

**South Carolina Education Oversight Committee (EOC)  
Annual Standards Assurance Form**

**School Year: 2019-20**

**Application to Participate in  
Educational Credit for Exceptional Needs Children (ECENC) Program**

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, <https://eoc.sc.gov/>.

<b>Independent School Name:</b>	Montessori School of Anderson
<b>Independent School Contact Person:</b>	Dr. Dana Hill
<b>Independent School Address:</b>	280 Sam McGee Rd.
<b>City, State, Zip Code:</b>	Anderson, SC 29621
<b>Independent School Telephone Number:</b>	(864) - 226 - 5344
<b>Independent School Fax Number:</b>	(864) - 231 - 6562
<b>Independent School E-mail Address:</b>	dhill@msasc.org
<b>Independent School Website Address:</b>	www.msasc.org

Please review the standards below that are based on Act 247 of 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met." Please indicate whether your school has met or intends to meet each standard to ensure the following academic and reporting requirements are met. The South Carolina Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law. Failure to meet these standards or reporting requirements will result in your school being denied or removed from participation in the program.

<b>STANDARDS</b>	<b>YES</b>	<b>NO</b>
<b>1. Offers a general education to primary or secondary school students.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2. Does not discriminate on the basis of race, color, or national origin.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3. Is located in this State.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>5. Has school facilities that are subject to applicable federal, state, and local laws.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REPORTING REQUIREMENTS	YES	NO
<p>1. If your school received any grants from Exceptional SC in school year 2018-19, then your school will report to the EOC the number and total dollar amount of grants received in the 2018-19 school year from Exceptional SC by <b>September 1, 2019</b>.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>2. Your school will submit to the EOC by <b>September 1, 2019</b> a statement of services that documents your school:</p> <p>(a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or</p> <p><u>(b)</u> provides onsite educational services or supports to meet the needs of exceptional needs students; or</p> <p>(c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>3. Your school will submit to the EOC by <b>November 15, 2019</b> the <u>school-level</u> assessment results for all grades in the school and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2018-19.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>4. If your school received grants from Exceptional SC in school year 2018-19, the school will submit by <b>November 15, 2019</b> <u>individual student test scores</u> on national achievement or state standardized tests for any student in grades one through twelve who received a grant from the program during school year 2018-19. The data will be collected using a secure portal. No personally identifiable information will be published; instead, the information will be aggregated.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>5. If your school received grants from Exceptional SC in school year 2018-19, the school will submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm by <b>November 15, 2019</b>.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: Dana C. Hill

Date: 2/12/19

Print Name of Signature Above: Dana C. Hill

Title: Administrator

Email: dhill@msesc.org

**Document A  
Grants Received**

**Educational Credit for Exceptional Needs Children (ECENC) Program  
2019-20**

**Independent School Name:** Montessori School of Anderson

An independent school participating in the ECENC Program is required to submit the following information by **September 1**:

**How many students in kindergarten through grade 12 were enrolled in your school in the prior school year?** 93

**What is the total number of grants and total amount of grants received in the prior school year from Exceptional SC?** Please complete the following chart and sign below.

If no grants for any qualifying student were received from Exceptional SC in the prior school year, please indicate with "0" grants received and "\$0" in total amount of grants received from Exceptional SC.

<b>Total Number of Grants Received</b>	<b>Total Amount of Grants Received</b>
# <u>3</u>	\$ <u>15,988.50</u>

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student.

Signature: Dana Hill

Date: 8/27/19

Print Name of Signature Above: Dana C. Hill

Title: Administrator

Email: administrator@msasc.org

**Document B  
Statement of Services**

**Educational Credit for Exceptional Needs Children (ECENC) Program  
2019-20**

**Independent School Name:** Montessori School of Anderson

An independent school participating in the Educational Credit for Exceptional Needs Children is required to submit a Statement of Services by **September 1** that documents that the school:

- (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or
- (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or
- (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.

**Please sign below and attach a statement of services.**

Signature: Dana C. Hill

Date: 8/27/19

Print Name of Signature Above: Dana C. Hill

Title: Administrator

Email: administrator@msasc.org



### Evidence of services and supports

The Montessori School of Anderson uses the Montessori Method, curriculum, and prepared classroom to assist students that are identified as having Mild AD/HD, Mild Learning Disabilities in Reading and Math, Dyslexia and Mild Autism Spectrum Disorder. There are at least two teachers trained in the Orton-Gillingham method to work with students with dyslexia. We also coordinate with outside therapists that are contracted by the parents, local district, or BabyNet to provide related services to the students who may need them. All students who have been identified as having a disability are given a Student Education Plan that helps the teachers give them the appropriate accommodations necessary in the classroom. There also is a process in place for any students who may have suspected disabilities.

**Document C  
Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2019-20**

**Independent School Name:** Montessori School of Anderson

A school applying for participation in the ECENC Program must provide by **November 15** the following:

**School-level Assessment Results**

**In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year.** Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

<b>Grade</b>	<b>English language arts (Reading)</b>	<b>Mathematics</b>	<b>Other</b>
3-9	MAP	MAP	
2	MAP		
4-8	Stanford 10	Stanford 10	Stanford 10
10/11	PSAT	PSAT	
12	ACT	ACT	

**For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year.** The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

# School Report

**2019 Spring Stanford 10 Complete Battery (Full Length) (P&P)-119700535**



## Report Criteria:

**District:** MONTESSORI SCHOOL OF ANDERSON (SC)

## Run By:

EMERY, JAIME  
MONTESSORI SCHOOL OF ANDERSON (SC)  
Wednesday, November 13, 2019

The *Stanford Achievement Test Series*, Tenth Edition (Stanford 10), includes a single reporting system designed to present scores over the entire *Stanford 10* series from the SESAT to the TASK levels. The reports also include results for the *Otis-Lennon School Ability Test*<sup>®</sup>, Eighth Edition (OLSAT<sup>®</sup>8), when it is administered in combination with the *Stanford 10*.

## STUDENT REPORTS

- Various reports provide information about individual students' scores for subtests, totals, and/or clusters.
- The student's name appears at the top of the report for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- On some reports, when percentile ranks are reported, grade percentile bands are reported on a bar graph. These bands, which span  $\pm 1$  standard error of measurement, permit quick identification of student's relative strengths and weaknesses by subject area. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- On some reports, short paragraphs for each subject area tested describe the subtest, your student's performance, and provide suggestions for further learning at home.
- On some reports, performance on clusters is reported as Below Average, Average, or Above Average. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number Possible, Number Attempted, and Number Correct for each cluster are also reported.
- OLSAT scores are reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.
- On some reports, the Lexile™ measure is reported. The Lexile™ measure, converted from the student's Reading Comprehension subtest score, is an indicator of the student's reading level and can be used to match the student to appropriate text.

## ABBREVIATIONS

AAC = Achievement/Ability Comparison  
 AVG = Average  
 GE = Grade Equivalent  
 LVL = Level  
 N, % = Number, Percent  
 NATL or NATL = National  
 NC = Number Correct  
 NCE = Normal Curve Equivalent  
 N-COUNT = Number of Student  
 OLSAT = *Otis-Lennon School Ability Test*<sup>®</sup>, Eighth Edition  
 P10 = 10th Percentile  
 P90 = 90th Percentile

PHS = Post High School  
 PK = Pre-Kindergarten  
 PR-S = Percentile Rank-Stanine  
 Q1 = First Quartile  
 Q3 = Third Quartile  
 NP/NA/NC = Number Possible/Number Attempted/Number Correct  
 SAI = School Ability Index  
 SD or STANDARD DEV = Standard Deviation  
 SS = Scaled Score  
 UG = Ungraded

## GROUP REPORTS

- Student Reports may be accompanied by group summaries that are available for class, school, or district.
- The group name appears at the top of the report for high visibility and quick recognition.
- The school and/or district names appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- Summaries of the score types chosen are reported for overall performance.
- On some reports, when percentile ranks are reported, a bar graph in terms of Grade Percentile Ranks permits quick identification of the group's relative strengths and weaknesses by subject area.
- On some reports, a summary of the group's performance on multiple-choice clusters is reported in terms of percent of students in the group scoring in the Below Average, Average, or Above Average categories. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number of Items for each cluster is also reported.
- OLSAT scores are summarized and reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.

## FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.  
 E = Electronic (online) test administration  
 H✓ = "Average," but the highest possible rating for this cluster for this grade.  
 INV = Invalidated subtest.  
 L✓ = "Average," but the lowest possible rating for this cluster for this grade.  
 NA = Scaled Scores not available for Battery.  
 NA<sup>1</sup> = Not available because number correct (raw score) of zero does not yield any derived scores.  
 NA<sup>2</sup> = Not available because the student's age is unknown or out of range for the grade.  
 NA<sup>3</sup> = Norms do not exist for this grade because the test was given out of level.  
 NA<sup>4</sup> = Cluster performance ratings are available for national norms only.  
 NA<sup>5</sup> = Number correct (raw score) not available for mixed levels.

NA<sup>9</sup> = Not available because the student's grade was designated Ungraded.  
 0<sup>1</sup> = A zero score yields no derived scores.  
 P = Paper test administration.  
 1 = Statistics do not include students with zero number correct (raw score).  
 2 = Excludes students with missing or questionable ages.  
 3 = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.  
 4 = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.  
 \* = Summaries for the mean number correct cannot be provided as empirical research has shown that these scores for the paper and computer versions as well as for the Primary 3 answer document and booklet versions are not equivalent. An adjustment was made so that the scaled scores are equivalent.

## TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORES ON SUBTESTS AND DOMAIN TOTALS

Score	Description	Comparable Across			Grades
		Subtests	Forms	Levels	
Number Correct (NC)	The number of questions the student answered correctly. (Interpret only in relation to the set of questions on which the score was earned.)	NO	NO	NO	Only for the same subtest, form, or level
Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time	NO	YES	YES	Only for the same subtest
Percentile Rank (PR)	Indicates the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time.	YES	YES	YES	NO
Stanine (S)	Standard score with a mean of 5 and a standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average. (Useful for interpreting score profiles.)	YES	YES	YES	NO
Normal Curve Equivalent (NCE)	Direct conversion from percentile rank. (Standard score resulting from the division of the normal curve into 99 equal units.)	YES	YES	YES	NO
Grade Equivalent (GE)	Grade placement at which the number correct (raw score) is average.	YES	YES	YES	NO
Achievement/Ability Comparison (AAC)	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability (An AAC of "High" refers to the top 23% of the comparison group, "Low" to the lowest 23%, and "Middle" to the middle 54%)	YES	YES	YES	NO
School Ability Index (SAI)	An age-based, normalized standard score with a mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.	NO	YES	YES	Only for the same subtest

## SCORES ON BATTERY TOTALS AND COMPOSITES

Score	Description
Number Correct (NC)	The sum of all subtest number correct scores.
Normal Curve Equivalent (NCE)	The average of the subtest NCEs across all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Grade Equivalent (GE)	The median GE across all subtests taken.
Percentile Rank (PR)	Obtained from the mean NCE.
Achievement/Ability Comparison (AAC)	The average of the subtest AACs; obtained from subtest AAC ranges.
Stanine (S)	Determined from the percentile rank.

Refer to the Stanford 10 Spring Multilevel Norms Book or the Stanford 10 Fall Multilevel Norms Book for detailed explanations and guidance related to scores.



with Otis-Lennon School Ability Test® Eighth Edition

# Group Report | MONTESSORI SCHOOL OF ANDERSON



SCHOOL: MONTESSORI SCHOOL OF ANDERSON  
DISTRICT: MONTESSORI SCHOOL OF ANDERSON (SC)

Grade: 8  
TEST DATE: 04/19

**About This Group's Performance:**

This group recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of their achievement. The Group Report describes the performance of this group compared to similar groups of students in the same grade across the nation. The Battery scores provide an overall indication of the group's performance. This group scored in the middle range for the grade, which means that group performance was Average.

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Percent in Each AAC Range			National Grade Percentile Bands					
						L	M	H	1	10	30	50	70	90
Total Reading	13	60.6	690	53-5	51.8	31	54	15	[Bar chart]					
Reading Vocabulary	13	24.3	716	61-6	55.7	15	54	31	[Bar chart]					
Reading Comprehension	15	36.4	679	47-5	48.3	33	53	13	[Bar chart]					
Total Mathematics	15	42.1	673	34-4	41.6	73	20	7	[Bar chart]					
Mathematics Problem Solving	15	26.3	677	40-5	44.9	47	47	7	[Bar chart]					
Mathematics Procedures	15	15.8	668	30-4	39.2	73	13	13	[Bar chart]					
Language	15	34.9	675	47-5	48.6	40	47	13	[Bar chart]					
Language Mechanics	15	17.7	679	49-5	49.4	27	53	20	[Bar chart]					
Language Expression	15	17.3	674	47-5	48.5	33	40	27	[Bar chart]					
Spelling	15	27.9	684	51-5	50.7	20	67	13	[Bar chart]					
Science	15	24.3	684	65-6	58.1	13	53	33	[Bar chart]					
Social Science	15	22.1	678	53-5	51.8	27	40	33	[Bar chart]					
Listening	15	26.0	667	49-5	49.5	33	40	27	[Bar chart]					
Thinking Skills (C)	13	121.6	674	47-5	48.3	31	54	15	[Bar chart]					
Basic Battery	13	191.0	N/A	46-5	47.7	23	69	8	[Bar chart]					
Complete Battery	13	236.7	N/A	48-5	49.0	23	62	15	[Bar chart]					
<b>Otis-Lennon School Ability Test®</b>	<b>Number Tested</b>	<b>Mean Number Correct</b>	<b>Mean SAI</b>	<b>Age PR-S</b>	<b>Mean Scaled Score</b>	<b>Natl Grade PR-S</b>	<b>National Grade Percentile Bands</b>							
Total	15 <sup>3</sup>	46.1	106	65-6	655	62-6	[Bar chart]							
Verbal	15 <sup>3</sup>	21.9	104	60-6	651	61-6	[Bar chart]							
Nonverbal	15 <sup>3</sup>	24.3	106	65-6	661	65-6	[Bar chart]							

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
<b>Reading Vocabulary</b>	30	15	62	23	<b>Mathematics Procedures (cont.)</b>					<b>Social Science</b>	40	20	47	33
C Synonyms	12	15	38	46	P Computation in Context	16	33	40	27	C History	10	27	53	20
C Multiple Meaning Words	9	8	62	31	P Computation/Symbolic Notation	16	13	73	13	C Geography	10	0	60	40
C Context Clues	9	23	62	15	P Thinking Skills	18	33	27	40	C Political Science	10	47	40	13
P Thinking Skills	18	8	46	46	<b>Language Mechanics</b>	24	20	73	7	C Economics	10	13	47	40
<b>Reading Comprehension</b>	54	27	47	27	C Capitalization	8	13	80	7	P App. of Knowledge/Comp.	11	0	60	40
C Literary	18	13	67	20	C Usage	8	7	80	13	P Org., Summ. & Interp. of Info.	15	13	60	27
C Informational	18	13	67	20	C Punctuation	8	27	73	0	P Determination of Cause/Effect	14	27	47	27
C Functional	18	27	40	33	<b>Language Expression</b>	24	27	47	27	P Thinking Skills	21	20	53	27
P Initial Understanding	10	20	53	27	C Sentence Structure	10	27	47	27	<b>Listening</b>	40	27	53	20
P Interpretation	20	27	40	33	C Prewriting	5	20	53	27	C Vocabulary	10	27	53	20
P Critical Analysis	14	7	67	27	C Content and Organization	9	27	53	20	C Comprehension	30	27	33	40
P Strategies	10	33	33	33	P Thinking Skills	12	27	60	13	P Thinking Skills	22	20	40	40
P Thinking Skills	44	27	40	33	<b>Spelling</b>	40	20	53	27	<b>Thinking Skills</b>	200	15	62	23
<b>Mathematics Problem Solving</b>	48	33	40	27	C Phonetic Principles	12	7	80	13					
C Number Sense & Operations	18	33	27	40	C Structural Principles	12	13	87	0					
C Patterns/Relationships/Algebra	9	13	40	47	C No Mistake	7	7	47	47					
C Data, Statistics & Probability	9	7	67	27	C Homophones	9	20	53	27					
C Geometry & Measurement	12	0	67	33	<b>Science</b>	40	7	60	33					
P Communication & Representation	6	13	60	27	C Life	11	7	40	53					
P Estimation	10	7	67	27	C Physical	11	0	53	47					
P Mathematical Connections	18	13	47	40	C Earth	11	13	60	27					
P Reasoning & Problem Solving	14	27	40	33	C Nature of Science	7	20	60	20					
P Thinking Skills	41	20	47	33	P Models	14	13	47	40					
<b>Mathematics Procedures</b>	32	40	47	13	P Constancy	13	0	67	33					
C Computation with Decimals	10	27	40	33	P Form & Function	13	7	53	40					
C Computation with Fractions	14	47	27	27	P Thinking Skills	24	20	47	33					
C Computation with Integers	8	7	87	7										



# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2018-2019  
**District:** Montessori School of Anderson

**Norms Reference Data:** 2015 Norms  
**Growth Comparison Period:** Fall 2018 - Spring 2019  
**Weeks of Instruction:** Start - 4 (Fall 2018)  
 End - 32 (Spring 2019)

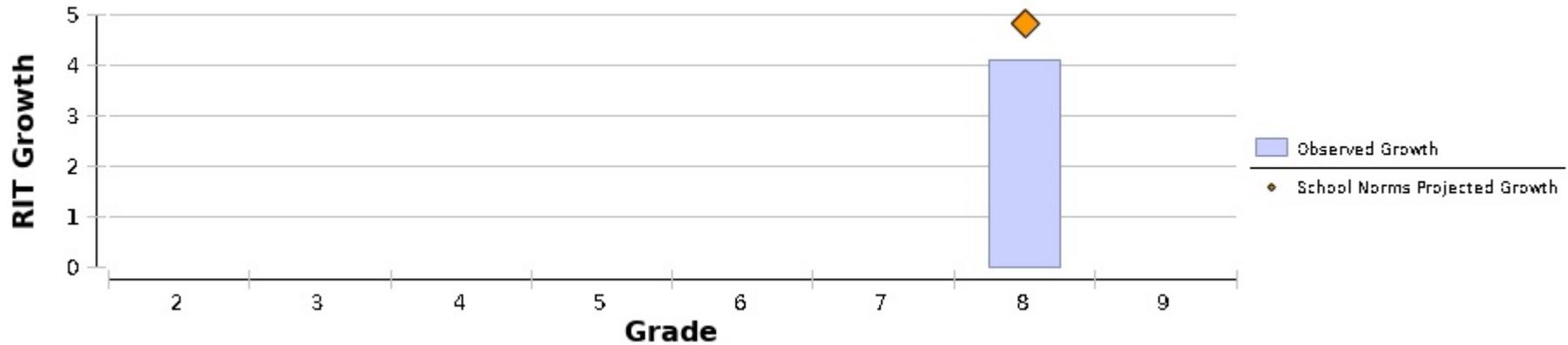
**Grouping:** None  
**Small Group Display:** No

### Montessori School of Anderson

#### Mathematics

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	1	*			*			*				*				
3	5	*			*			*				*				
4	4	*			*			*				*				
5	1	*			*			*				*				
6	7	*			*			*				*				
7	9	*			*			*				*				
8	14	229.1	15.3	62	233.1	16.5	59	4.1	1.7	4.8	-0.38	35	14	8	57	52
9	3	*			*			*				*				

### Mathematics



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2018-2019  
**District:** Montessori School of Anderson

**Norms Reference Data:** 2015 Norms  
**Growth Comparison Period:** Fall 2018 - Spring 2019  
**Weeks of Instruction:** Start - 4 (Fall 2018)  
 End - 32 (Spring 2019)

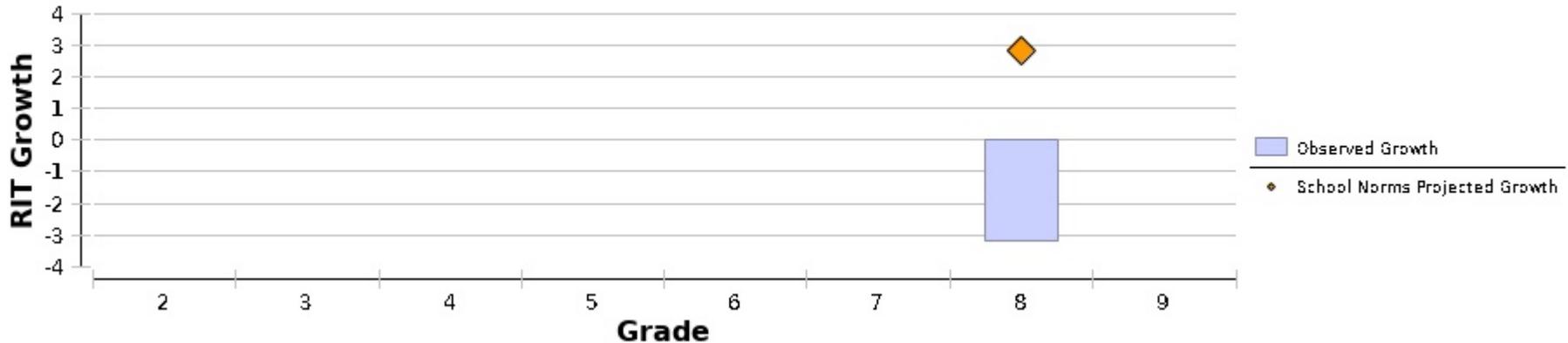
**Grouping:** None  
**Small Group Display:** No

### Montessori School of Anderson

#### Reading

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	5	*			*				*						*	
3	5	*			*				*						*	
4	5	*			*				*						*	
5	1	*			*				*						*	
6	7	*			*				*						*	
7	9	*			*				*						*	
8	14	218.6	17.1	57	215.4	19.2	27	-3.2	2.6	2.8	-2.68	1	14	3	21	33
9	3	*			*				*						*	

### Reading



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2018-2019  
 District: Montessori School of Anderson

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Spring 2019  
 Weeks of Instruction: Start - 4 (Fall 2018)  
 End - 32 (Spring 2019)

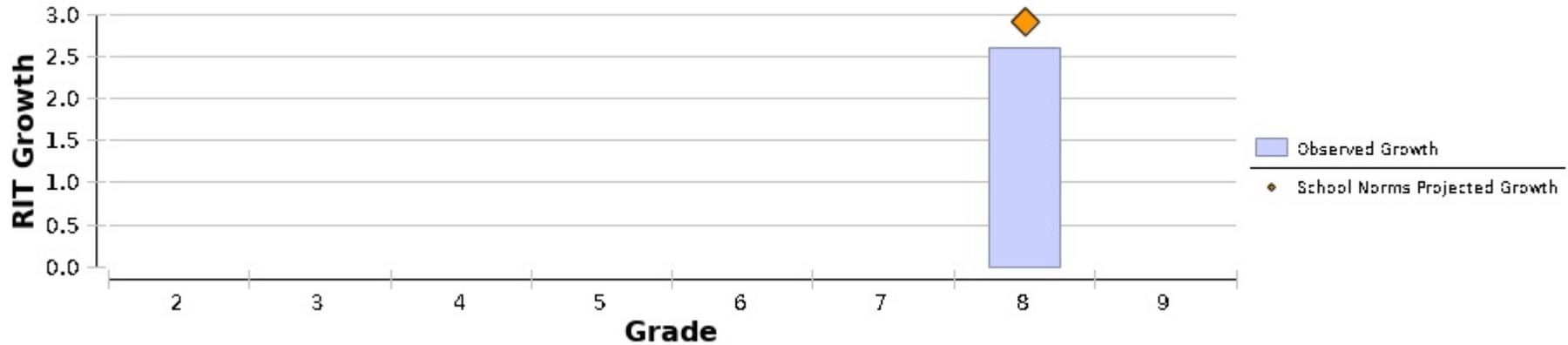
Grouping: None  
 Small Group Display: No

### Montessori School of Anderson

#### Language Usage

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	0	**			**			**				**				
3	0	**			**			**				**				
4	5	*			*			*				*				
5	1	*			*			*				*				
6	7	*			*			*				*				
7	9	*			*			*				*				
8	14	218.1	14.3	62	220.8	17.2	60	2.6	2.4	2.9	-0.09	46	14	9	64	72
9	3	*			*			*				*				

### Language Usage



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# Individual Student Assessment Results

If your school received grants from Exceptional SC in the prior school year, the school must submit by **November 15**, individual student test scores on national achievement or state standardized tests for any student in grades one through twelve who received a grant from the program during the prior school year.

The data will be collected using a secure portal. No personally identifiable information will be published; instead, the information will be aggregated.

Please identify one or more staff persons from your school who will provide the individual student test scores from this school:

**Name:** Amber Lockhart / Jaime Emery / Matt Dabney  
**Title:** Guidance counselor / admin assist. / testing coord.  
**Telephone Number:** (864) 226-5344  
**Email Address:** alockhart@msasc.org  
jemery@msasc.org  
mdabney@msasc.org

**The individual submitting school-level assessment information and the name of the staff person to provide individual student assessment data must sign below.**

Signature: Dana C Hill

Date: 11/13/19

Print Name of Signature Above: Dana C. Hill

Title: Administrator (submitter)

Email: administrator@msasc.org

1. Amber Lockhart  
Amber Lockhart
2. Jaime C Emery  
Jaime Emery
3. Matt Dabney  
Matt Dabney

MONTESSORI SCHOOL OF ANDERSON, INC.

AGREED-UPON PROCEDURES REPORT

For the 2018-2019 School Year

Argo and Associates, LLP  
Certified Public Accountants  
Anderson, South Carolina

INDEPENDENT ACCOUNTANT'S REPORT  
ON APPLYING AGREED-UPON PROCEDURES

Montessori School of Anderson, Inc. and  
South Carolina Education Oversight Committee:

We have performed the procedures enumerated below, which were agreed to by Montessori School of Anderson, Inc. and South Carolina Education Oversight Committee (the specified parties), on the student records and financial records of Montessori School of Anderson, Inc. for the 2018-2019 school year. Montessori School of Anderson, Inc.'s management is responsible for the organization's financial records and student records. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and associated findings are as follows:

1. Procedure – Document and verify grants received under the Educational Credit for Exceptional Needs Children Program were for eligible children enrolled in the school for the 2018-2019 school year.

Finding – All grants were for eligible children enrolled in the school for the 2018-2019 school year. No exceptions noted.

2. Procedure – Verify the School maintains documentation of the total amount of the grant per child from Exceptional SC.

Finding – Verified that the school maintains documentation of the total amount of grant per child from Exceptional SC.

3. Procedure – Document and verify the total amount of grant did not exceed \$11,000 per child for the 2018-2019 school year.

Finding – Total amount of grant awards did not exceed \$11,000 per child for the 2018-2019 school year.

4. Procedure – Document and verify that a prorated amount of grant funds was returned to Exceptional SC if the student withdrew during the school year.

Finding – Documented and verified that no prorated amounts of grant funds were due to be returned to Exceptional SC.

5. Procedure – Document and verify the total amount of each grant was used for tuition which is defined as “the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation.”

Finding – The total amount of the grant was used for tuition which is defined as “the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation.”

The agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the financial records and student records. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of Montessori School of Anderson, Inc. and the South Carolina Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

*Argo and Associates, LLP*

Argo and Associates, LLP  
Anderson, South Carolina

November 19, 2019