



## Sylvia Circle Elementary

929 Sylvia Circle

Rock Hill, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	300 Students	
<b>Principal</b>	S. Lindsay-Brown	803-981-1380
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

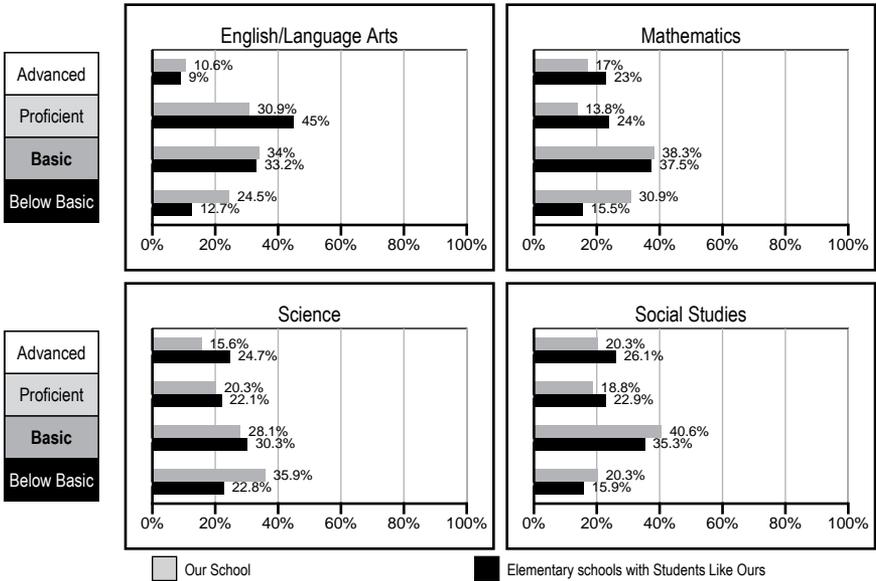
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

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

Excellent	Good	Average	Below Average	At-Risk
4	24	36	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=300)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	3.2%	Up from 1.6%	1.6%	2.3%
Attendance rate	97.2%	Down from 97.3%	96.7%	96.3%
Eligible for gifted and talented	17.9%	Up from 13.2%	18.7%	10.4%
With disabilities other than speech	5.8%	Up from 4.2%	6.8%	7.5%
Older than usual for grade	0.0%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	56.5%	Up from 45.0%	60.2%	56.7%
Continuing contract teachers	78.3%	Down from 80.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.6%	86.4%
Teacher attendance rate	98.0%	Up from 97.7%	95.0%	94.9%
Average teacher salary	\$43,461	Up 1.5%	\$46,934	\$45,345
Professional development days/teacher	6.0 days	Down from 8.3 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 16.5 to 1	20.4 to 1	18.5 to 1
Prime instructional time	94.6%	Up from 94.3%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,670	N/A	\$6,778	\$7,052
Percent of expenditures for instruction*	67.4%	N/A	70.5%	69.1%
Percent of expenditures for teacher salaries*	65.2%	N/A	66.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

With the support of our School Improvement Council (SIC), The Children's School at Sylvia Circle (TCS) has completed its sixth year as a public Montessori school of choice. TCS continues to educate students using the curriculum designed by Dr. Maria Montessori. Our school's mission follows the Montessori philosophy of educating "the whole child." TCS's curriculum is focused on the academic, social, creative, physical, and emotional growth of each child. Our teachers have been specifically trained in the Montessori Method. We continue to train new staff members in Montessori at Lander University in Greenwood, S.C. The principal has also completed an intensive two-year Montessori Management certification program in from the College of New Rochelle, in New York.

Our SIC has remained focused on our goals to improve and strengthen our academic focus. TCS improved our Absolute Rating over one year to Average. Each grade level team developed curriculum maps to assist in providing our students with the highest level of academic success in the core subject areas, while still infusing Montessori concepts. TCS has made professional development for our teachers a priority. All teachers benefited from Montessori and conventional professional development. Selected teachers attended the American Montessori Society conference in Washington, D.C. Additional professional development sessions from American Montessori Society trainers were also conducted throughout the year.

Visual arts, music, physical education, Spanish classes, and media center time are incorporated into the curriculum in accordance with district requirements. A curricular highlight this year was the introduction of Spanish to our students in grades Three through Five. Our media center was recognized by the office of Library Media Center Management at the South Carolina Department of Education with a rating of "Proficient". A notable achievement this year includes the increase in total number of students eligible for Gifted and Talented. Projections show that this trend will continue.

Parent support has remained strong, not only with the amount of volunteer time given by our families—which totaled more than 2,600 hours—but also financially. Our PTO was able to raise more than \$11,000.00 in one evening with all of the proceeds going directly to the educational initiatives of the faculty and students. Additionally, anonymous donations totaled more than \$10,000.00 with the funds earmarked to purchase outdoor seating for students and additional books for the Media Center.

Growth and enhancement at the school also took place from a physical aesthetics standpoint. We have curb appeal as a result of the installation of concrete sidewalks, reseeding of the lawn, and landscaping, which was made possible by tremendous support from the Rock Hill School District. TCS continues to be a model for others to follow. Visitation by several school districts in the state and business organizations continues as interest is shown in our school model as a public Montessori school.

Sandra Lindsay-Brown, Principal  
Dominic DiFrancesco, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	25	7
Percent satisfied with learning environment	100.0%	80.0%	I/S
Percent satisfied with social and physical environment	100.0%	80.0%	I/S
Percent satisfied with school-home relations	96.6%	84.0%	I/S

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	103	100	26.3	34.3	29.3	10.1	47.5	51.1	48.2	Yes	Yes
<b>Gender</b>											
Male	39	100	31.6	39.5	23.7	5.3	36.8	44.3	41.7	N/A	N/A
Female	64	100	23	31.1	32.8	13.1	54.1	58.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	42	100	11.9	28.6	40.5	19	69	63.9	60	Yes	Yes
African American	57	100	39.6	37.7	20.8	1.9	28.3	31.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	61.1	33.3	5.6	0	5.6	17.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	52	100	42	38	18	2	24	33.6	34	No	Yes

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

All Students	103	100	32.3	38.4	13.1	16.2	36.4	51.1	45.8	No	Yes
<b>Gender</b>											
Male	39	100	28.9	44.7	13.2	13.2	34.2	50.3	45.6	N/A	N/A
Female	64	100	34.4	34.4	13.1	18	37.7	52.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	42	100	7.1	38.1	26.2	28.6	59.5	64.6	59	Yes	Yes
African American	57	100	52.8	41.5	3.8	1.9	15.1	30	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	61.1	38.9	0	0	0	19	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	52	100	56	38	6	0	12	35	31.4	No	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	69	100	37.9	27.3	19.7	15.2	34.8	37.8	35.7	97.2	96.6
<b>Gender</b>											
Male	28	100	33.3	40.7	18.5	7.4	25.9	38.2	37.4	97.1	96.5
Female	41	100	41	17.9	20.5	20.5	41	37.4	33.8	97.3	96.7
<b>Racial/Ethnic Group</b>											
White	34	100	20.6	26.5	29.4	23.5	52.9	51.3	49.2	97.3	96.6
African American	32	100	62.1	27.6	10.3	0	10.3	17	17	97.2	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.5	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	99.3	94.8
<b>Disability Status</b>											
Disabled	11	100	72.7	27.3	0	0	0	16.1	14	95.4	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	93.9	96.6
<b>Socio-Economic Status</b>											
Subsized meals	25	100	70.8	20.8	8.3	0	8.3	19.5	21.1	97.2	95.9
<b>Social Studies</b>											
All Students	69	100	23.9	38.8	17.9	19.4	37.3	38.8	34	97.2	96.6
<b>Gender</b>											
Male	23	100	39.1	26.1	26.1	8.7	34.8	40.3	36.6	97.1	96.5
Female	46	100	15.9	45.5	13.6	25	38.6	37.3	31.3	97.3	96.7
<b>Racial/Ethnic Group</b>											
White	28	100	10.7	39.3	21.4	28.6	50	49.4	44.5	97.3	96.6
African American	37	100	34.3	42.9	14.3	8.6	22.9	22.6	19.1	97.2	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.5	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	96.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	99.3	94.8
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18	14.4	95.4	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	93.9	96.6
<b>Socio-Economic Status</b>											
Subsized meals	39	100	37.8	45.9	16.2	0	16.2	24	21	97.2	95.9

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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	38	100	23.7	5.3	44.7	26.3	71.1
	4	33	100	30.3	39.4	27.3	3	30.3
	5	38	100	45.9	32.4	21.6	0	21.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	36	100	12.1	39.4	30.3	18.2	48.5
	4	35	100	26.5	20.6	44.1	8.8	52.9
	5	32	100	40.6	43.8	12.5	3.1	15.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	38	100	18.4	26.3	28.9	26.3	55.3
	4	33	100	36.4	36.4	18.2	9.1	27.3
	5	38	100	45.9	37.8	5.4	10.8	16.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	36	100	33.3	51.5	6.1	9.1	15.2
	4	35	100	17.6	26.5	26.5	29.4	55.9
	5	32	100	46.9	37.5	6.3	9.4	15.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	19	100	21.1	26.3	15.8	36.8	52.6
	4	33	100	60.6	24.2	6.1	9.1	15.2
	5	18	100	70.6	11.8	0	17.6	17.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	18	100	37.5	31.3	25	6.3	31.3
	4	35	100	35.3	20.6	20.6	23.5	44.1
	5	16	100	43.8	37.5	12.5	6.3	18.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	19	100	10.5	31.6	21.1	36.8	57.9
	4	33	100	33.3	48.5	9.1	9.1	18.2
	5	20	100	45	40	15	0	15
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	18	100	23.5	41.2	23.5	11.8	35.3
	4	35	100	17.6	41.2	17.6	23.5	41.2
	5	16	100	37.5	31.3	12.5	18.8	31.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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