



SYLVIA CIRCLE ELEMENTARY

929 Sylvia Circle
Rock Hill, South Carolina

Grades	PK-5 Elementary School	
Enrollment	389 Students	
Principal	S. Lindsay-Brown	803-981-1380
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Excellent	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

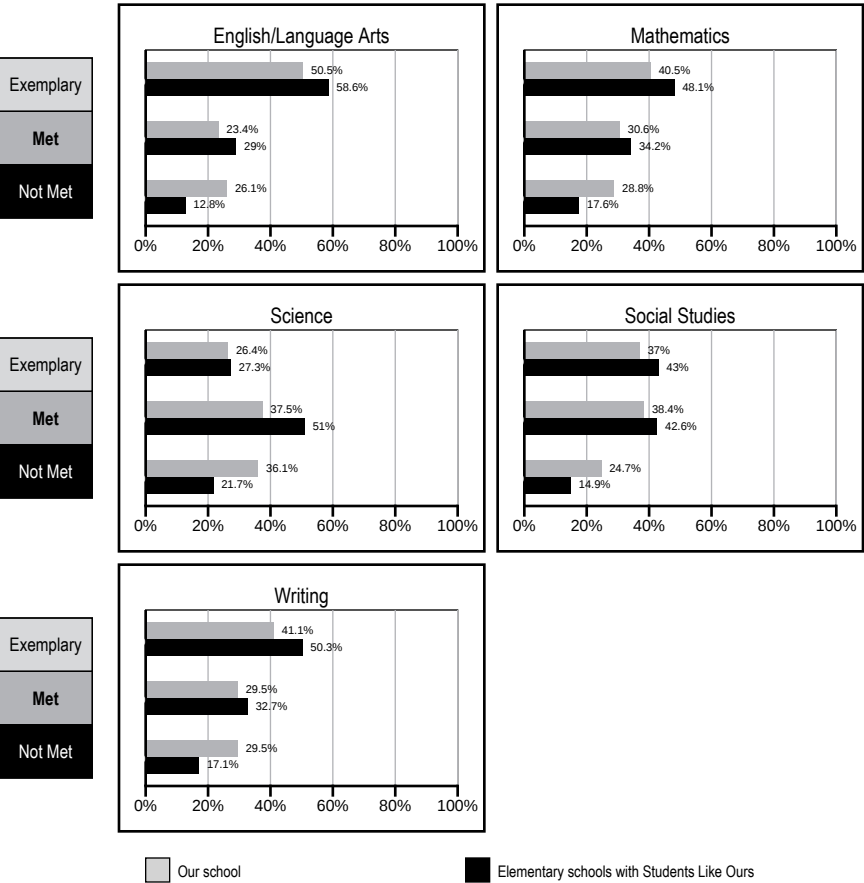
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	4	2	1	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=389)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.9%	0.7%	1.2%
Attendance rate	96.8%	Down from 97.2%	96.4%	96.1%
Eligible for gifted and talented	27.1%	Down from 28.6%	20.8%	11.7%
With disabilities other than speech	4.1%	Up from 3.3%	5.6%	8.0%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	68.2%	Up from 61.9%	61.8%	60.5%
Continuing contract teachers	90.9%	Up from 81.0%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	N/A	88.7%	87.0%
Teacher attendance rate	98.0%	Up from 97.2%	95.6%	95.4%
Average teacher salary*	\$45,924	Up 0.5%	\$49,741	\$47,288
Professional development days/teacher	6.8 days	Down from 7.0 days	9.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 16.6 to 1	20.9 to 1	19.2 to 1
Prime instructional time	94.5%	Up from 93.8%	91.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,415	Down 9.0%	\$7,070	\$7,548
Percent of expenditures for instruction**	66.6%	Down from 70.4%	70.9%	68.7%
Percent of expenditures for teacher salaries**	65.0%	Down from 68.3%	67.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Children's School at Sylvia Circle and our SIC collaborated and had many deep discussions regarding school assessment data and focused on ideas to help reach the students who were not successful. Parent workshop offerings and suggestions on utilizing non-working parents to come tutor targeted students assisted in our school making double digit gains over the past three years in core curriculum areas. The Children's School continued to use assessment data to drive instruction and was persistent in offering professional development in small group instruction to staff by in-house curriculum specialists in ELA and Math. Student curriculum provided unique offerings such as kayaking and overnight experiences at Camp Thunderbird, which offered immense science standards. Other outside curriculum experiences included collaborating with other elementary schools in a Gifted and Talented academic challenge vocabulary bowl for third through five graders, which was sponsored by a local credit union.

For the first time in five years, The Children's School earned AYP, which acknowledges improved school performance on PASS. This was a goal set by our SIC previously and was met this year. We were pleased to inform our SIC that our population had increased by nearly 60 students from the previous school year. The SIC felt this was accomplished by having a reputation of active involvement by school parents, excellent communication, and the continued recognition by Rock Hill District Three officials. On January 26, 2010, TCS was recognized as having the highest district-wide gains in 5th grade ELA and Math based on 2009 PASS data. A longitudinal graph was presented to SIC members to analyze student academic growth regarding their outcomes on standardized test scores at TCS.

Recognizing that parents often seek resources that will assist them in raising happy, well-adjusted children, a collection of books and videos has been established and are now available for checkout from the guidance office. Taking proactive measures against the budget deficit, a focus goal for SIC was to assist in securing grants which could assist our academic focus. SIC did just that by researching grants online for the staff, submitting them, and collaborating in the process of assisting in the writing process or willingness to proofread. One SIC member who teaches science on the university level was extremely beneficial in searching for science related grants. TCS did secure thirteen grants totaling \$10,655 during the 2008-2009 school year, which is one-third of the school's total general budget. We are still moving in a positive direction with this continued SIC focus and assistance on grant writing. We have secured six grants totaling \$3591.84 thus far for the 2009-2010 school year.

Again, TCS, as a Montessori choice for Rock Hill School District 3, and our SIC has once more shown tangible evidence that positive academic results have occurred over the past year. On April 26, 2010, TCS was recognized for high academic achievement and received The Palmetto Gold Award from the S.C. Department of Education based on overall performance on both the absolute and growth ratings which are determined by PASS scores for elementary schools. Fortunately, all of the SIC goals were met because of the strong relationships that have been built between the SIC, faculty and staff, parents and students, and district personnel. For the second year in a row, The Children's School's SIC was named one of five finalists for the Dick and Tunky Riley School Improvement Award of South Carolina based on the strong parental involvement of this active stakeholder group.

Melissa Rouse, SIC Chairperson
Dr. Sandra Lindsay-Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	32	32
Percent satisfied with learning environment	92.0%	87.5%	90.6%
Percent satisfied with social and physical environment	92.3%	87.5%	96.8%
Percent satisfied with school-home relations	100.0%	90.6%	93.3%

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

Abbreviations for Missing Data

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

No Child Left Behind

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

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

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	116	97.4	28.1	22.8	49.1	79.8	85	83.5	Yes	Yes
Gender										
Male	51	98	28	36	36	82	81.2	80.1	N/A	N/A
Female	65	96.9	28.1	12.5	59.4	78.1	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	50	100	8	16	76	92	91.6	89.6	Yes	Yes
African American	61	95.1	45.8	28.8	25.4	69.5	75.8	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	14	78.6	71.4	14.3	14.3	35.7	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	94.3	51.9	25	23.1	63.5	77.5	76.9	Yes	Yes

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

All Students	116	100	30.7	29.8	39.5	78.9	83.7	80.4	Yes	Yes
Gender										
Male	51	100	28	38	34	78	81.2	78.4	N/A	N/A
Female	65	100	32.8	23.4	43.8	79.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	50	100	10	20	70	90	90.7	87.8	Yes	Yes
African American	61	100	49.2	37.3	13.6	69.5	73.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	14	100	50	35.7	14.3	57.1	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	100	50	40.4	9.6	67.3	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	76	100	37.8	36.5	25.7	62.2	70.3	67.3
Gender								
Male	37	100	36.1	47.2	16.7	63.9	69.8	66.9
Female	39	100	39.5	26.3	34.2	60.5	70.9	67.7
Racial/Ethnic Group								
White	33	100	15.2	30.3	54.5	84.8	83.7	79.6
African American	40	100	N/A	N/A	N/A	42.1	50.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	37	100	N/A	N/A	N/A	36.1	56.4	55.4

Social Studies

All Students	76	98.7	25.7	37.8	36.5	74.3	74.3	70.9
Gender								
Male	35	100	22.9	48.6	28.6	77.1	73	70.1
Female	41	97.6	28.2	28.2	43.6	71.8	75.6	71.7
Racial/Ethnic Group								
White	34	97.1	6.1	36.4	57.6	93.9	82.9	79.2
African American	38	100	43.2	43.2	13.5	56.8	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.8	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	28	100	53.6	42.9	3.6	46.4	63.4	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	97.4	29.5	29.5	41.1	70.5	73.5	72.1	96.8	96.5
Gender										
Male	51	98	36	40	24	64	66.5	65.2	96.8	96.4
Female	65	96.9	24.2	21	54.8	75.8	80.7	79.2	96.8	96.6
Racial/Ethnic Group										
White	51	96.1	8.2	20.4	71.4	91.8	83.5	80.8	96.6	96.4
African American	60	100	47.5	35.6	16.9	52.5	59.2	59.7	97	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.1	87	98	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	64.6	95	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	73.4	98.5	94.9
Disability Status										
Disabled	14	78.6	72.7	9.1	18.2	27.3	32.4	27.7	96.3	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	60.1	63.7	91.1	96.7
Socio-Economic Status										
Subsidized meals	52	100	53.8	34.6	11.5	46.2	61.6	61.9	96.4	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	40	100	13.5	24.3	62.2	86.5
	4	31	100	25.8	32.3	41.9	74.2
	5	32	100	6.5	38.7	54.8	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	97.9	21.7	13	65.2	78.3
	4	36	94.4	28.6	34.3	37.1	71.4
	5	33	100	36.4	24.2	39.4	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	40	100	24.3	29.7	45.9	75.7
	4	31	100	35.5	35.5	29	64.5
	5	32	100	12.9	45.2	41.9	87.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	23.9	32.6	43.5	76.1
	4	36	100	28.6	25.7	45.7	71.4
	5	33	100	42.4	30.3	27.3	57.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	30	40	30	70
	4	31	100	45.2	38.7	16.1	54.8
	5	16	100	6.7	33.3	60	93.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	23	100	40.9	18.2	40.9	59.1
	4	36	100	37.1	37.1	25.7	62.9
	5	17	100	35.3	58.8	5.9	64.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	18	100	11.8	41.2	47.1	88.2
	4	31	100	16.1	64.5	19.4	83.9
	5	16	100	37.5	25	37.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	95.8	17.4	26.1	56.5	82.6
	4	36	100	22.9	45.7	31.4	77.1
	5	16	100	43.8	37.5	18.8	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	40	97.5	18.4	36.8	44.7	81.6
	4	31	93.6	24.1	37.9	37.9	75.9
	5	31	100	16.1	35.5	48.4	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	97.9	21.7	28.3	50	78.3
	4	36	97.2	32.4	35.3	32.4	67.6
	5	33	97	37.5	25	37.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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