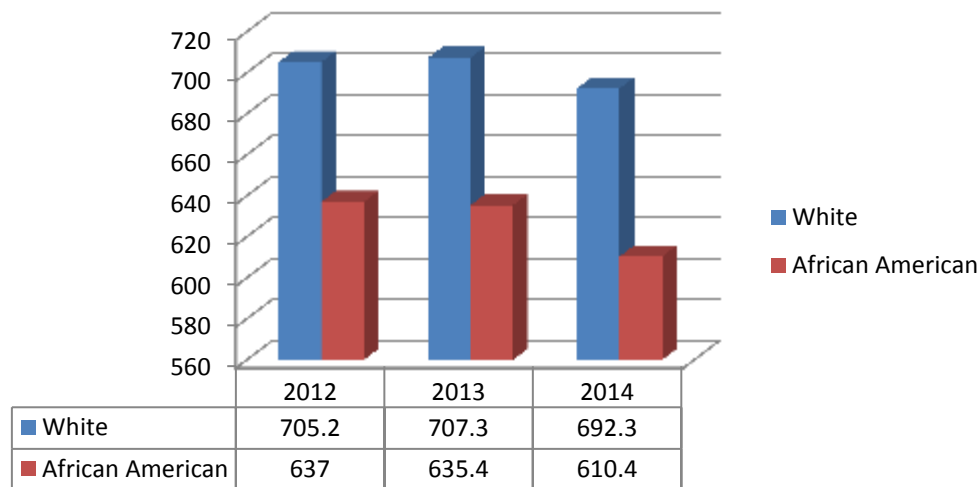
ELA PASS-GENDER

Prior to 2012, when analyzing scores by gender, the percentage of students who scored Not Met has decreased for males and females. Met has increased for males and females. Exemplary has fluctuated some for males and females.

In 2011-2012, the state began reporting whole school data with mean scores. In 2012, the mean score for our male students was 693.9, and the mean score for our females was 692.1. In 2013, the mean score for our male students was 687.2, and the mean score for our female students was 693.4. For 2014, the mean score for male students was 664.4, but the mean score for female students was 682.4.

PASS ELA Mean Scale Scores by Gender

	2012	2013	2014
■ Male	693.9	687.2	664.4
■ Female	692.1	693.4	682.4
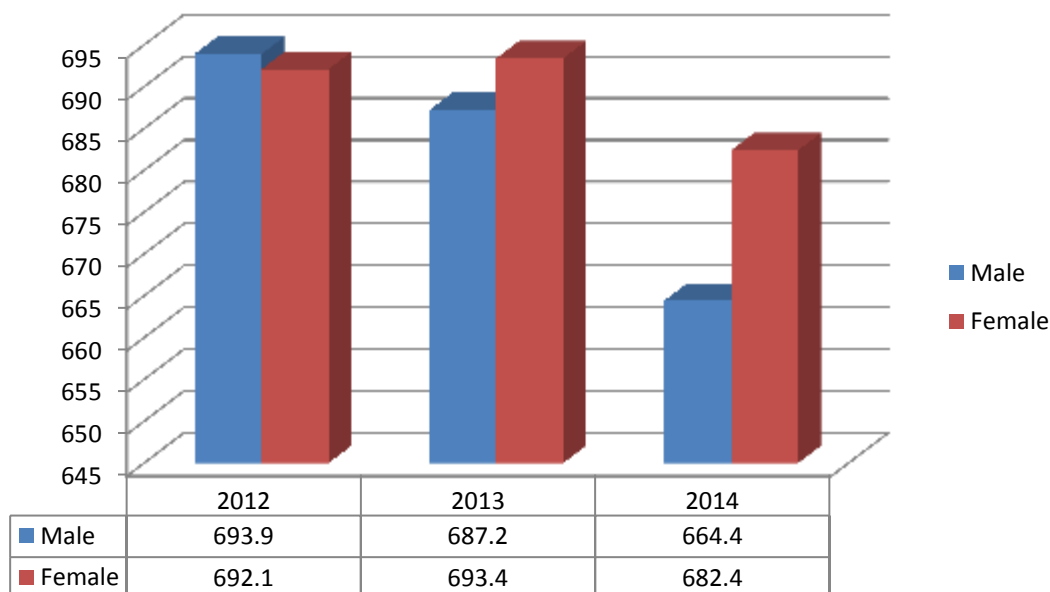
ELA PASS-DISABILITY

Prior to 2012, we had a decrease in disabled students who scored Not Met. There was an increase in the percentage of disabled students who scored Exemplary.

In 2012 and 2013, we did not have enough disabled students to report. In 2014, our disabled students had a mean scale score of 605.3 on PASS ELA. The mean scale score is the new way to report this data.

SOCIAL STUDIES PASS-OVERALL

In looking at our overall scores for Social Studies, we know that only some of our 3rd and 5th graders took the Social Studies PASS, while all of our 4th graders took it. We remained relatively stable in the percentage of students who scored Not Met and a decrease in the percentage of students who scored Exemplary.

In 2011-2012, the Social Studies mean score for Augusta Circle students in grades 3-5 was 666.7. In 2012-2013, the Social Studies mean score was 677.8. There was an increase of 11.1. Also, our Not Met percentages decreased and our Exemplary percentages increased. In 2013 – 2014, our Not Met percentage decreased and our Met and Exemplary percentages essentially remained the same.

PASS Whole School Social Studies Percentages

	Not Met	Met	Exemplary
2011-2012	11.1	35.9	52.9
2012-2013	11.6	24.6	63.8
2013-2014	10.5	25.7	63.8
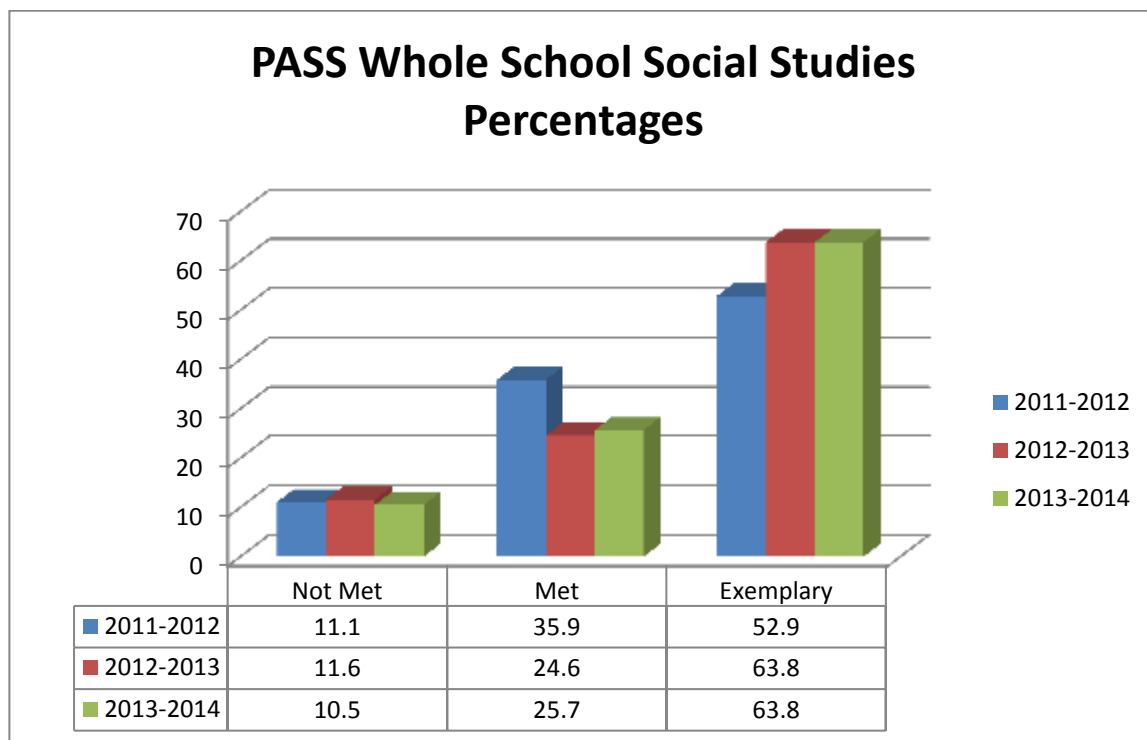
MATH PASS –OVERALL

In 2011-2012, we had a decrease in the percentage of our students who scored Not Met, and we had an increase in the percentage of students who scored Exemplary. In 2012-2013, we had an increase in the percentage of students who scored Not Met and a decrease in the percentage of students who scored Exemplary. The mean for our students was 687.2 in 2012 and 685.2 in 2013. The mean scale score for all students in 2013-2014 was 683. Our percent of students who scored Not Met decreased in 2013-2014, and our percent of students scoring Exemplary increased some.

PASS Whole School Math Percentages

	Not Met	Met	Exemplary
2011-2012	7.4	23.9	68.7
2012-2013	11.6	24.6	63.8
2013-2014	11.4	20.6	68
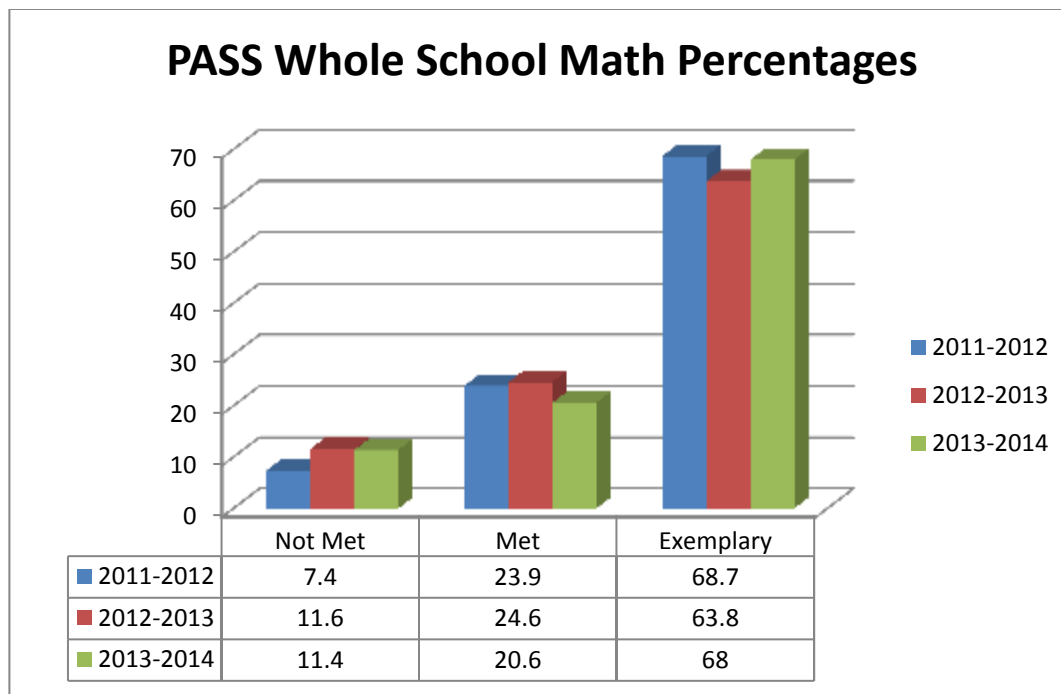
MATH PASS SUBSIDIZED MEALS

Our students who have subsidized meals had an increase in the percent of students scoring Exemplary and a decrease in the percentage of students scoring Not Met.
The mean score for our subsidized meal students in 2012 was 634.4, and in 2013, the mean score was 631.0. For 2014, the mean scale score for subsidized meal students was 613.1.

PASS Whole School Math Mean Scale Scores for FARM Students

Mean	2012	2013	2014
Mean	634.4	631	613.1
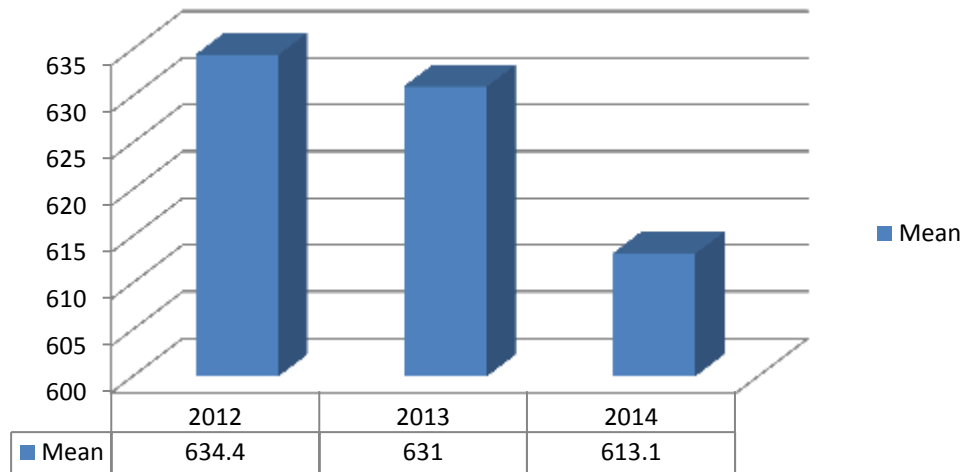
MATH PASS BY ETHNICITY

Prior to 2012, our African American students had a decrease in the percent that scored Not Met, and there was an increase in the percent of students who scored Exemplary as well. Our white students had a decrease in Not Met and a decrease in those who scored Exemplary.

With the state reporting the 2012 scores as the mean score, our African American students scored a mean score of 629.1, and our white students scored a mean score of 699.7. In 2013, our AA students' mean score was 623.5, and our white students' mean score was 704.6. As of 2014, the trends are that white students are increasing their mean scale scores while African American students are decreasing their mean scale scores in Math.

PASS Math Scale Scores by Ethnicity

	2012	2013	2014
White	699.7	704.6	705.3
African American	629.1	623.5	610.5
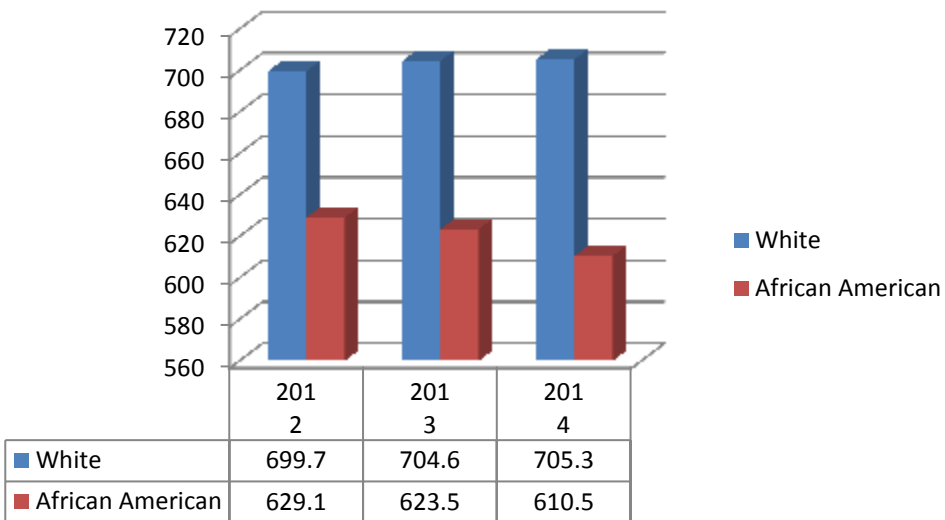
MATH PASS BY GENDER

Our males and females had a decrease in the percent of students who scored Not Met in 2011. In 2012, our males had a mean score of 690.8 and our females had a mean score of 683.1. In 2013, our males had a mean score of 689.6 and our females had a mean score of 681.2. Our males had a math scale score of 685.6 and our females had a score of 680.4 in 2014. The trends are that both males and females are decreasing their mean scores.

PASS Math Mean Scale Scores by Gender

	2012	2013	2014
Male	690.8	689.6	685.6
Female	683.1	681.2	680.4

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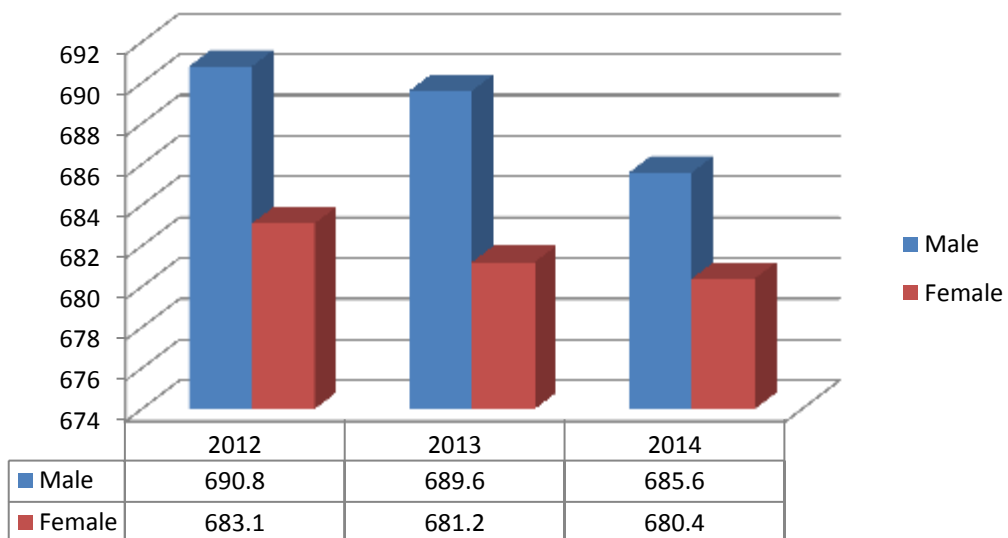
MATH PASS BY DISABILITY

Prior to 2012, in looking at our 3rd, 4th, and 5th graders who are disabled, we had an increase in percent of students who scored Exemplary and a decrease in the percent of students who scored Not Met. In 2012 2013, and 2014, we did not have enough students with disabilities to report.

SCIENCE PASS- OVERALL

Since 2009, some of our 3rd and 5th graders take the science PASS and all of our 4th graders take it. We had a decrease in students who were Not Met and an increase in students who were Exemplary. In 2012 and 2013, we had an increase in our students who scored Not Met and a decrease in students who scored Exemplary. Our mean score for 2012 was 653.4, and it was 650.0 in 2013. In 2014, the mean scale score was 682. We had a trend of increasing our percentages of students who scored Not Met.

PASS Whole School Science Percentages

	Not Met	Met	Exemplary
2011-2012	13	50	37
2012-2013	13.4	50.3	36.2
2013-2014	19.2	44.4	36.4
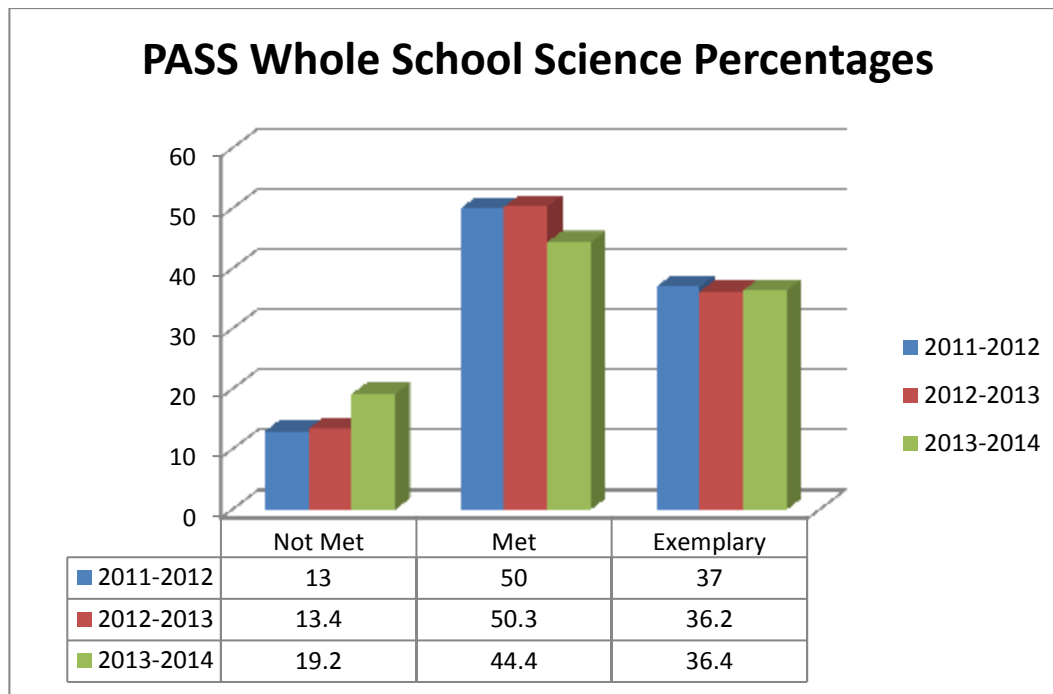
THIRD GRADE PASS RESULTS

PASS Writing – PERCENTAGES FOR GRADE 3

We did not test 3rd graders in writing in 2011 or 2012. In 2014, there was a trend in the decrease of students who scored Not Met and an increase in the percent of students who scored Exemplary.

PASS Writing Percentages for Third Grade

	Not Met	Met	Exemplary
2009-2010	18.8	27.1	54.1
2012-2013	14.1	29.5	56.4
2013-2014	10.6	17.6	71.8
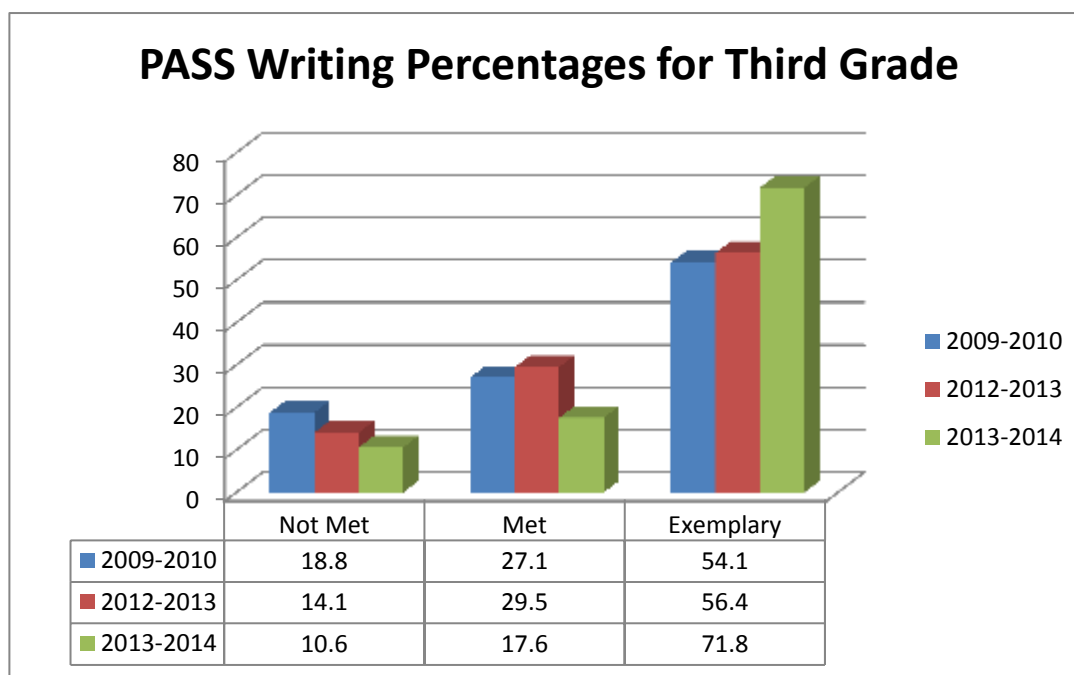
PASS Writing – BY MEAL STATUS

PASS test data shows that there remains a significant achievement gap in Writing between Subsidized and Full Pay students.
For full-pay students, there is an increase trend in the percent of students scoring Exemplary.

PASS Writing Percentages Third Grade by Meal Status

	Subsidized 2010	Full-Pay 2010	Subsidized 2013	Full-Pay 2013	Subsidized 2014	Full-Pay 2014
■ Not Met	52.2	6.5	29.2	7.4	41.2	2.9
■ Met	34.8	24.2	50	20.4	41.2	11.8
■ Exemplary	13	69.4	20.8	72.2	17.6	85.3
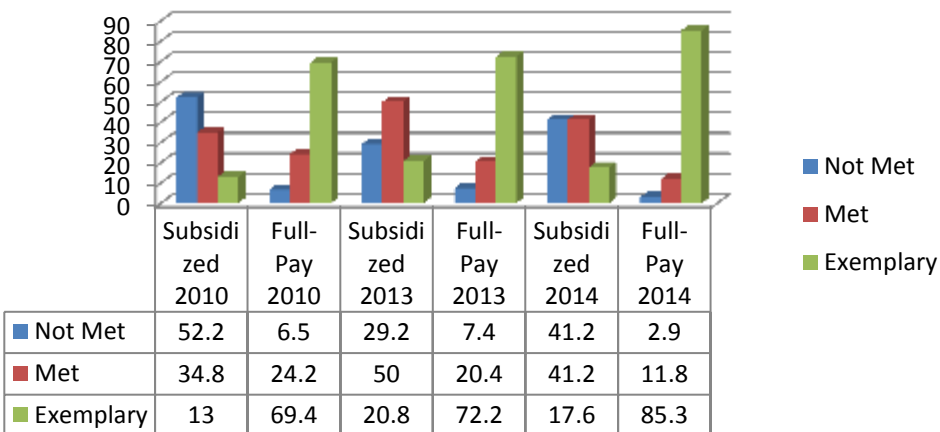
PASS Writing – BY ETHNICITY

PASS test data shows that there remains a significant achievement gap in Writing between White and African American students. In 2014, at the Exemplary level, the achievement gap between White and African American students was 71; 84.3% of White students achieved Exemplary status, and 13.3% of African American students achieved Exemplary status. At the Met level, the achievement gap between White and African American students was 27.1, with 12.9% of White students achieving Met status, and 40% of African American students. At the Not Met level, the achievement gap between White and African American students was 43.8. While 2.9% of White students did not meet the standard, 46.7% of African American students did not meet the standard.

There is a trend in white students – there is an increase in the percent of white students who scored Exemplary.

PASS Writing Percentages for Grade 3 by Ethnicity

	White 2010	AA 2010	White 2013	AA 2013	White 2014	AA 2014
■ Not Met	7.9	50	2	29.2	2.9	46.7
■ Met	23.8	36.4	21.6	50	12.9	40
■ Exemplary	68.3	13.6	76.5	20.8	84.3	13.3

PASS Writing – BY GENDER

PASS test data shows there remains a significant achievement gap in Writing between Male and Female students.

Over 73% (73.5%) of Male students achieved either Exemplary or Met status, while 89.6% of Female students achieved either Exemplary or Met status.

There are no trends, but each year there are more males than females who score Not Met, and more females score Exemplary.

PASS Writing Percentages for Grade 3 by Gender

	Male 2010	Female 2010	Male 2013	Female 2013	Male 2014	Female 2014
■ Not Met	26.4	6.3	19.4	9.5	12.2	9.1
■ Met	30.2	21.9	30.6	28.6	26.8	9.1
■ Exemplary	43.4	71.9	50	61.9	61	81.8
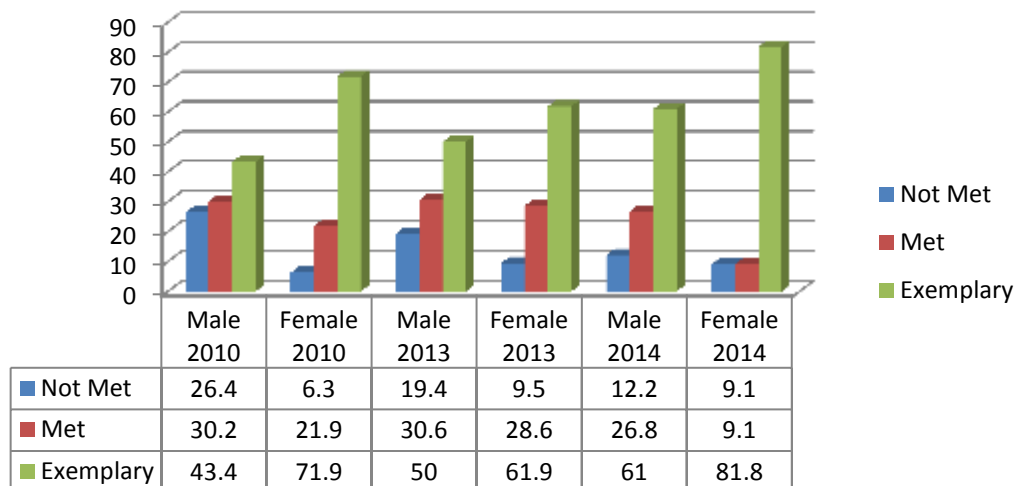
PASS ELA - PERCENTAGES FOR GRADE 3

Scores for 2008-2009 are the base data, since this was the first time period in which data was available. The percentage of students achieving Exemplary status was 59%. The percentage of students achieving Met status is 21.3%, and the percentage of students achieving Not Met status was 19.7%.
Overall, 80.3% of students met the state ELA standard.
There has been a trend in the last three years in that the percent of students scoring Exemplary is decreasing.

PASS ELA Percentages for Grade 3

	Not Met	Met	Exemplary
2011-2012	6.7	14.7	78.7
2012-2013	2.6	22.1	75.3
2013-2014	12.9	14.1	72.9
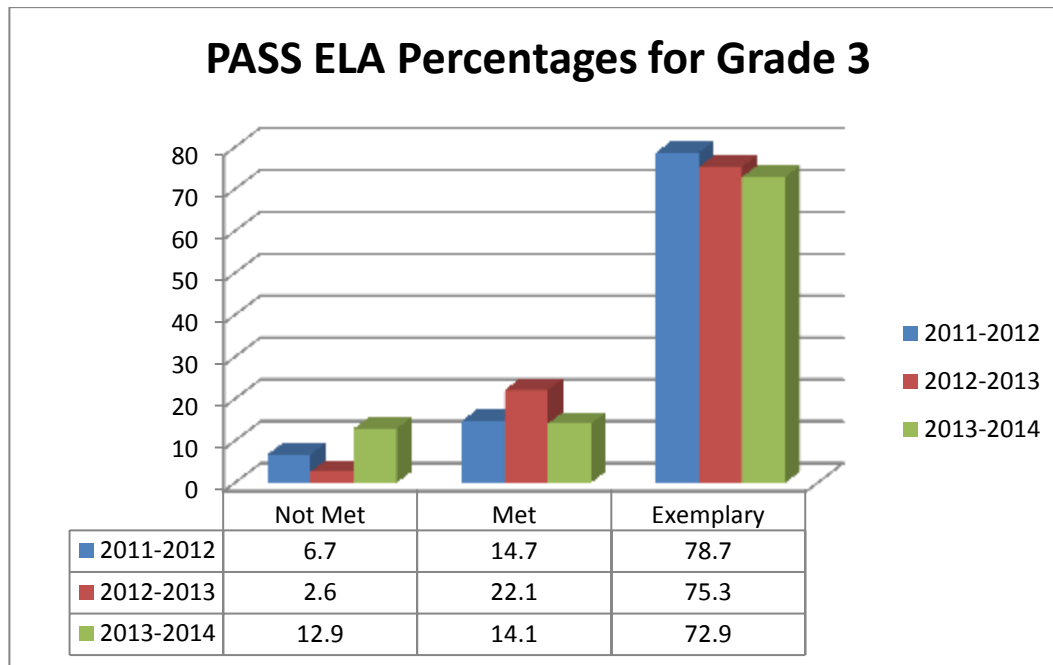
PASS ELA - BY MEAL STATUS

There have not been any trends in subsidized meal scores scores in the last three years. For full-pay students, there has been a trend in the decreasing of the percent of students who scored Exemplary and the increase in the percent of students who scored Not Met. However, there is a large gap in scores between subsidized meal students and full-pay students.

PASS ELA Percentages for Grade 3 by Meal Status

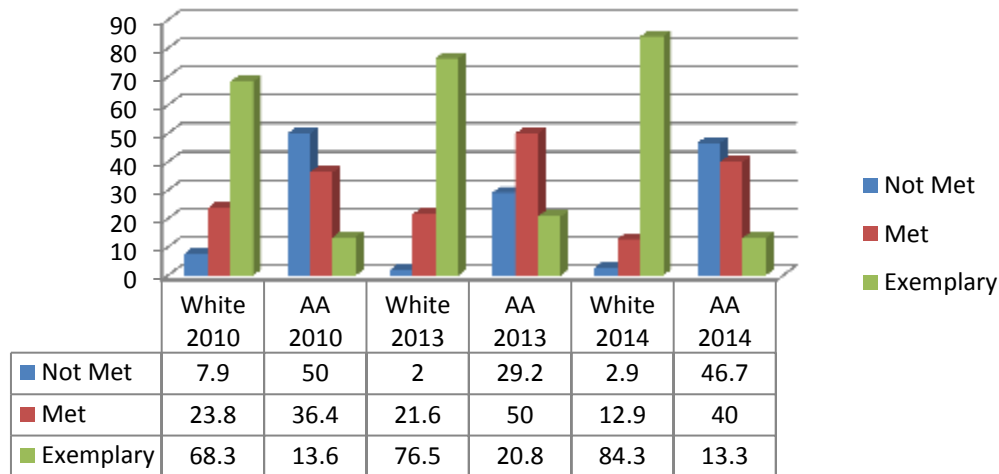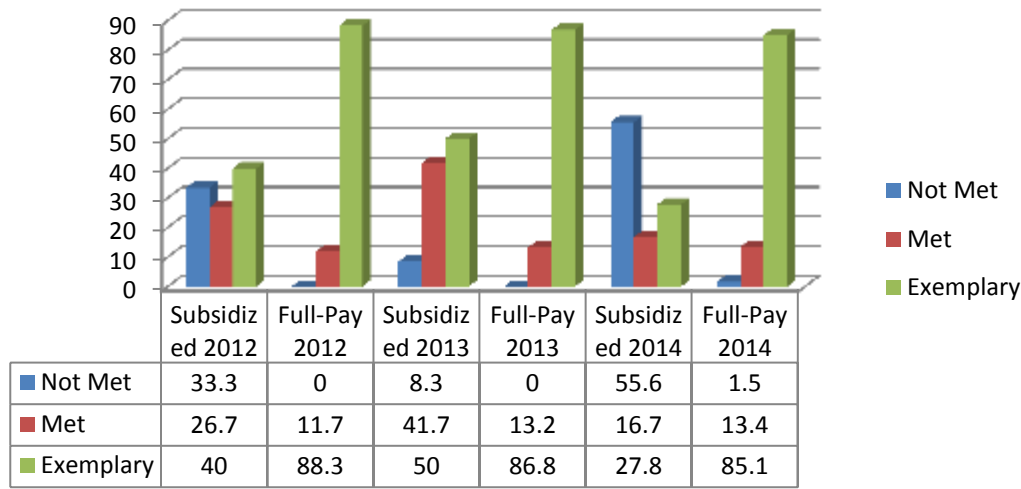|	Subsidized 2012	Full-Pay 2012	Subsidized 2013	Full-Pay 2013	Subsidized 2014	Full-Pay 2014
Not Met	33.3	0	8.3	0	55.6	1.5
Met	26.7	11.7	41.7	13.2	16.7	13.4
Exemplary	40	88.3	50	86.8	27.8	85.1

PASS ELA – BY ETHNITICY

PASS test data shows there remains a significant achievement gap in ELA between White and African American students. There are no trends in percentages with African American students. The trend for White students is that the percent of students scoring Not Met is increasing.

PASS ELA Percentages for Grade 3 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
Not Met	0	31.3	0	8.7	4.3	53.3
Met	10.2	31.3	7.8	43.5	12.9	20
Exemplary	89.8	37.5	92.2	47.8	82.9	26.7
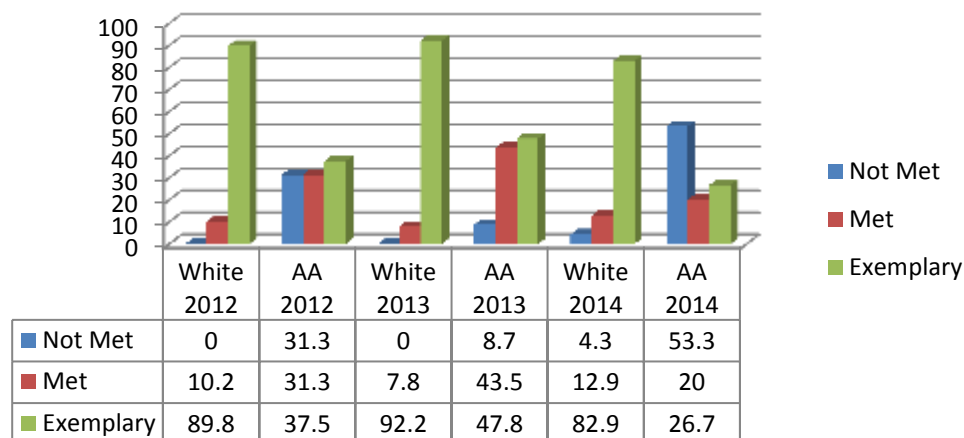
PASS ELA – BY GENDER

PASS test data shows there remains an achievement gap in ELA between Male and Female students. For 2010, the percent of Males scoring Not Met and Exemplary increased. For 2011, there was a decrease in the percent of males in Not Met but an increase in the percent of males in Exemplary. In 2012, there was further decrease in Not Met for males, but there was also a decrease in Exemplary for males. In 2013, there was a decrease of males in Not Met and an increase in the percent of males in Exemplary. For females, the percent scoring Not Met decreased in 2010, but it increased a little in 2011. In 2012, the percent of males decreased in Not Met and Exemplary.   The percent of females scoring Exemplary increased in 2010, decreased in 2011, and increased again in 2012. The percent of females in Not Met was zero. In 2013, there was an increase in the percent of females in Not Met and a decrease in the percent of females in Exemplary. There is a trend in that there is an increase in the percent of females who scored Not Met.

PASS ELA Percentages for Grade 3 by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	10.9	0	19.4	9.5	14.6	11.4
Met	17.4	10.3	30.6	28.6	19.5	9.1
Exemplary	71.7	89.7	50	61.9	65.9	79.5
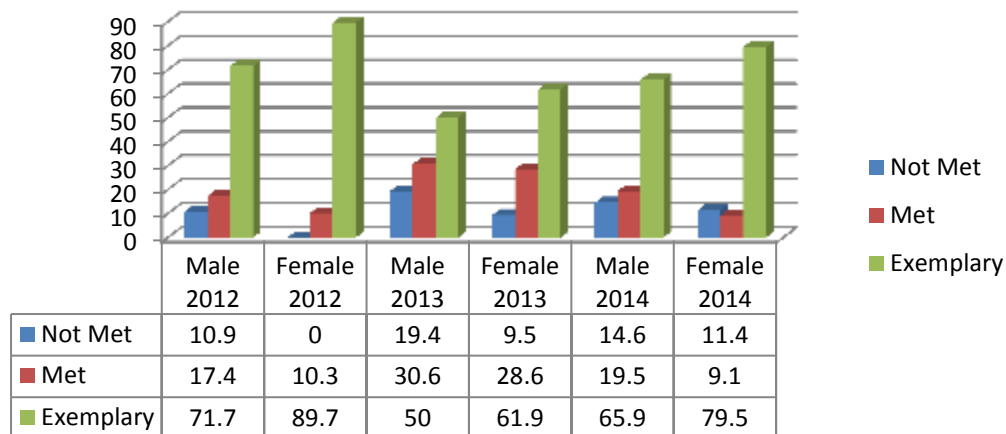
PASS MATH - PERCENTAGES FOR GRADE 3

In 2011 and 2012, there was a continued decrease in Not Met and a continued increase in Exemplary. In 2013, however, there was an increase in Not Met and a decrease in Exemplary. In 2014, there are no trends in grade 3 Math in the last three years.

PASS Math Percentages for Grade 3

	Not Met	Met	Exemplary
2012	12	18.7	69.3
2013	20.3	22.8	57
2014	14.1	18.8	67.1
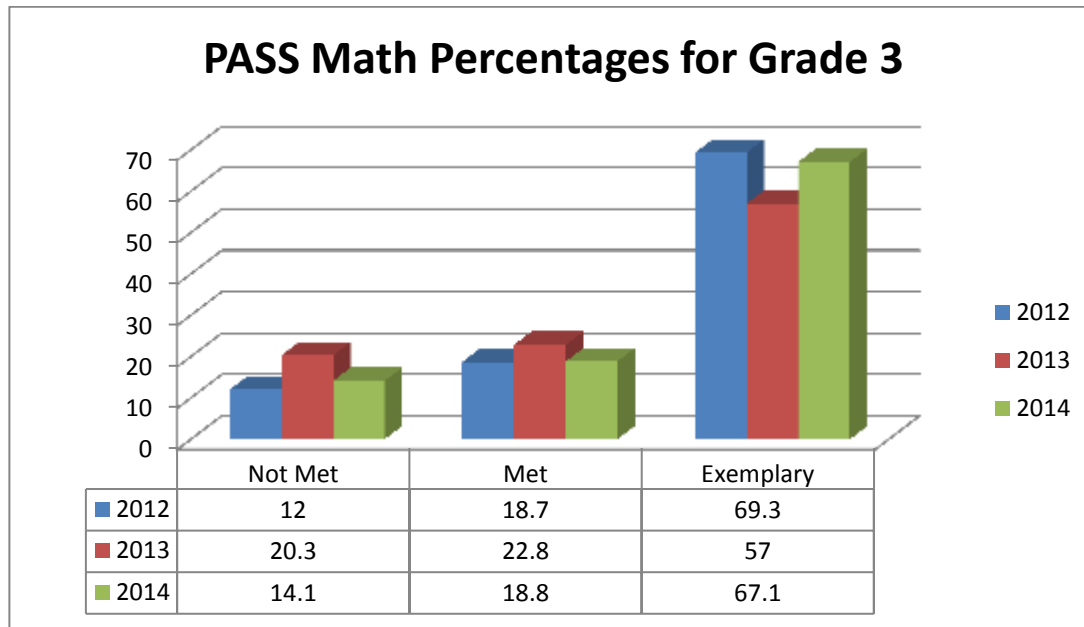
PASS MATH - BY MEAL STATUS

PASS test data shows there remains a significant achievement gap in Math in grade three between Subsidized and Full Pay students.
For 2012, subsidized meal students decreased in Not Met and increased in Exemplary. The same is true for full-pay students.
For 2013, subsidized meal students increased in Not Met and increased in Exemplary. Full-pay students increased in the percent scoring Not Met and decreased in the percent of students scoring Exemplary.
In 2014, there was a trend in subsidized meal students – the percent of students who scored Not Met was increasing.

PASS Math Percentages for Grade 3 by Meal Status
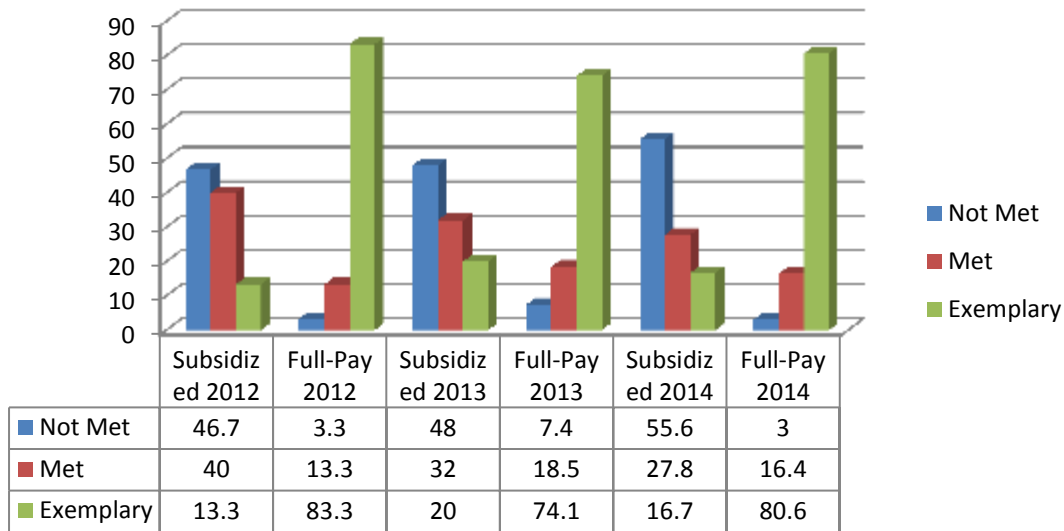
	Subsidized 2012	Full-Pay 2012	Subsidized 2013	Full-Pay 2013	Subsidized 2014	Full-Pay 2014
Not Met	46.7	3.3	48	7.4	55.6	3
Met	40	13.3	32	18.5	27.8	16.4
Exemplary	13.3	83.3	20	74.1	16.7	80.6

PASS MATH – BY ETHNITICY

PASS test data shows there remains a significant achievement gap in Math between White and African American students.

In 2012, there was a continued decrease in AA students who scored Not Met and an increase in the percent of AA students who scored Exemplary.

In 2013, there was a slight increase in the percent of white students scoring Not Met, and there was a decrease in the percent of students scoring Exemplary. In 2013, there was an increase in both Not Met and Exemplary for AA students.

In 2014, the percent of white students scoring Not Met is increasing the last three years. The percent of AA students who scored Not Met is also increasing, but the percent of AA students scoring Exemplary is also increasing in the last three years.

PASS Math Percentages for Grade 3 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
Not Met	3.4	43.8	3.8	45.8	5.7	53.3
Met	11.9	43.8	17.3	37.5	17.1	26.7
Exemplary	84.7	12.5	78.8	16.7	77.1	20
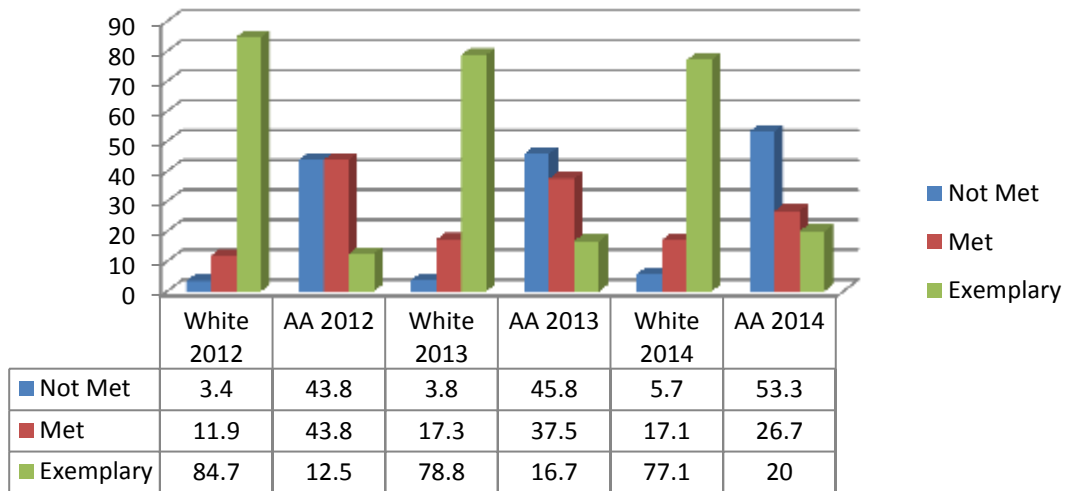
PASS MATH – BY GENDER

In 2012, there was a decrease in the percent of males and females who scored Not Met and an increase in the percent of male and female students who scored exemplary.

In 2013, there was an increase in Not Met for males and females, and a decrease in Exemplary for both males and females.

In 2014, there were no trends with males or females.

PASS Math Percentages for Grade 3 by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	15.2	6.9	21.6	19	17.1	11.4
Met	17.4	20.7	21.6	23.8	14.6	22.7
Exemplary	67.4	72.4	56.8	57.1	68.3	65.9
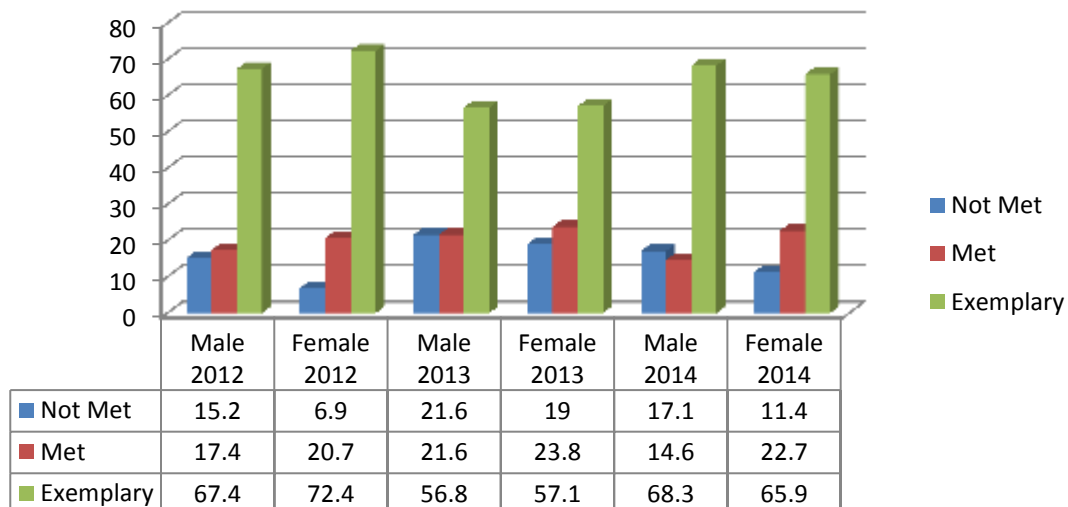
PASS SCIENCE PERCENTAGES

For 2012, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.
For 2013, there was a decrease in the percent of students who scored Not Met and Exemplary.
In 2014, a decreasing trend appeared in the students who scored Exemplary.

PASS Science Percentages for Grade 3

	Not Met	Met	Exemplary
2012	26.5	21.1	52.6
2013	17.9	48.7	33.3
2014	32.6	37.2	30.2
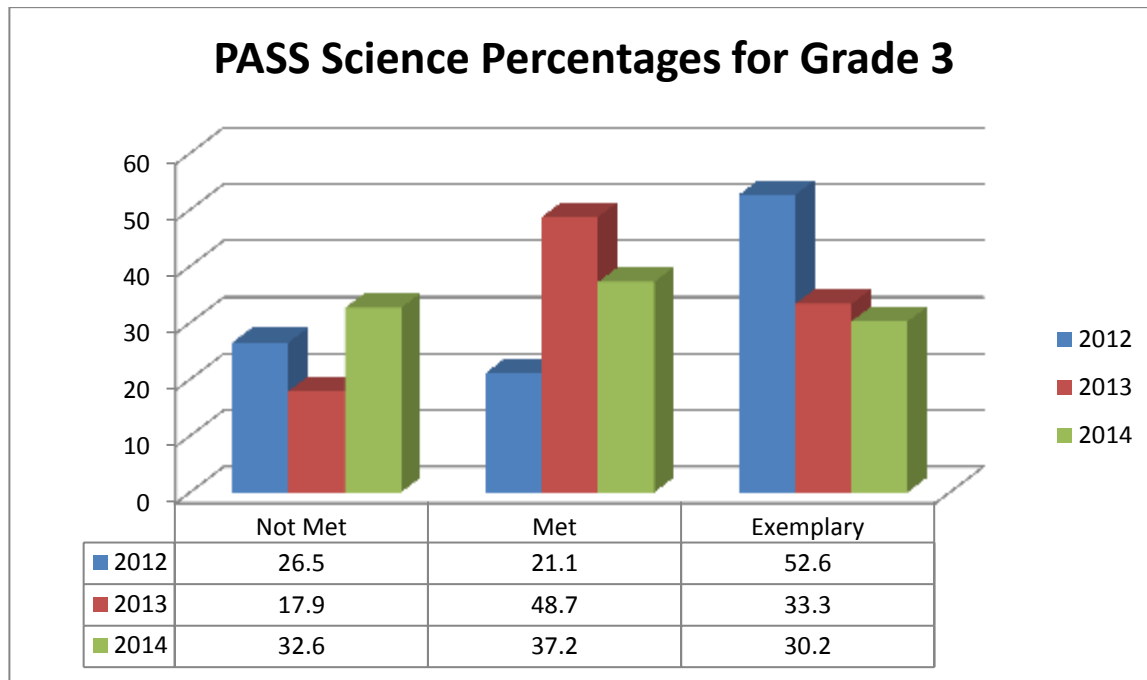
PASS SOCIAL STUDIES PERCENTAGES

For 2012, there was a decrease in the percent of students who scored Not Met, and there was an increase in the percent of students who scored Exemplary. We continued to test about half of our third graders in social studies.
For 2013, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary. There are no trends.
There are no trends in the last three years. In 2014, there was a decrease in percent of third graders scoring Not Met and an increase in the percent of students scoring Exemplary.

PASS Social Studies Percentages for Grade 3

	Not Met	Met	Exemplary
2012	13.5	27	59.5
2013	15	27.5	57.5
2014	0	23.8	76.2
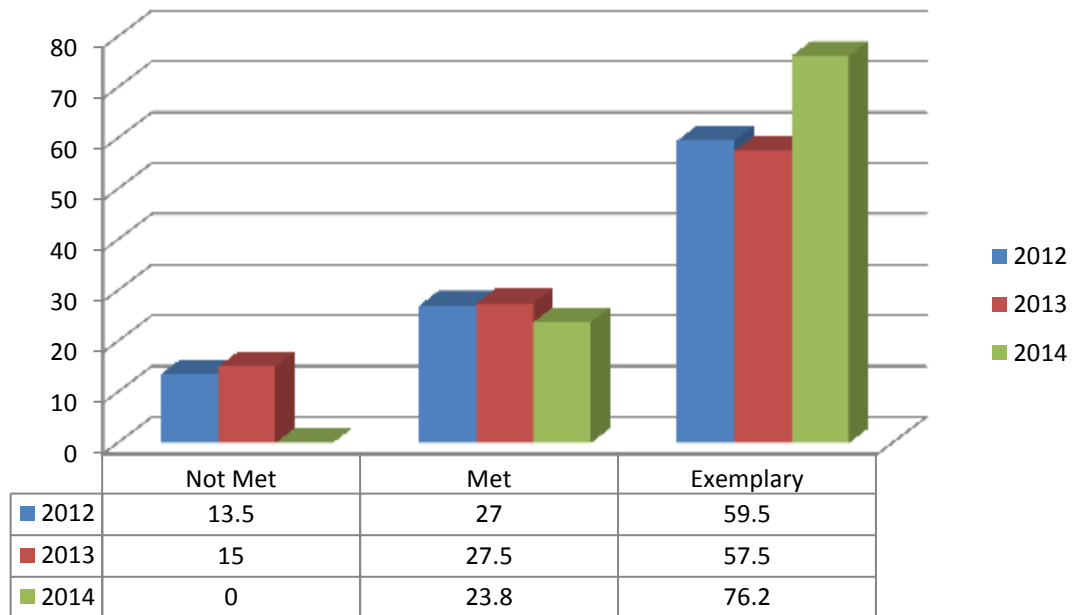
FOURTH GRADE PASS RESULTS

PASS WRITING PERCENTAGES OVERALL

Fourth graders were not tested in writing in 2011 or 2012. We started testing fourth graders again in 2013. Our Not Met percentages decreased and our Exemplary percentages increased.
In looking at our 2014 scores, the trend is that students who scored Not Met has decreased in the last three years.

PASS Writing Percentages for Fourth Grade

	Not Met	Met	Exemplary
2010	21	27.4	51.6
2013	18.8	22.5	58.8
2014	16.7	25.6	57.7
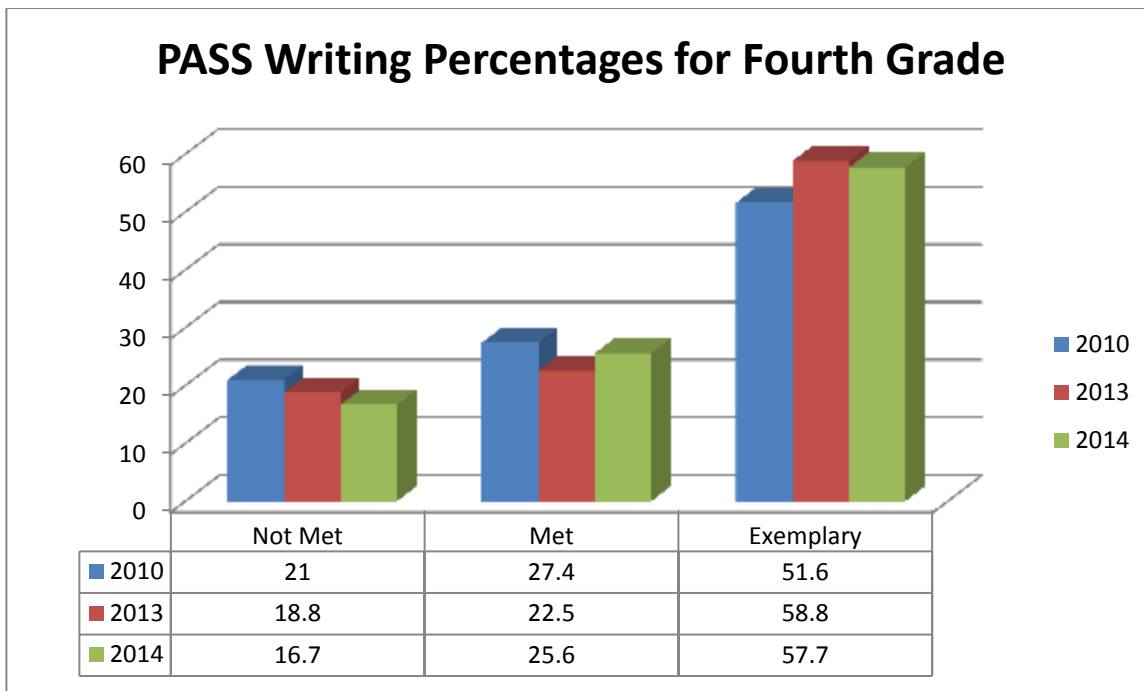
PASS WRITING PERCENTAGES BY MEAL STATUS

Out of the students that scored Not Met, 47.4% more of the students were students on subsidized meal plans than students that pay full price. .7% more of the students who scored Met were students on subsidized meal plans. For the students who scored Exemplary, 48% more of them were students who pay full price for lunch than those on subsidized plans.

For 2010, there was a decrease in the percentage of students who were subsidized in the Not Met category, and there was an increase in the percentage of students who were Exemplary. For full-pay students, there was an increase in Not Met and Exemplary.

Fourth graders were not tested in 2011 or 2012. In 2013 we started testing fourth graders again. In looking at the last three years, one trend is that there has been a decrease in the percent of full-pay students who scored Not Met. Subsidized and Full-Pay students increased in the percent of students who scored Exemplary.

PASS Writing for Grade 4 by Meal Status

	Subsidized 2010	Full-Pay 2010	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full-Pay 2014
Not Met	53.8	12.2	58.8	7.9	37.5	7.4
Met	30.8	26.5	23.5	22.2	41.7	18.5
Exemplary	15.4	61.2	17.6	69.8	20.8	74.1
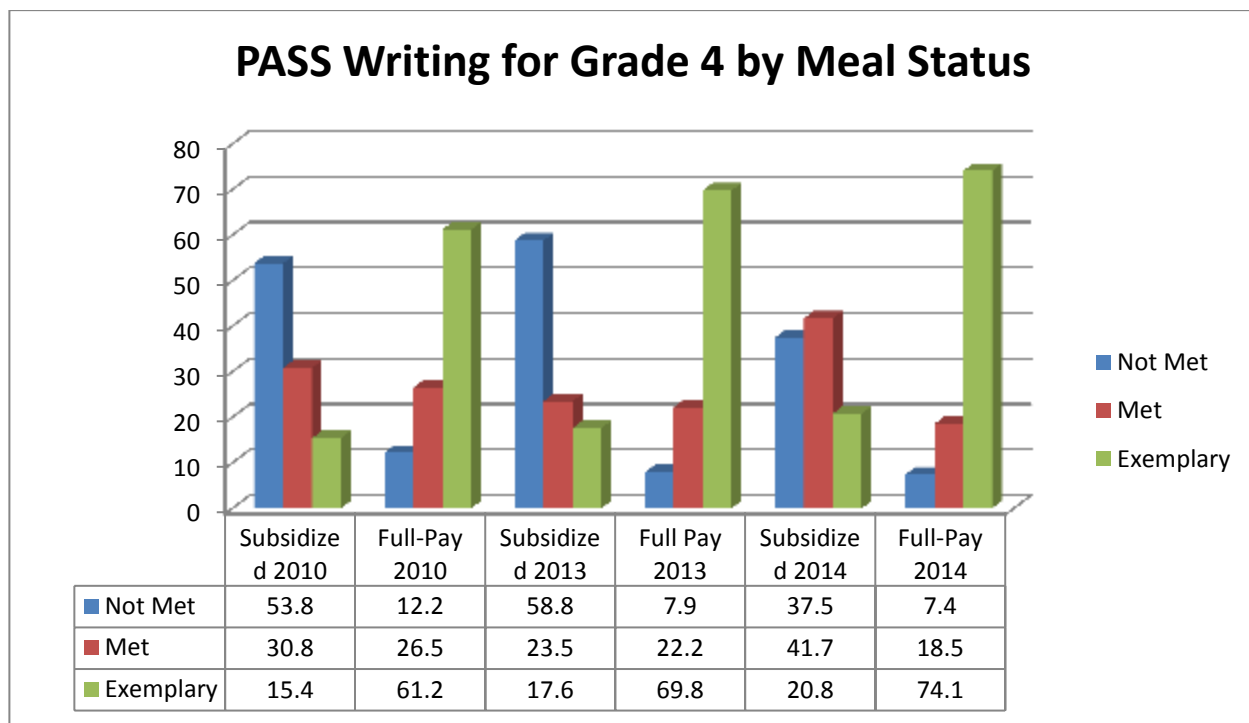
PASS WRITING PERCENTAGES BY ETHNICITY

Out of the students that scored Not Met, 40.7% more were African American than White. 3.5% more of the students that scored Met were African American. 43.1% more of the students that scored Exemplary were White.

For 2010, there was an increase in the percent of white students scoring Not Met and Exemplary. For African American students, there was an increase in the percent of students scoring Not Met, but the Exemplary stayed the same.

Fourth graders did not take the writing portion of PASS in 2011 or 2012. For 2013, there was a decrease in percentages of Not Met and Exemplary for African American students. For white students, there was a decrease in Not Met percentages and an increase in Exemplary percentages.

In 2014, there was a trend of increasing the percent of white students who scored Exemplary, and there was a trend which showed the percent of African American students who scored Not Met decreasing.

PASS Writing Percentages for Grade 4 by Ethnicity

	White 2010	AA 2010	White 2013	AA 2013	White 2014	AA 2014
Not Met	10.2	61.5	5	61.1	8.9	35
Met	28.6	23.1	21.7	27.8	16.1	50
Exemplary	61.2	15.4	73.3	11.1	75	15
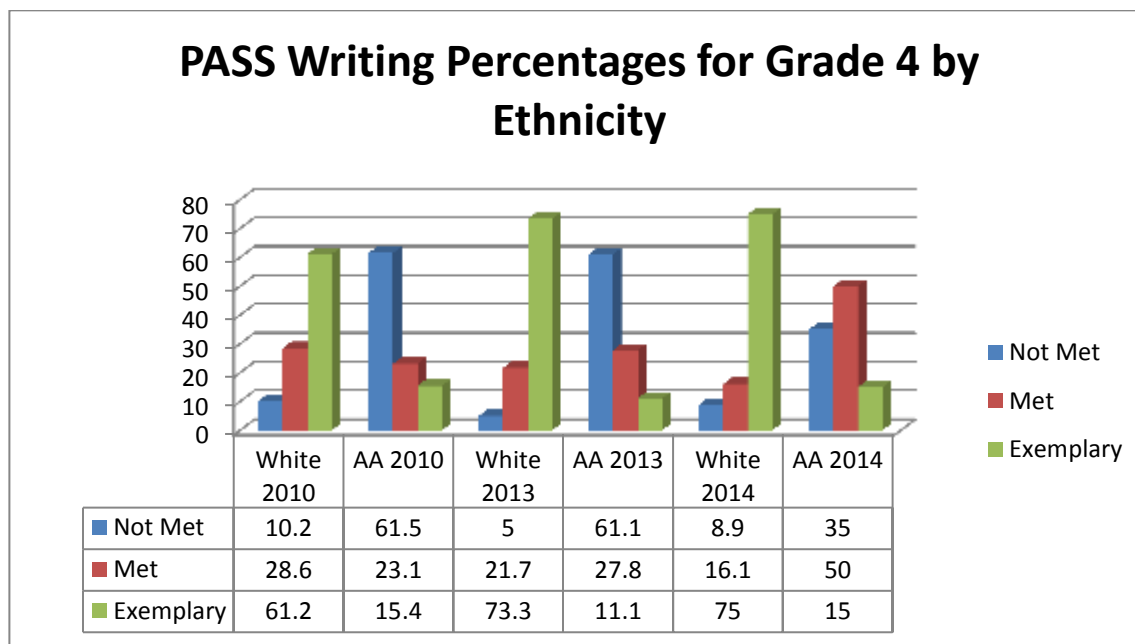
PASS WRITING PERCENTAGES BY GENDER

Out of the students that scored Not Met, 7% more were female. Out of the students that scored Met, 2% more were male. Out of the students that scored Exemplary, 5% more were male.

For 2010, there was an increase in the percent of males scoring Not Met and a decrease in the percent of males scoring Exemplary. There was a decrease in the percent of females who scored Not Met and an increase in the percent of females who scored Exemplary.

Fourth graders were not tested in 2011 or 2012 in writing. In 2013, Male percentages increased in Not Met and Exemplary. In 2013, Female percentages decreased in Not Met and increased in Exemplary. For 2014, there have been no trends in the last three years.

PASS Writing Percentages for Grade 4 by Gender

	Male 2010	Female 2010	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	23.3	18.8	26.1	8.8	23.7	10
Met	26.7	28.1	19.6	26.5	23.7	27.5
Exemplary	50	53.1	54.3	64.7	52.6	62.5
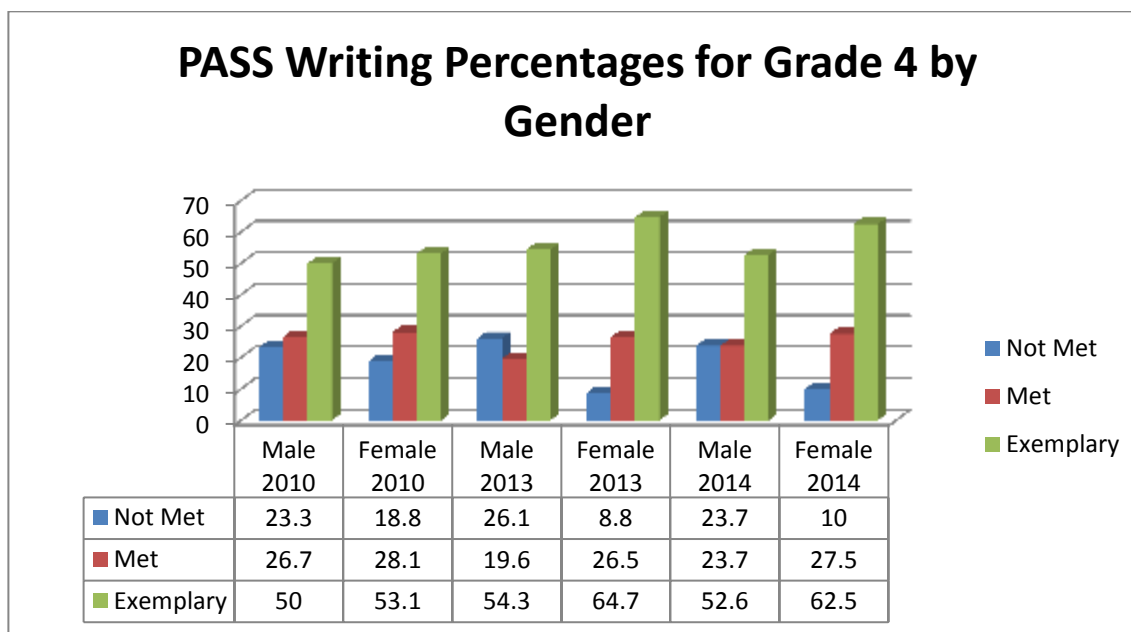
PASS ELA PERCENTAGES OVERALL

For 2010, there was a decrease in the percent of students who scored Not Met and Exemplary. This trend continued for 2011. In 2012, there was a slight increase in the percent of students scoring Not Met, but there was a significant increase in the percent of students scoring Exemplary. In 2013, there was an increase in the percent of students scoring Not Met and a decrease in the percent of students scoring Exemplary. There were no trends in 2014.

PASS ELA Percentages for Fourth Grade

	Not Met	Met	Exemplary
2012	8.6	24.7	66.7
2013	15.2	20.3	64.6
2014	10.1	24.1	65.8
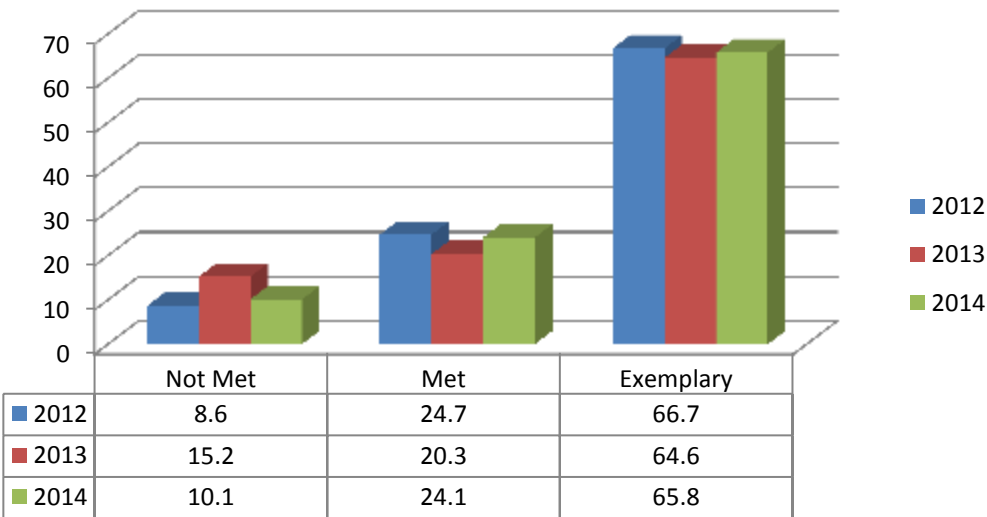
PASS ELA PERCENTAGES BY MEAL STATUS

For 2011, there was a decrease in the percent of students with subsidized meals and full-pay meals who scored Not Met. There was a decrease in full-pay students who scored Exemplary, but an increase in subsidized students who scored Exemplary.
In 2012, there was a further decrease in the percent of subsidized meal students scoring Not Met, but an increase in the percent of full pay students in Not Met. There was a decrease in the percent of subsidized meal students in Exemplary and an increase in the percent of full pay students who scored Exemplary.
In 2013, there was a large increase in subsidized students who scored Not Met and Exemplary. There was a decrease in full pay students who scored Not Met and Exemplary.
For 2014, there was a trend in the decrease of Not Met, Full Pay students. There was also a trend in the increase of subsidized meal students who scored Exemplary.

PASS ELA Percentages for Grade 4 by Meal Status

	Subsidized 2012	Full Pay 2012	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full Pay 2014
Not Met	17.6	6.3	56.3	4.8	28	1.9
Met	64.7	14.1	25	19	40	16.7
Exemplary	17.6	79.7	18.8	76.2	32	81.5
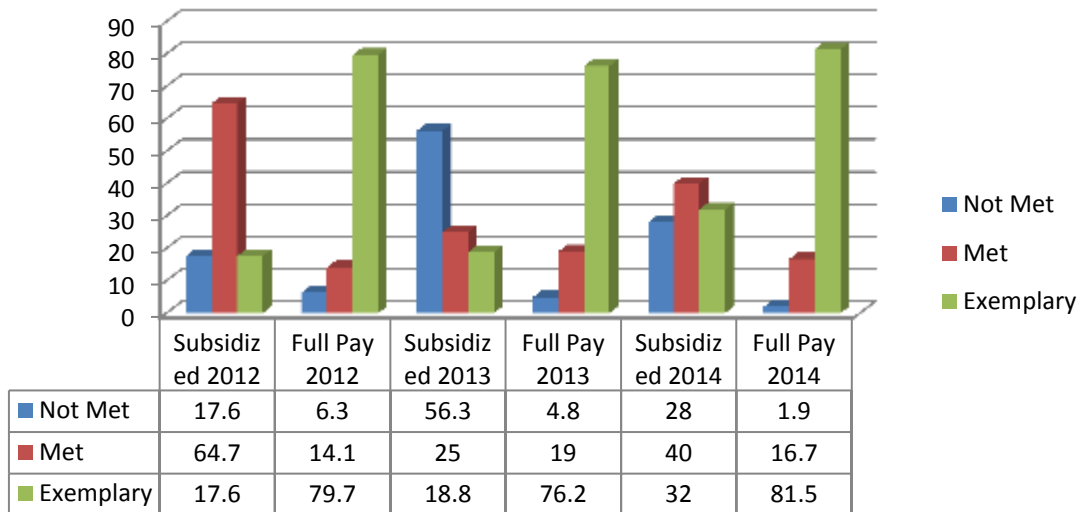
PASS ELA PERCENTAGES BY ETHNICITY

In 2012, there was a significant decrease in the percent of AA students who scored Not Met and Exemplary. There was an increase in the percent of white students who scored Not Met and Exemplary. In 2013, there was a decrease in white students who scored Not Met and an increase in students who scored Exemplary.   For African American students, there was a large increase in students who scored Not Met and a decrease in students who scored Exemplary. There seem to be no trends. For 2014, there is a trend of increasing the percent of white students who scored Exemplary.

PASS ELA Percentages for Grade 4 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
Not Met	6	15.4	1.7	61.1	5.4	23.8
Met	16.4	69.2	18.3	27.8	14.3	47.6
Exemplary	77.6	15.4	80	11.1	80.4	28.6
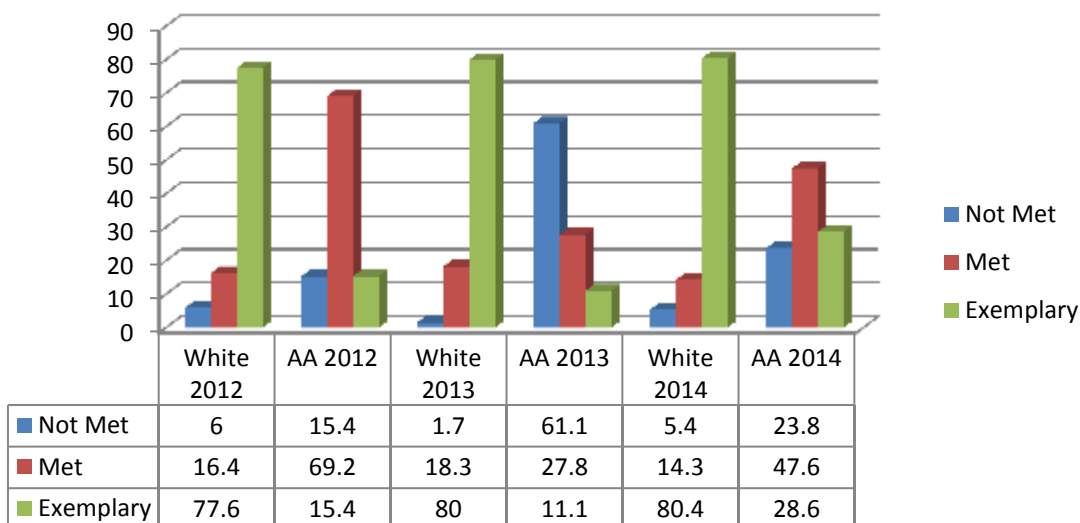
PASS ELA PERCENTAGES BY GENDER

In 2012, males had an increase in the percent of students who scored Not Met and a significant increase in the percent of students who scored Exemplary. For females, there was an increase in Not Met and Exemplary.

In 2013, there was an increase in males who scored Not Met and a decrease in the males who scored Exemplary. For females, there was an increase in the percent who scored Not Met and Exemplary. Females continued to increase annually in the percent who scored Exemplary. Males and females continued to increase annually in the percent of students who scored Not Met. In 2014, there were no trends in gender data.

PASS ELA Percentages for Fourth Grade by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	10.8	6.8	15.6	14.7	10.5	9.8
Met	21.6	27.3	28.9	8.8	28.9	19.5
Exemplary	67.6	65.9	55.6	76.5	60.5	70.7
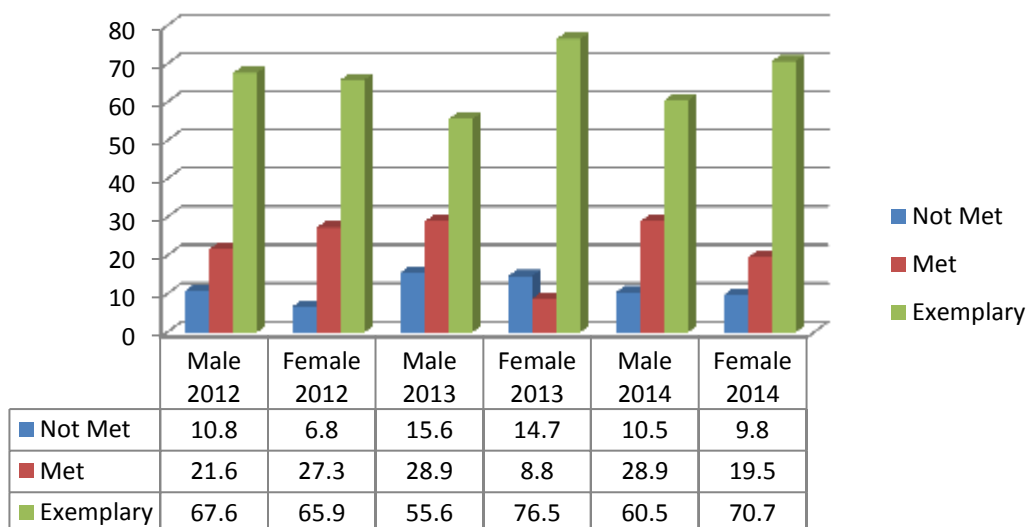
PASS MATH OVERALL PERCENTAGES

In 2012, there was an increase in Not Met and Exemplary.
In 2013, there was a slight increase in Not Met and a decrease in Exemplary. There are no trends.
In 2014, there was a trend which was an increase in the percent of fourth graders who scored Not Met.

PASS Math Percentages for Fourth Grade

	Not Met	Met	Exemplary
2012	11.1	23.5	65.4
2013	11.3	26.3	62.5
2014	11.5	23.1	65.4
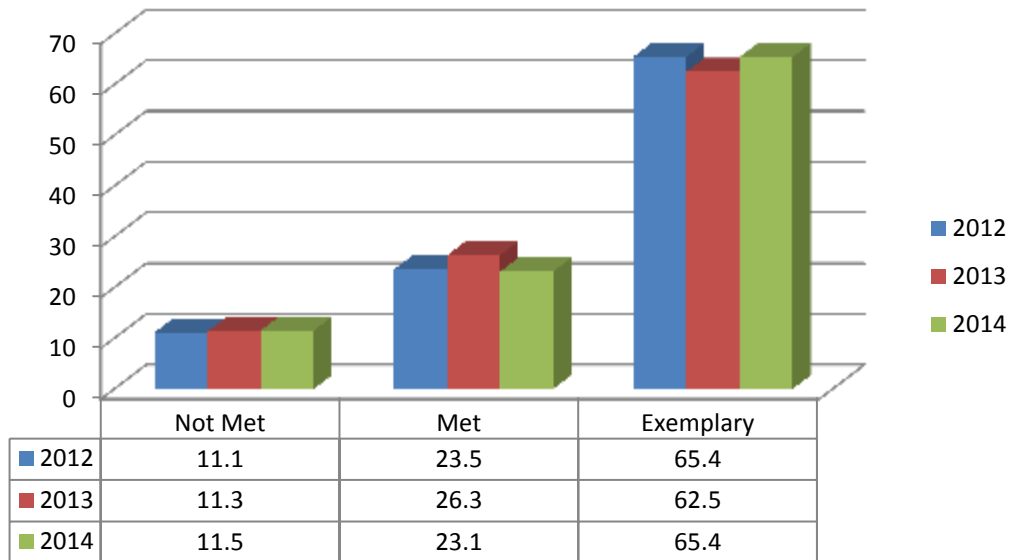
PASS MATH PERCENTAGES BY MEAL STATUS

In 2012, the percent of students on subsidized meals who scored Not Met and Exemplary decreased. The percent of students on full pay meals who scored Not Met and Exemplary increased.
In 2013, students on subsidized meals who scored Not Met increased significantly, and those students who scored Exemplary decreased. For students on full pay meal plans, the percent of students scoring Not Met decreased and the percent of students scoring Exemplary increased. There seem to be no trends.
In 2014, there were two trends. One trend was a decrease in Full Pay students who scored Not Met, and the other trend was an increase in the Full Pay students who scored Exemplary.

PASS Math Percentages for Grade 4 by Meal Status

	Subsidized 2012	Full Pay 2012	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full Pay 2014
■ Not Met	17.6	9.4	35.3	4.8	29.2	3.7
■ Met	58.8	14.1	58.8	17.5	54.2	9.3
■ Exemplary	23.5	76.6	5.9	77.8	16.7	87
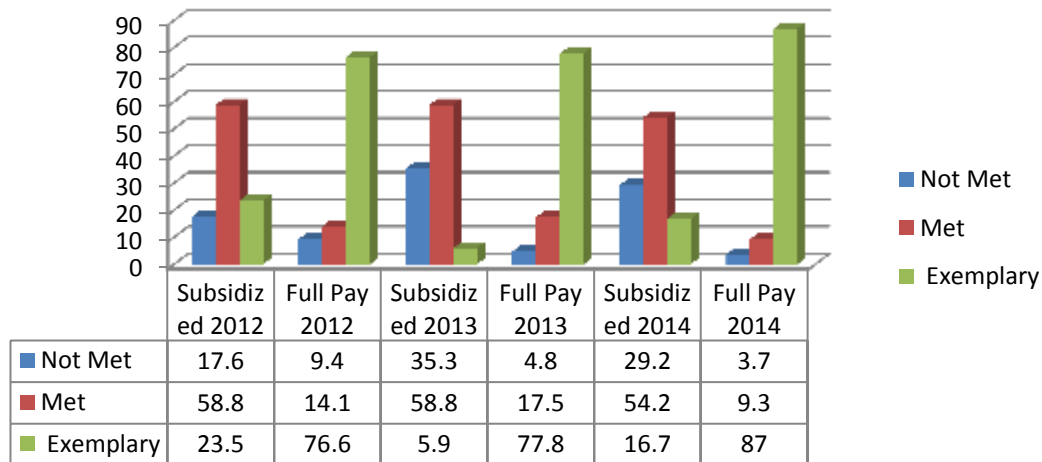
PASS MATH PERCENTAGES BY ETHNICITY

In 2011, white and AA students had a decrease in Not Met. White students had a decrease in Exemplary, but AA students had an increase in Exemplary.

In 2012, white students had an increase in the percent of students who scored Not Met and Exemplary. AA students had a decrease in the percent of students who scored Not Met and Exemplary.

In 2013, white students had a decrease in the percent of students who scored Not Met and an increase in the percent of students scoring Exemplary. AA students had an increase in Not Met and a decrease in Exemplary. There were no trends.

PASS Math Percentages for Grade 4 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
■ Not Met	7.5	30.8	1.7	38.9	3.6	28.6
■ Met	16.4	53.8	16.7	61.1	12.7	47.6
■ Exemplary	76.1	15.4	81.7	0	83.6	23.8
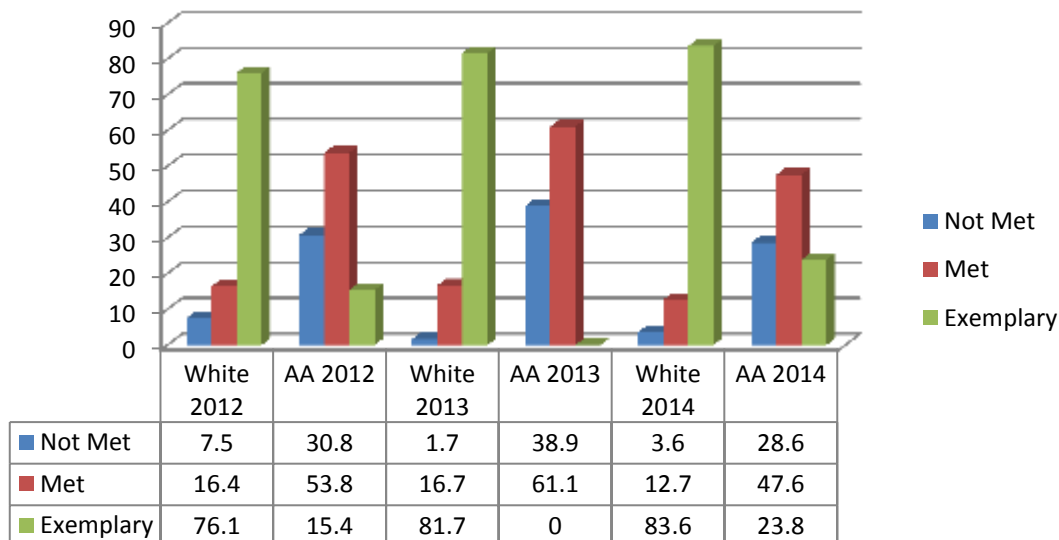
PASS MATH PERCENTAGES BY GENDER

For 2012, females had a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary. Males had an increase in both Not Met and Exemplary.
In 2013, females continued the decrease of students who scored Not Met. Females also continued the increase of students who scored Exemplary. Males had a decrease in the percent of students who scored Not Met and Exemplary. The trends are with the female students. They continue to move in the right direction in the last three years.
In 2014, there was a trend in the decrease of male students who scored Not Met.

PASS Math Percentages for Grade 4 by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	16.2	6.8	15.2	5.9	13.5	9.8
Met	13.5	31.8	21.7	32.4	13.5	31.7
Exemplary	70.3	61.4	63	61.8	73	58.5
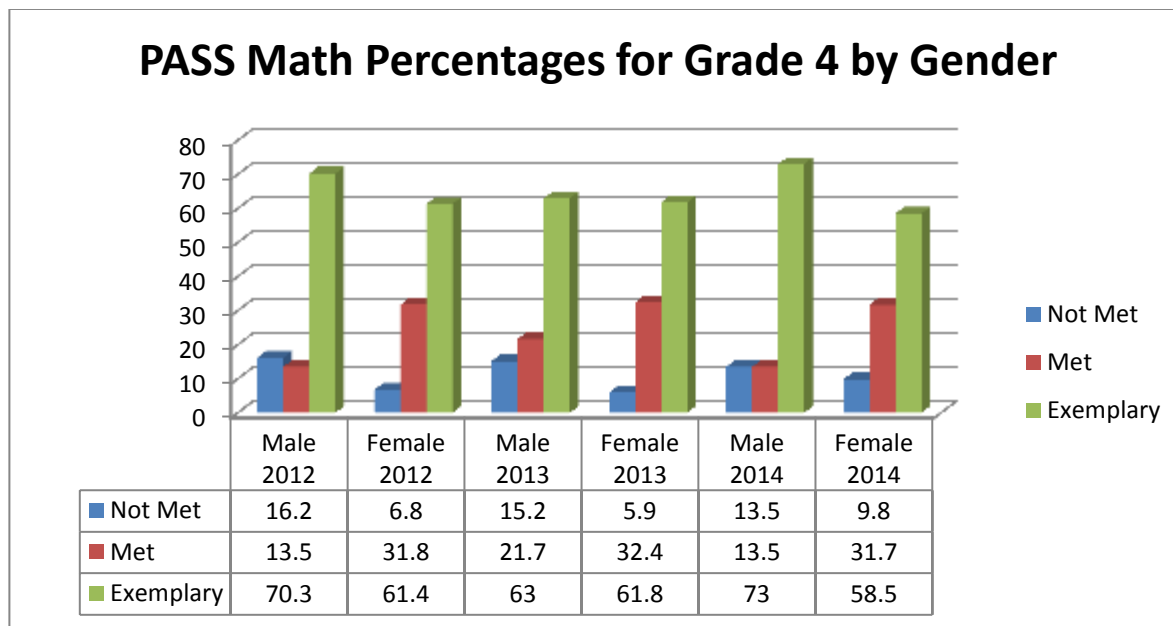
PASS SCIENCE OVERALL FOR GRADE 4

In 2012, there was an increase in Not Met and Exemplary.
In 2013, there was a continued increase in Not Met and Exemplary.
In 2014, the trend was that there continues to be an increase in the students who score Not Met.

PASS Science Percentages for Fourth Grade

	Not Met	Met	Exemplary
2012	14.8	64.2	21
2013	20	45	35
2014	21.5	44.3	34.2
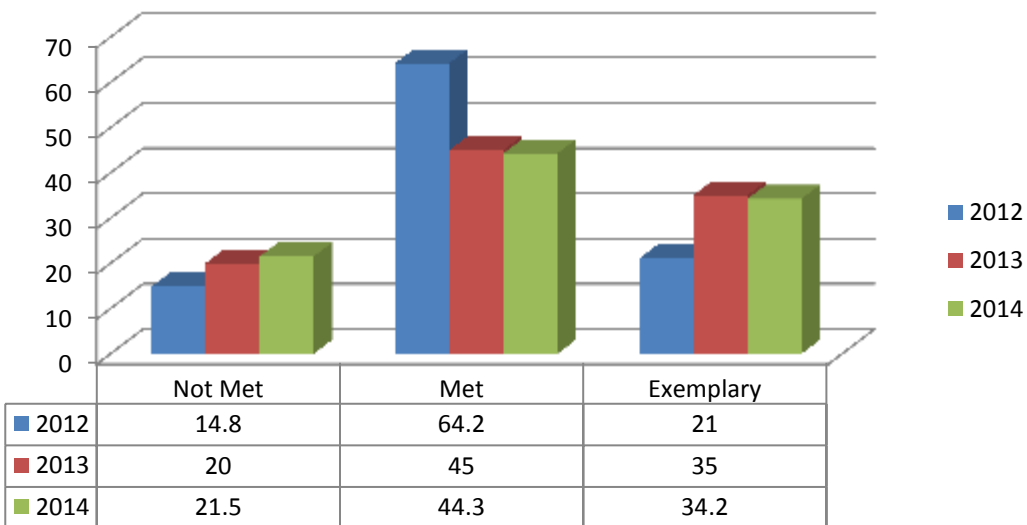
PASS SOCIAL STUDIES OVERALL FOR GRADE 4

In 2012, there was an increase in Not Met and Exemplary.
In 2013, there was a decrease in Not Met and an increase in Exemplary. The trend was that our fourth graders continued to increase in the percent of students who scored Exemplary.
For 2014, there were no trends.

PASS Social Studies Percentages for Fourth Grade

	Not Met	Met	Exemplary
2012	13.6	38.3	48.1
2013	8.8	27.5	63.8
2014	10.1	27.8	62
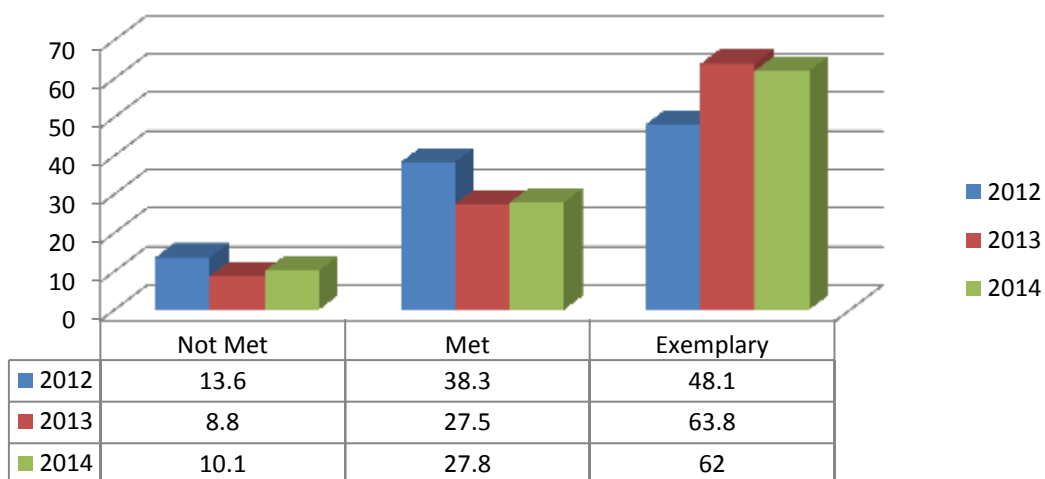
FIFTH GRADE PASS RESULTS

PASS ELA – PERCENTAGES FOR GRADE 5

In 2012, there was a decrease in the percent of fifth graders who scored Not Met and an increase in the percent of 5th graders who scored Exemplary.

In 2013, there was a decrease in the percent of fifth grade students who scored Not Met and an increase in the percent of fifth grade students who scored Exemplary. For the last two years, there has been a decrease in Not Met students and an increase in Exemplary students.

For 2014, there was a trend in an increase of students who scored Exemplary.

PASS ELA Percentages for Grade 5

	Not Met	Met	Exemplary
2012	11.6	31.4	57
2013	11.3	27.5	61.3
2014	13	24.7	62.3
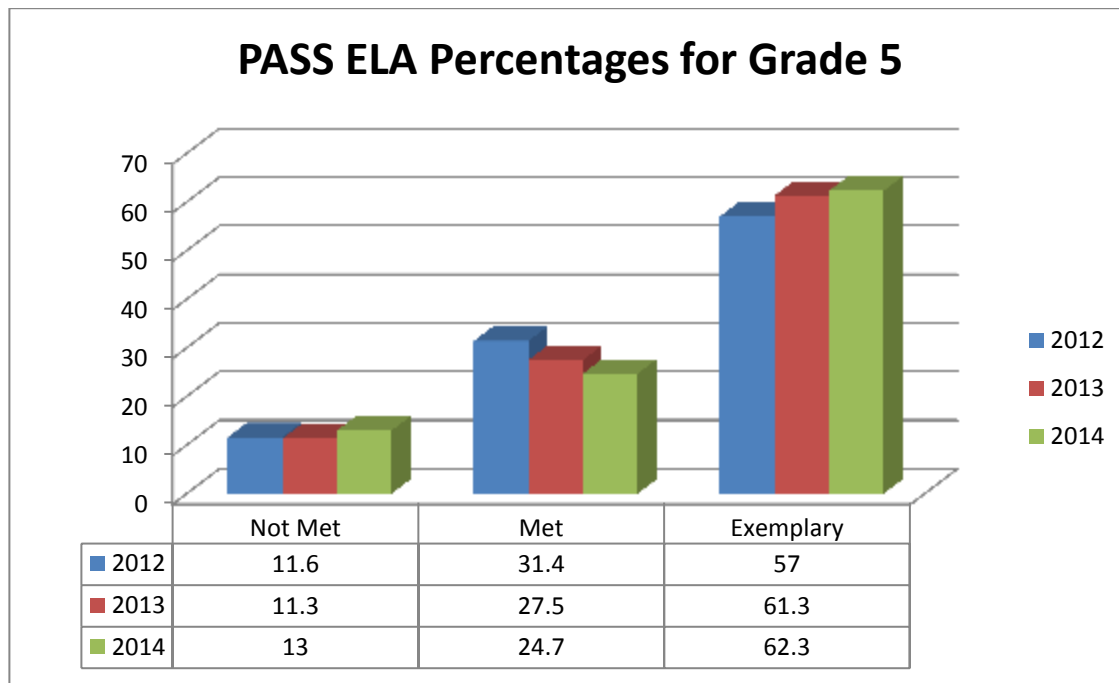
PASS ELA – BY MEAL STATUS

For 2012, the percent of subsidized meal students who scored Not Met increased, and the percent who scored Exemplary decreased. For our full pay students, the percent rose in Not Met and Exemplary.

In 2013, the percent of subsidized meal students who scored Not Met and Exemplary decreased. The percent of full pay students who scored Not Met decreased while the percent who scored Exemplary

improved. Full pay students continue to increase the percent of students who score Exemplary, while subsidized meal students continue to decrease the percent of students who score Exemplary.
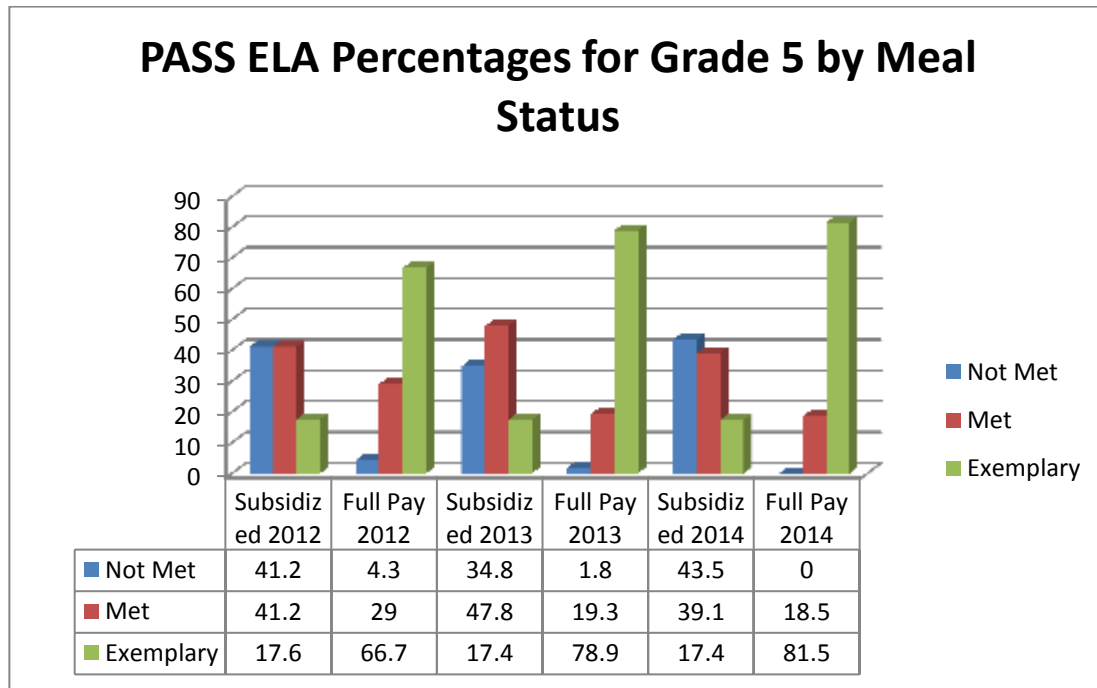
In 2014, there were two trends with the Full Pay students. In the last three years, there has been a decrease in the percent of Full Pay students who scored Not Met and there has been an increase in the percent of Full Pay students who scored Exemplary. There were no trends in the Subsidized Meal students. However, the percent of subsidized meal students who scored Exemplary essentially stayed the same.

PASS ELA Percentages for Grade 5 by Meal Status

	Subsidized 2012	Full Pay 2012	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full Pay 2014
Not Met	41.2	4.3	34.8	1.8	43.5	0
Met	41.2	29	47.8	19.3	39.1	18.5
Exemplary	17.6	66.7	17.4	78.9	17.4	81.5

PASS ELA – BY ETHNICITY

In 2012, there was a decrease in the percent of white students who scored Not Met and an increase in the percent of students who scored Exemplary. There was a large increase in the percent of AA students who scored Not Met and a decrease in the percent who scored Exemplary.

In 2013, there was a decrease in the percent of AA students who scored Not Met and an increase in the percent of students who scored Exemplary. For white students, there was an increase in both the percent of Not Met and Exemplary.

In 2014, there were two trends involving the students who scored Exemplary. AA and white students showed an increase in the percent of students who scored Exemplary in the last three years.

PASS ELA Percentages for Grade 5 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
Not Met	2.9	50	3.2	37.5	1.8	42.9
Met	28.6	43.8	22.2	50	19.6	38.1
Exemplary	68.6	6.3	74.6	12.5	78.6	19
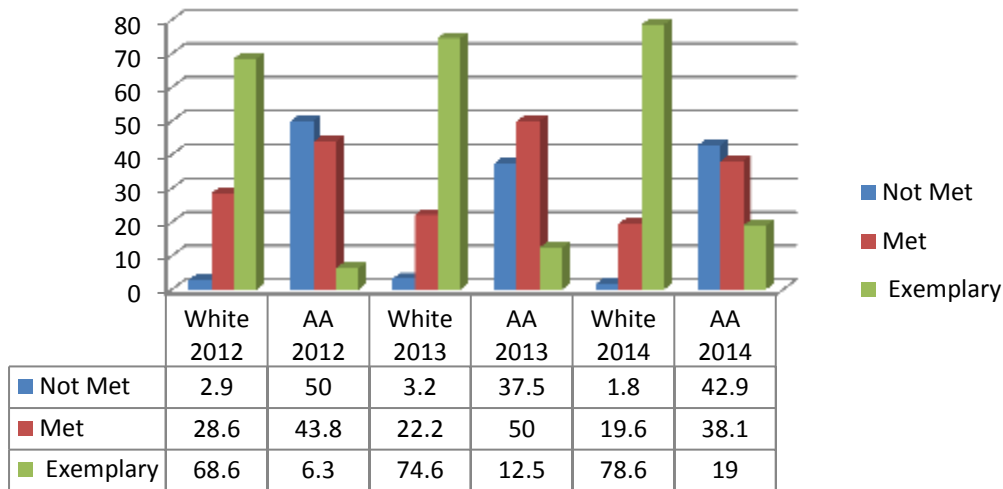
PASS ELA – BY GENDER

For 2012, males increased in percentages for Not Met and Exemplary. Females decreased in the percent of students who scored Not Met, but increased in the percent who scored Exemplary.

For 2013, males had a decrease in the percent of boys who scored Not Met and an increase in the percent of students who scored Exemplary. Females had an increase in Not Met and Exemplary. There is a trend of females and males increasing in the percent of students scoring Exemplary.

In 2014, there was a trend in female scores. In the last three years, the percent of females who scored Exemplary in ELA has increased.

PASS ELA Percentages for Grade 5 by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	14.3	8.1	5.9	15.2	19.5	5.6
Met	26.5	37.8	32.4	23.9	19.5	30.6
Exemplary	59.2	54.1	61.8	60.9	61	63.9
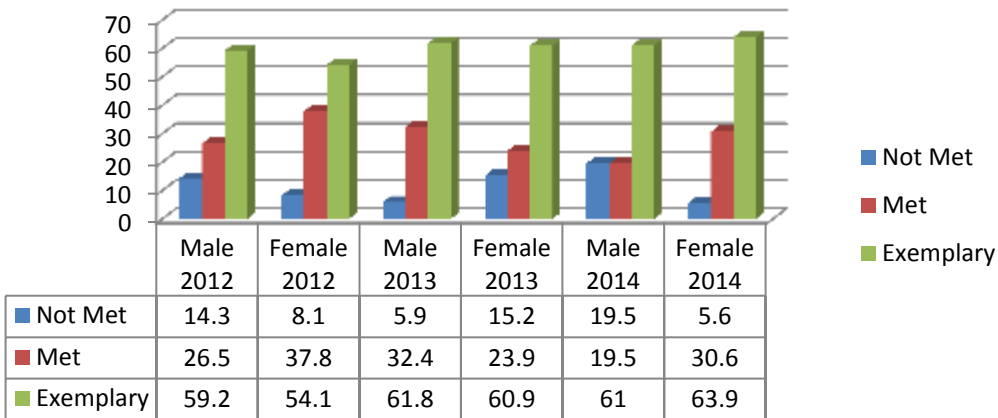
PASS MATH - PERCENTAGES FOR GRADE 5

For 2012, the percent of students scoring Not Met and Exemplary increased.
In 2013, the percent of students scoring Not Met increased and Exemplary decreased slightly. The trend here is that our fifth grade students continue to increase each year in the percent of those scoring Not Met. In looking at the last three years, 2014 showed us that there was an increase in the percent of fifth graders who scored Not Met and a decrease in the percent of students who scored Met.

PASS Math Percentages for Fifth Grade

	Not Met	Met	Exemplary
2012	10.5	27.9	61.6
2013	15	23.8	61.3
2014	16.9	20.8	62.3
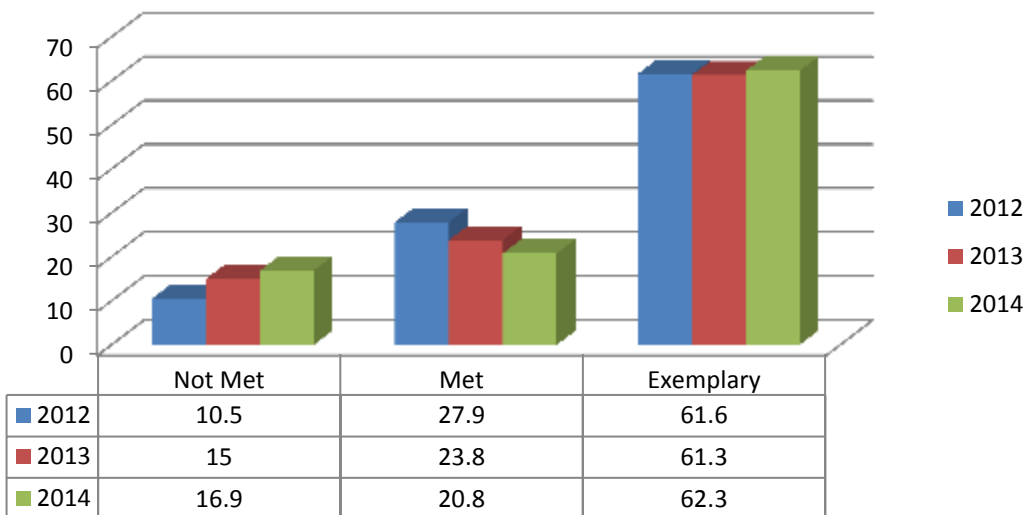
PASS MATH - BY MEAL STATUS

For 2012, percentages of subsidized meal students who scored Not Met and Exemplary increased, and the same goes for full pay students.

In 2013, percentages of subsidized meal students who scored Not Met increased and the percent of students scoring Exemplary decreased. The percent of full pay students who scored Not Met and Exemplary increased. The trend is that subsidized meal students continue to increase in percentages each year for students who score Not Met.

In looking at the last three years, subsidized meal fifth graders have two trends. One trend was that there was an increase in the percent of students who scored Not Met and there was a decrease in the percent who scored Exemplary. For Full Pay students, there was a trend in that the percent of students who scored Exemplary is increasing.
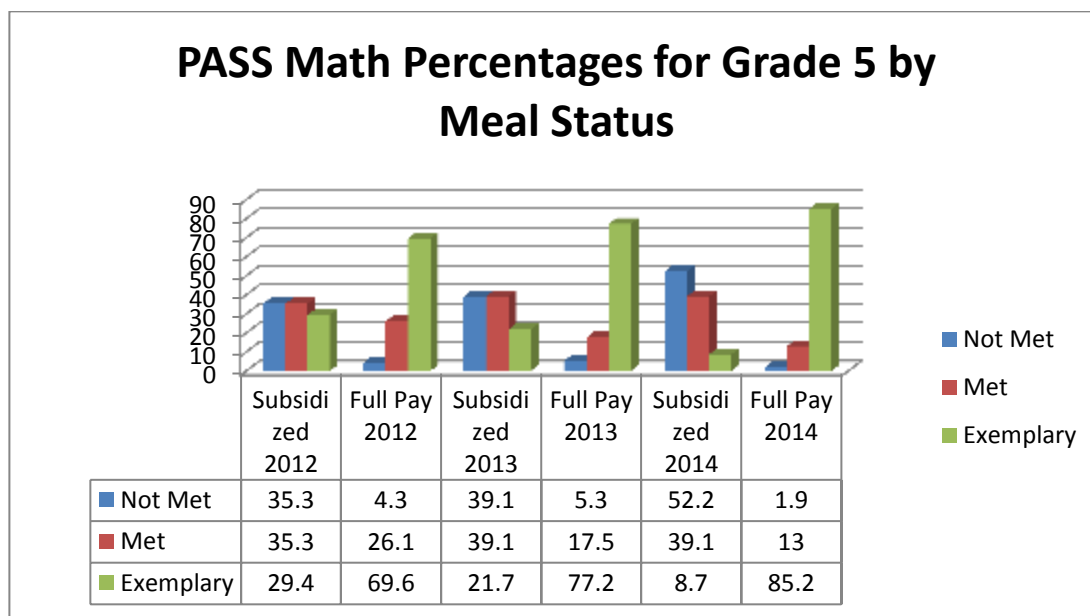
PASS Math Percentages for Grade 5 by Meal Status

	Subsidized 2012	Full Pay 2012	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full Pay 2014
Not Met	35.3	4.3	39.1	5.3	52.2	1.9
Met	35.3	26.1	39.1	17.5	39.1	13
Exemplary	29.4	69.6	21.7	77.2	8.7	85.2

PASS MATH – BY ETHNITICY

For 2012, the percent of AA students who scored Not Met increased, but the percent of AA students who scored Exemplary decreased. The percent of white students who scored Not Met decreased and the percent that scored Exemplary increased.

In 2013, the percent of AA students who scored Not Met increased and the percent of AA students who scored Exemplary decreased. These are both trends among AA students. For white students, students

who scored Not Met increased slightly. The percent of white students who scored Exemplary increased, and this is a trend.

In the last three years, the trend for white students is that there is an increase in the percent of students who scored Exemplary. For AA students, the trends are that there is a decrease in the percent of students who scored Exemplary and an increase in the percent of students who scored Not Met.
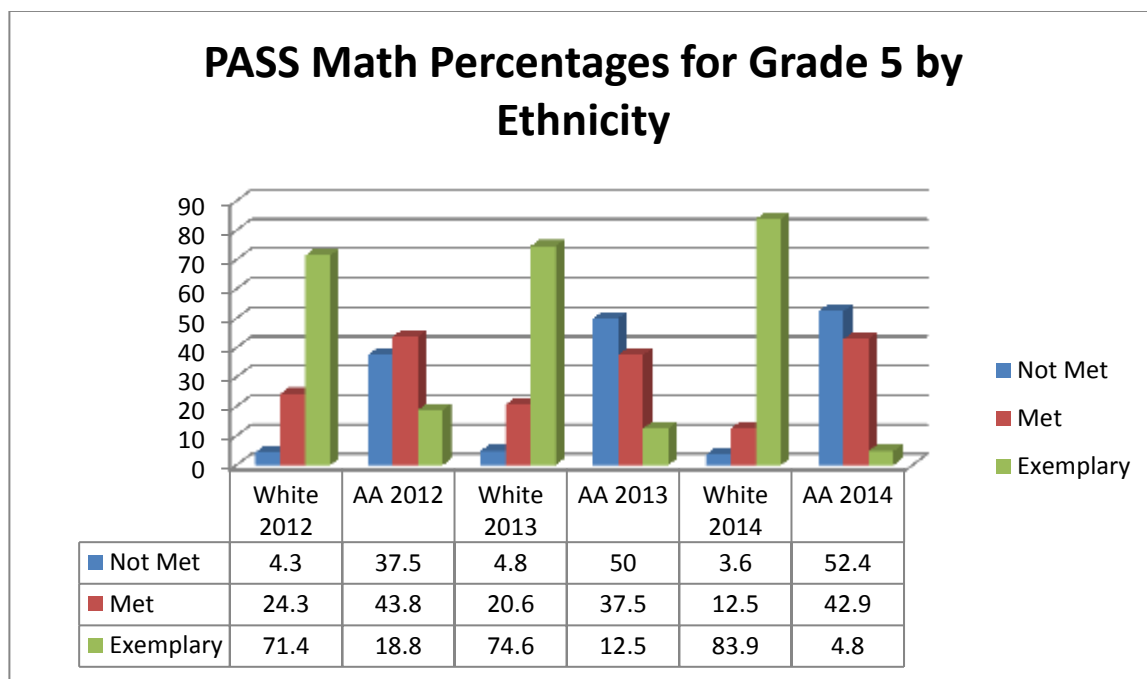
PASS Math Percentages for Grade 5 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
Not Met	4.3	37.5	4.8	50	3.6	52.4
Met	24.3	43.8	20.6	37.5	12.5	42.9
Exemplary	71.4	18.8	74.6	12.5	83.9	4.8

PASS MATH – BY GENDER

For 2012, males increased percentages in Not Met and Exemplary. Females decreased in Not Met and increased in Exemplary.

In 2013, males decreased percentages in Not Met and increased percentages in Exemplary. Females increased in Not Met and decreased in Exemplary. The trend was that fifth grade males continued to improve in the percent of students who scored Exemplary.

In the last three years, there have been no trends by gender.

PASS Math Percentages for Grade 5 by Gender
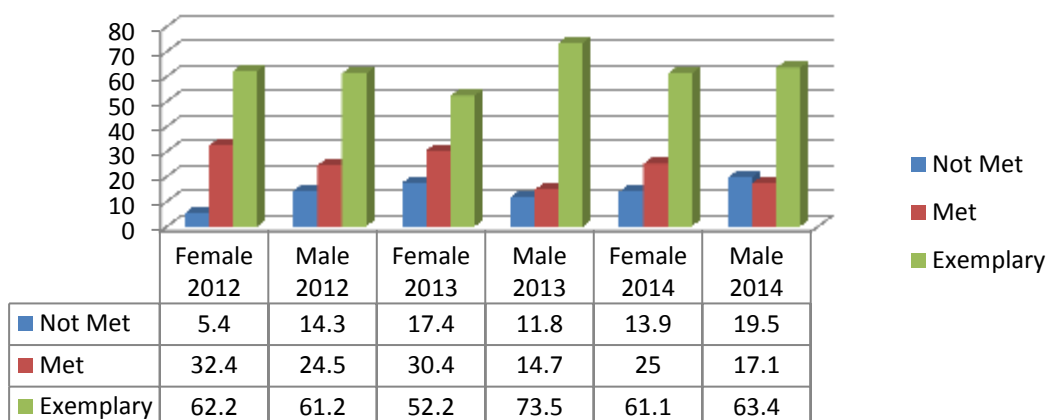
	Female 2012	Male 2012	Female 2013	Male 2013	Female 2014	Male 2014
■ Not Met	5.4	14.3	17.4	11.8	13.9	19.5
■ Met	32.4	24.5	30.4	14.7	25	17.1
■ Exemplary	62.2	61.2	52.2	73.5	61.1	63.4

Legend: ■ Not Met ■ Met ■ Exemplary

PASS WRITING - PERCENTAGES FOR GRADE 5

In 2012, there was an increase in the percent of students who scored Not Met and a decrease in the percent of students who scored Exemplary.
In 2013, there was a decrease in fifth graders who scored Not Met and Exemplary. There are no trends.
In 2014, looking at the last three years, there are two trends. The trends were a decrease in the percent of fifth graders who scored Not Met and an increase in the percent of fifth graders who scored Exemplary.

PASS Writing Percentages for Grade 5

	Not Met	Met	Exemplary
2012	16.7	41.7	41.7
2013	13.9	31.6	54.4
2014	12.8	17.9	69.2
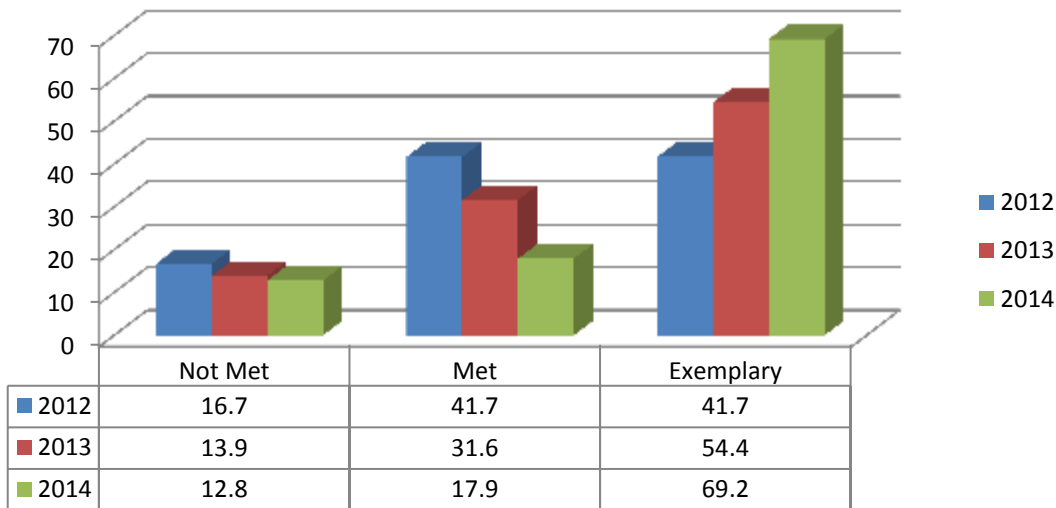
PASS WRITING - BY MEAL STATUS

In 2012, the percent of subsidized students who scored Not Met increased and the percent who scored Exemplary decreased significantly. The same is true for our full pay students.

In 2013, the percentages of subsidized meal students who scored Not Met and Exemplary decreased. The percentage of full pay students who scored Not Met decreased and the percent of those scoring Exemplary increased. The only trend is that the percent of subsidized meal students who scored Exemplary continues to decrease.

In 2014, the last three years show two trends in Full Pay students. There was a decrease in the percent of students who scored Not Met and an increase in the percent of students who scored Exemplary.

PASS Writing Percentages for Grade 5 by Meal Status

	Subsidized 2012	Full Pay 2012	Subsidized 2013	Full Pay 2013	Subsidized 2014	Full Pay 2014
■ Not Met	50	8.8	30.4	7.1	34.8	3.6
■ Met	31.3	44.1	52.2	23.2	30.4	12.7
■ Exemplary	18.8	47.1	17.4	69.6	34.8	83.6

PASS WRITING – BY ETHNITICY

For 2012, the percent of AA students who scored Not Met increased a lot, and the percent that scored Exemplary decreased. For white students, the percent that scored Not Met and Exemplary decreased.
In 2013, the percent of AA students who scored Not Met and Exemplary decreased. For white students, the percent of students who scored Not Met decreased and the percent of students who scored Exemplary increased. The trend is that white students who scored Not Met has decreased the last three years. Another trend is that the percent of AA students who scored Exemplary has decreased.
In 2014, there were two trends concerning white students. There was a decrease in the percent of white students who scored Not Met and an increase in the percent of students who scored Exemplary.
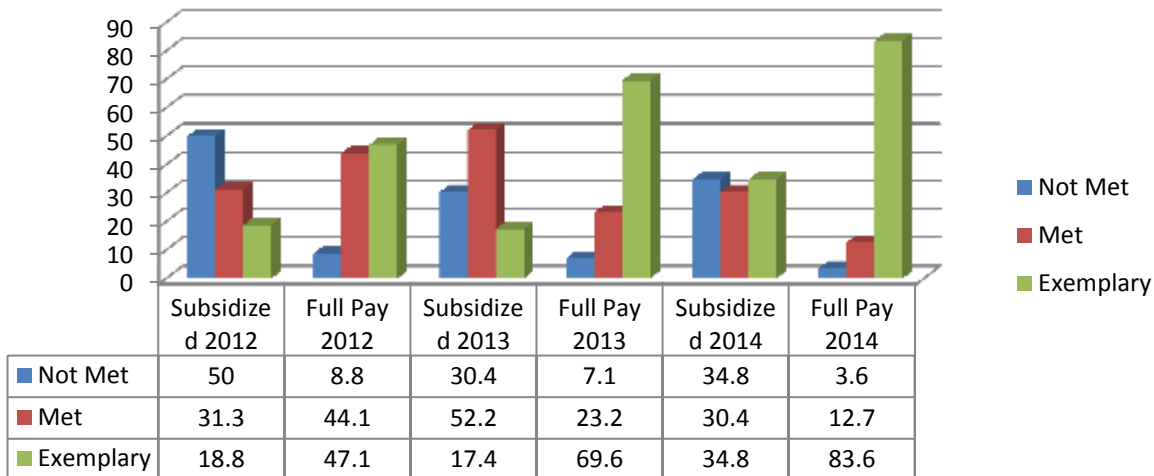
PASS Writing Percentages for Grade 5 by Ethnicity

	White 2012	AA 2012	White 2013	AA 2013	White 2014	AA 2014
■ Not Met	7.2	60	6.5	37.5	3.5	38.1
■ Met	44.9	26.7	27.4	50	12.3	33.3
■ Exemplary	47.8	13.3	66.1	12.5	84.2	28.6
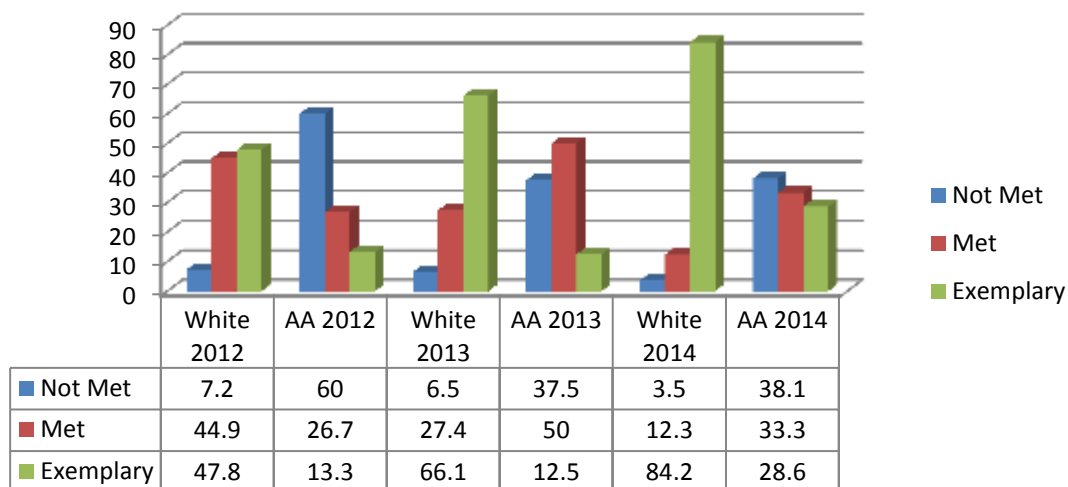
PASS WRITING – BY GENDER

For 2012, the percent of females who scored Not Met increased, but the percent of females who scored Exemplary decreased. For males, both areas decreased.

In 2013, the percent of females who scored Not Met and Exemplary increased. For males, the percent of students who scored Not Met decreased and the percent of students scoring Exemplary increased. The trends are that males and females who scored Not Met continues to decrease.

In 2014, there was one trend in males and one trend in females. Both males and females have had an increase in the percent of students who scored Exemplary.

PASS Writing Percentages for Grade 5 by Gender

	Male 2012	Female 2012	Male 2013	Female 2013	Male 2014	Female 2014
Not Met	19.1	13.5	11.8	15.6	24.4	0
Met	46.8	35.1	32.4	31.1	12.2	24.3
Exemplary	34	51.4	55.9	53.3	63.4	75.7

PASS SCIENCE-OVERALL

For 2012, there was an increase in students who scored Not Met and a decrease in the percent of students who scored Exemplary.
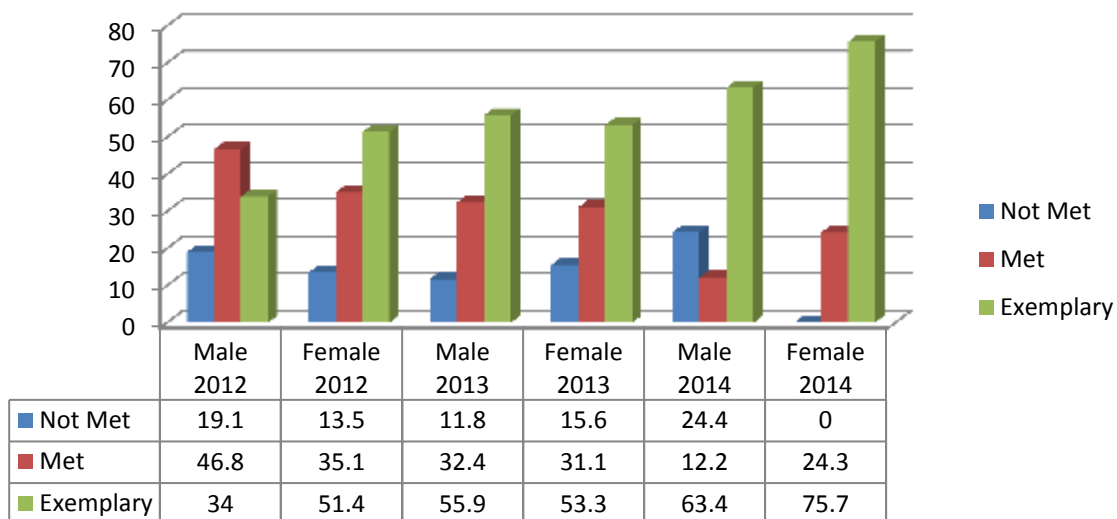
In 2013, there was a decrease in the percent of students who scored Not Met and Exemplary. The trend is that fifth graders who scored Exemplary had decreased since 2011.

In 2014, there were no trends in the science scores.

PASS Science Percentages in Fifth Grade

	Not Met	Met	Exemplary
2012	13.6	40.9	45.5
2013	12.5	55	32.5
2014	15.4	46.2	38.5
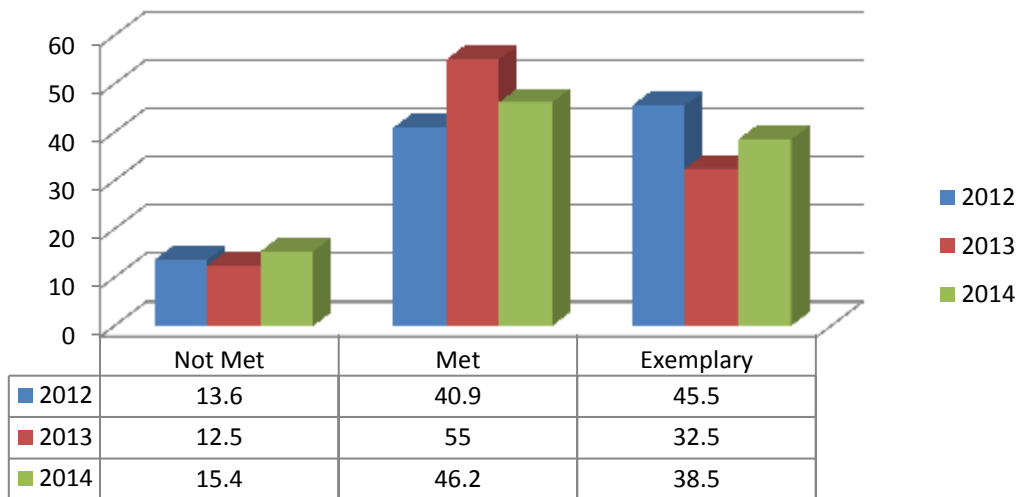
PASS SOCIAL STUDIES-OVERALL

For 2012, there was an increase in the students who scored Not Met and a decrease in the students who scored Exemplary.

In 2013, the percentage of fifth graders who scored Not Met decreased and the percent of students who scored Exemplary increased. There are no trends.

In 2014, there were no trends in the social studies scores.

PASS Social Studies Percentages for Fifth Grade

	Not Met	Met	Exemplary
2012	14.3	35.7	50
2013	10	22.5	67.5
2014	26.3	26.3	47.4
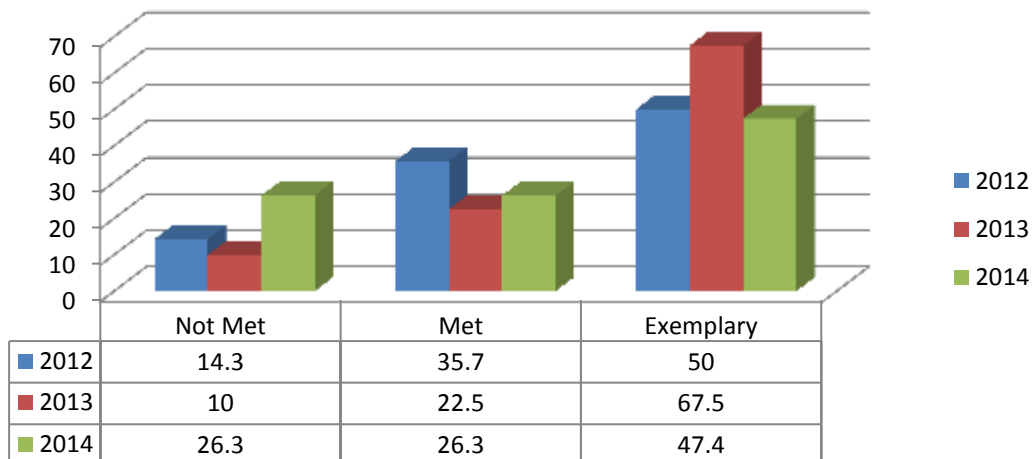
MAP Results for 2011-2012, 2012-2013, and 2013-2014

Reading:
In 2011-2012, the percentage of students who met target growth, by grade level, was 65.4 % in second grade, 45.1% in third grade, 48.7% in fourth grade, and 57.6% in fifth grade.
In 2012-2013, the percentage of students who met target growth, by grade level, was 47.6% in second grade, 41.9% in third grade, 50.6% in fourth grade, 57.1% in fifth grade.
In 2013-2014, the percentage of students who met target growth, by grade level, was 50% in second grade, 56.8% in third grade, 65.8% in fourth grade, and 64.4% in fifth grade.
There was a trend in that there was an increase in the percent of students meeting target growth in fourth grade.

Math:
In 2011-2012, the percentage of students who met target growth, by grade level, was 51.9% in second grade, 32.4% in third grade, 50.0% in fourth grade, and 55.3% in fifth grade.
In 2012-2013, the percentage of students who met target growth, by grade level, was 53.6% in second grade, 73.0% in third grade, 70.7% in fourth grade, and 75.3% in fifth grade.
In 2013-2014, the percentage of students who met target growth, by grade level, was 53.8% in second grade, 70.4% in third grade, 71.1% in fourth grade, and 75.3% in fifth grade.
There were two trends in math. There was an increase in the percent of students meeting target growth in grades two and four.

Student Achievement Needs Assessment

After analyzing our achievement data, we realize that we must continue to strive for excellence. We must continue to monitor and adjust our techniques for instruction, as well as our strategies. We must work with each individual student in order to help that student grow in achievement as much as possible. We will:

- Work to further narrow the differences in ELA PASS and Math PASS between our FARM and non-FARM students

- Continue to further implement the use of quality tools and technology (including Promethean Boards and Compass Learning) to improve student achievement

- Continue to integrate the portfolio plan into all elements of the school environment

- Implement the South Carolina State Standards in our curriculum

- Implement Balanced Literacy as our English Language Arts delivery system

Teacher and Administrator Quality

We at Augusta Circle attempt to steer our professional development each year toward our goals and any new initiatives that the district implements from year to year. Our calendar for professional development this year is on the next page.

In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 88.2% in 2014, 89.3% in 2013, 90.3% in 2012. Our teacher attendance rate was 94.6% in 2014, 94.7% in 2013, 95.4% on 2012. 64.5% of our teachers had advanced degrees in 2014, 68% had advanced degrees in 2013, 63% in 2012. We had 74.2% of our teachers with continuing contracts in 2014, 73.3% in 2013, and 88.9% in 2012. All of our teachers are proficient in technology.
Our professional development is designed and correlated to reflect student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

PROFESSIONAL DEVELOPMENT SCHEDULE   2014-2015

Date	Professional development	Facilitators
August 27	Web Tools (1 point)	Karen Dobson, Debbie Jarrett
September 17	Google Sites (2 points)	Karen Dobson, Tracy Rucker
September 26	Google Teacher Websites (1 point)	Karen Dobson, Tracy Rucker
October 14	Balanced Literacy (2 points)	Karen Dobson, Debbie Magoulick
October 29	Google Docs/Google Drive (1 point)	Karen Dobson, Eileen Conway
November 18	Balanced Literacy (2 points)	Karen Dobson, Debbie Magoulick
December 10	Writing in the Classroom (1 point)	Karen Dobson, Kristy Jennings, Stacy Murray
January 28	Science in the Classroom (1 point)	Karen Dobson, Chris Burras
February 3	Balanced Literacy (2 points)	Karen Dobson, Debbie Magoulick
March 18	Video Editing (2 points)	Karen Dobson, Debbie Jarrett
April 15	Science Notebooking	Chris Burras
May 13	Vertical Team Meetings	Karen Dobson

We will begin establishing our professional development calendar for 2015-2016 this summer.

School Climate Needs Assessment

In evaluating our school climate, we study the results of our surveys. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2013, teachers were satisfied in all three areas by 97% or 100%. In 2014, teachers were satisfied 100% in all three areas. In 2013, students were 91.9% satisfied with learning environment, 90.6% satisfied with social and physical environment, and 95.9% satisfied with school-home relations. In 2014, students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. In 2013, parents were 89.7% satisfied with learning environment, 94.7% satisfied with social and physical environment, and 88.2% satisfied with school-home relations. For 2014, parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. We are pleased with these results, although there is always room for improvement.

Our percentages are lowest in the student surveys. We will strive to improve the perception of the learning environment and school-home relations with our students.

ACTION PLAN

A well-defined and well-executed school improvement effort begins with a comprehensive school wide strategic action plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision statement that reflects the values and beliefs of the individuals who make up the organization; long range goals that make the intents of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals including time lines, responsibility, accountability, and an estimation of budget needs based on the action plan.

Our staff developed a vision that is shared by all. From this vision, we developed goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. Our objectives and strategies are adjusted annually to our needs. Our goals focus on increasing student achievement, improving teacher quality, and providing a safe, orderly and inviting learning environment.

- Goal Area 1: Raise the academic challenge and performance of each student

- Goal Area 2: Ensure quality personnel in all positions

- Goal Area 3: Provide a school environment supportive of learning

Planning Time

Each grade level has a designated time each week when the teaching team meets as a group for planning lessons. This structure encourages the team approach. Most school meetings are held after school. These meetings include approximately three faculty/Leadership Committee meetings per month with one additional grade-level meeting. Participation in district meetings or serving on district committees is an additional commitment. Ten professional development days are provided throughout the year. Opportunities for curriculum enrichment and/or professional development are often an addition to the above. Since most of the time spent in meetings is beyond the normal workday, there is constant conflict between using time to deal with problems versus using time for quality planning.

School Improvement Plan

State and district requirements mandate an annual school plan. Each spring, a small committee is formed to create a school plan for the upcoming school year. Due to numerous commitments at the end of each year, committee members may meet on their own time in the summer. The plan is approved by the staff each fall and by the School Improvement Council.

The Title 1 Plan

The percentage of our FARM (Free and Reduced Meals) Students is 23%. We do not qualify for any Title 1 services or funding; therefore, we are limited in providing additional instructional materials or staff to serve our students.

English Language Development Plan

Our total enrollment is about 520 students. Two students list another language as their primary language on the Primary/Home Language Identification Form. English as a Second Language Program (ESL) is offered on an as needed basis.

Technology Plan

The technology committee of Augusta Circle Elementary School revises our technology plan annually to assist and guide our teachers in the utilization of technology as an instructional tool. It is the result of combining teacher input with the District Educational Plan and the Technology and Curriculum Standards. It is our goal that this plan will lead to consistency within each grade level and provide logical, sequential, developmental steps for students as they progress from one grade level to the next. This plan is designed to make expectations clear for all involved in its implementation and address the training needs required for those people to succeed. In addition, this plan provides a focus and direction that helps us build knowledge in future years. During the fall of 2012, we were "Refreshed" by the district.

District Plan to Upgrade Facilities

The school district renovated the existing building and added an additional building that was ready in August, 2002. This construction project brought our facilities up to date. Our school is now handicap-accessible and is totally wired for technology. We just installed wireless in our building. Due to the additional classroom space, two special education self-contained classes are housed at our school.

Budget

Working under district guidelines of the General Fund, our specific budget is based upon the number of students enrolled each year. Our plan includes a detailed budget outlining specific needs. Our school is allotted approximately $30.00 per student for instructional materials.

Summary of Progress for 2013-2014

The portfolio plan was something that all faculty members took part in producing. The entire staff was involved in our annual self-study and in implementing the plan. We worked to further improve our school-wide plan for student achievement, teacher/administrative quality, and school climate to create excellence throughout the school. We also concentrated on professional development on writing, science, reading, and we continued our training for Balanced Literacy.

Needs Assessment for 2015-2016

The plan for improvement consists of four goals with supporting objectives. Time lines and funding measures are allocated to implement our goals. The plan includes a measurable assessment for each strategy or action. Support structures for executing the plan are set in place. Results from working toward the quality improvement goals will be evident throughout the school. Success of the plan depends on the commitment of all stakeholders.

- Work to further narrow the differences in ELA PASS and Math PASS between our FARM and non-FARM students

- Continue to further implement the use of quality tools and technology (including Promethean Boards and Compass Learning) to improve student achievement

- Continue to integrate the portfolio plan into all elements of the school environment

- Implement the new Standards in our curriculum

- Implement Balanced Literacy as our English Language Arts delivery system

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	79th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	71st percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide additional support for students who have weaknesses in Language Arts with Leveled Readers and Compass Odyssey	2014-2018	Teachers IC Parents Volunteers	NA	NA	Compass Odyssey Reports Leveled Reader Benchmark Records
Provide Rti intervention for students in kindergarten and grade 1 who are at risk in Language Arts	2014-2018	Literacy Specialist	NA	State	Aimsweb reports
Provide mentor tutors for our at-risk students	2014-2018	Parent Volunteers	NA	NA	Record of Mentor Visits
Provide additional math support for students in Larson's math	2014-2018	Teachers	NA	NA	Teacher records and lesson plans
Provide scaffolding for students in math using Compass Odyssey	2014-2018	Computer Lab Teacher Teachers	NA	NA	Teacher records

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of our instructional staff will be trained in the theory and implementation of the Balanced Literacy model using Fountas & Pinnell from 2013-2018.

ANNUAL OBJECTIVE: 100% of our instructional staff will complete Cycle 2 of the Balanced Literacy Model training in the school year 2014-2015.

DATA SOURCE(S):   Portal Professional Development reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual	0	0	100	100			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Instructional staff will participate in visits to observe F&P implementation	2013-2018	Instructional Staff	NA	District	Log of school visits
Instructional staff will participate in Cycle 2 of F&P training	2014-2015	Instructional Staff	NA	District	Portal Professional Development Log
Instructional staff will implement all content area standards	2013-2018	Instructional Staff	NA	NA	Lesson Plans
Technology workshops will be presented to staff on cutting edge instructional strategies	2013-2018	IC	NA	NA	Professional Development Log

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	98.0	97.7	97.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 96.5% or higher through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 96.5% annually of parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5	89.7	93.1				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

100

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95	95	95	95	95
School Actual	100	91.9	88.5				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at the level of 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 95% annually of teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	97	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 95.5% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95.5% or higher annually of parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	95.5	95.5	95.5	95.5
School Actual	100	96.5	100				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 95% or higher from 2013-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually at least 95% of students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	98.8	91.9	95.7				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain at least 98.5% of teachers who feel safe at school during the school day from 2013 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at least 98% annually of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98	98	98	98	98
School Actual	100	94	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Encourage greater parent participation in classroom enrichment programs and PTA activities	2013-2018	Staff and PTA	NA	NA	Teacher Parent communication records and PTA records
Implement our School Wide Discipline Program	2013-2018	Teachers Administrators	NA	NA	Teachers will follow the steps outlined in the Faculty Notebook
Communicative positive comments to parents	2013-2018	Teachers	NA	NA	Teachers' Parent Logs
Teach "good behavior" lessons and bully prevention lessons in classroom	2013-2018	Counselor Teachers	NA	NA	Lesson Plans
Use Assistance Team to develop behavior management strategies for struggling students	2013-2018	Teachers A-Team	NA	NA	Record of A-Team Meetings
Conduct Awards Day for students who have perfect	2013-2018	Teachers Administration	NA	NA	Log of Awards given

attendance or perform well academically					

The following website link is to the 2014 SDE School Report Card.
http://ed.sc.gov/data/report-cards/2014/elem/c/e2301034.pdf

The following website link is to the 2014 ESEA (Federal Accountability Rating System).
http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301034