

**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 Florence
<b>Independent School Contact Person:</b>	Teena Kyer / Kathleen Smith
<b>Independent School Address:</b>	510 W. Palmetto St
<b>City, State, Zip Code:</b>	Florence, SC 29501
<b>Independent School Telephone Number:</b>	( 843 ) – 629-2920
<b>Independent School Fax Number:</b>	( 843 ) -629-0870
<b>Independent School E-mail Address:</b>	Director@MSFedu.org
<b>Independent School Website Address:</b>	FlorenceMontessori.com

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>	x <input type="checkbox"/>	<input type="checkbox"/>
<b>2. Does not discriminate on the basis of race, color, or national origin.</b>	x <input type="checkbox"/>	<input type="checkbox"/>
<b>3. Is located in this State.</b>	x <input 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>	x <input type="checkbox"/>	<input type="checkbox"/>
<b>5. Has school facilities that are subject to applicable federal, state, and local laws.</b>	x <input 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>	<b>X</b> <input 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>	<b>X</b> <input type="checkbox"/>	<input type="checkbox"/>

REPORTING REQUIREMENTS	YES	NO
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> .	X <input type="checkbox"/>	<input type="checkbox"/>
2. Your school will submit to the EOC by <b>September 1, 2019</b> a statement of services that documents your 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.	X <input type="checkbox"/>	<input type="checkbox"/>
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.	X <input type="checkbox"/>	<input type="checkbox"/>
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.	X <input type="checkbox"/>	<input type="checkbox"/>
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> .	X <input 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:  \_\_\_\_\_

Date: February 25, 2019 \_\_\_\_\_

Print Name of Signature Above: Kathleen Smith \_\_\_\_\_

Title: Assistant Director \_\_\_\_\_

Email: Director@MSFedu.org \_\_\_\_\_

**Document A  
Grants Received**

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

Independent School Name: Montessori School of Florence

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? 126

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.

Total Number of Grants Received	Total Amount of Grants Received
# <u>2</u>	\$ <u>8,375.00</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: DWysong

Date: 8/26/19

Print Name of Signature Above: Dave Wysong

Title: Director

Email: director@mstedu.org

**Document B  
Statement of Services**

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

Independent School Name: Montessori School of Florence

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: \_\_\_\_\_

*Dave Wysong*

Date: \_\_\_\_\_

*8/26/19*

Print Name of Signature Above: \_\_\_\_\_

*Dave Wysong*

Title: \_\_\_\_\_

*Director*

Email: \_\_\_\_\_

*director@msfedu.org*

# Montessori School of Florence



Great Foundation - Great Future

Aug. 26, 2019

To whom it may concern:

The Montessori School of Florence is a multicultural, non-discriminatory day school serving students from 2K thru 6th grade. In the Montessori tradition, the school fosters development of every student's intellect and character through strong, hands-on academics, in a child-centered, nurturing setting. Individual lesson plans are created to ensure mastery and to foster responsibility and independence.

The Montessori School of Florence uses Montessori methods and philosophy to educate children from 24 months (2K) to 12 years old (6<sup>th</sup> grade). Inherent to the Montessori curriculum is a "follow the child" model in which each child is met where he or she is academically and is then guided through individual growth. Lessons are given when a child shows readiness for the new lesson by mastering the precursory information and demonstrating the diligence and ability to work on a more complex concept.

Lessons are given 1:1 or 1:2-3 (if a small group of similarly ready students is available). The child then practices the lesson first with materials and then abstractly until he or she demonstrates understanding. Formal testing is not part of the curriculum (other than standardized testing). Understanding is demonstrated through successful practice and verbal responses with teacher.

The individualized curriculum and student-driven pace is ideal for children at all levels of academic ability. The very nature of a Montessori classroom is conducive to the success of many children with learning differences. Often when we receive a psych-ed evaluation from a psychologist, the recommendations are already part of our daily practice. Because of the child-centric, individualized nature of the Montessori curriculum, we are able to serve the unique educational needs of children with learning differences, including mild expressions of the autism spectrum disorders, ADHD, sensory integration issues and the like.

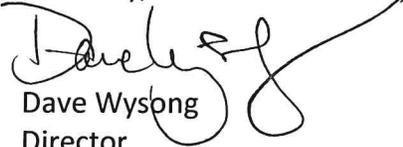
Additionally, we work closely with Therapeutic Designs and Services and Irene Ingram, OT, who specialize in Sensory Integrative Dysfunction. The Montessori School of Florence utilizes the services of an occupational therapist who comes to the school biweekly to provide OT and

other therapies for a number of our students. Our music teacher is also a certified in Music Therapy and provides one-on-one academic support to students as needed. The Montessori School of Florence Curriculum Coordinator and lead teacher for 4<sup>th</sup>- 6<sup>th</sup> grade, Mrs. Teena Kyer, holds a Masters of Education in Learning Disabilities.

We have been and continue to be successful in bringing many children with learning differences to their fullest potential through our individualized, student-centered, Montessori curriculum.

Thank you for your time and support. Please contact me should further information be necessary to continue to offer the ECENC benefit to our families with special needs children.

Sincerely,



Dave Wysong  
Director



# Grade Report

## Grade 4

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

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 32 (Spring 2019)  
**Grouping:** None  
**Small Group Display:** No

### Mathematics

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	215
Standard Deviation	12.4
District Grade Level Mean RIT	215
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	1	10%	4	40%	1	10%	2	20%	2	20%	211-215-219	12.4

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

\* This data is not available for reporting. Please refer to help and documentation for more information.

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### Mathematics

#### Growth: Math 2-5 SC 2015 / SC College- and Career-Ready Mathematics Standards: 2015

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	215
Standard Deviation	12.4
District Grade Level Mean RIT	215
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 2-5 SC 2015 / SC College- and Career-Ready Mathematics Standards: 2015	1	10%	4	40%	1	10%	2	20%	2	20%	211-215-219	12.4
<b>Goal Area</b>												
<b>Geometry</b>	1	10%	1	10%	4	40%	3	30%	1	10%	211-216-221	14.2
<b>Number Sense and Operations</b>	2	20%	1	10%	4	40%	1	10%	2	20%	208-212-217	13.9
<b>Algebraic Thinking and Operations</b>	0	0%	2	20%	3	30%	4	40%	1	10%	215-219-222	11.3
<b>Measurement and Data Analysis</b>	2	20%	3	30%	2	20%	2	20%	1	10%	208-213-218	15

### Explanatory Notes

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### Reading

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	212.1
Standard Deviation	8.8
District Grade Level Mean RIT	212.1
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	0	0%	1	10%	3	30%	5	50%	1	10%	209-212-215	8.8

### Explanatory Notes

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### Reading

#### Growth: Reading 2-5 SC 2015 / SC College- and Career-Ready English Language Arts Standards: 2015

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	212.1
Standard Deviation	8.8
District Grade Level Mean RIT	212.1
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 SC 2015 / SC College- and Career-Ready English Language Arts Standards: 2015	0	0%	1	10%	3	30%	5	50%	1	10%	209-212-215	8.8
<b>Goal Area</b>												
Informational Text: Language, Craft, Structure	1	10%	1	10%	2	20%	3	30%	3	30%	205-210-216	16.4
Vocabulary: Determine, Clarify Word Meaning	0	0%	2	20%	1	10%	6	60%	1	10%	209-211-214	8.1
Literary Text: Language, Craft, Structure	0	0%	3	30%	2	20%	4	40%	1	10%	205-208-212	10.9
Informational Text: Meaning and Context	0	0%	1	10%	3	30%	3	30%	3	30%	211-215-218	10.3
Literary Text: Meaning and Context	0	0%	1	10%	1	10%	5	50%	3	30%	214-217-220	8.8

### Explanatory Notes

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### Language Usage

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	216.5
Standard Deviation	10.3
District Grade Level Mean RIT	216.5
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	206.7
Students At or Above Norm Grade Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Usage	0	0%	1	10%	1	10%	3	30%	5	50%	213-217-220	10.3

### Explanatory Notes

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### Language Usage

#### Growth: Language 2-12 SC 2015 / SC College- and Career-Ready English Language Arts Standards: 2015

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	216.5
Standard Deviation	10.3
District Grade Level Mean RIT	216.5
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	206.7
Students At or Above Norm Grade Level Mean RIT	8

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 SC 2015 / SC College- and Career-Ready English Language Arts Standards: 2015	0	0%	1	10%	1	10%	3	30%	5	50%	213-217-220	10.3
<b>Goal Area</b>												
Writing: Meaning, Context, and Craft; Inquiry	1	10%	0	0%	4	40%	2	20%	3	30%	208-211-214	9.7
Language: Grammar and Usage	0	0%	2	20%	0	0%	3	30%	5	50%	216-220-225	14.1
Language: Capitalization, Punctuation, Spelling	0	0%	1	10%	1	10%	3	30%	5	50%	215-218-222	10.4

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

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**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING  
AGREED UPON PROCEDURES**

**MONTESSORI SCHOOL OF FLORENCE**

**Florence, South Carolina**

**June 30, 2019**

**BURCH, OXNER, SEALE CO**  
**CERTIFIED PUBLIC ACCOUNTANTS**  
A PROFESSIONAL CORPORATION

MEMBERS OF-  
AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS  
S.C. ASSOCIATION OF  
CERTIFIED PUBLIC ACCOUNTANTS  
DIVISION FOR CPA FIRMS  
AMERICAN INSTITUTE OF CPAS

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FLORENCE, SC 29502  
TELEPHONE (843) 669-3142  
TELECOPIER (843) 662-9255

**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING  
AGREED-UPON PROCEDURES**

To the Board of Directors  
Montessori School of Florence  
Florence, South Carolina

We have performed the procedures described below, which were agreed to by the management of Montessori School of Florence ("*School*"), solely to assist you in evaluating the performance of the School's compliance with certain requirements of the South Carolina Educational Credit for Exceptional Needs Children Program, as recommended by the South Carolina Education Oversight Committee, for the program year ended June 30, 2019, in the areas addressed. The School's management is responsible for its financial records, internal controls and compliance with State laws and regulations. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified parties in this 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.

Specifically, for purposes of this report, we have performed the following procedures and noted the indicated findings:

- We obtained documentation to verify that grants received under the Educational Credit for Exceptional Needs Children Program were for eligible children enrolled to attend the School.

We noted no exceptions as a result of our procedures.

- We compared the total of grants received for each child to the amount(s) disbursed from Exceptional SC.

We noted no exceptions as a result of our procedures.

- We obtained documentation to verify that no student's grant exceeded \$11,000 for the 2018-19 school year.

We noted no exceptions as a result of our procedures.

- If applicable, we verified that the School returned to Exceptional SC a prorated amount of a student's grant if a student withdrew from the School during the school year.

We noted no exceptions as a result of our procedures.

- We obtained documentation that 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."

We noted no exceptions as a result of our procedures.

The engagement to apply the Agreed-Upon Procedures was performed in accordance with the standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of Montessori School of Florence. Consequently, we make no representations regarding the sufficiency of the procedures described either for the purpose for which this report has been requested or for any other purpose.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the compliance with certain requirements of the South Carolina Educational Credit for Exceptional Needs Children Program, as recommended by the South Carolina Education Oversight Committee. Accordingly, we do not express such an opinion. 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 use of Montessori School of Florence's management and applicable State agencies, and should not be used by anyone other than these specified parties. This restriction is not intended to limit distribution of this report, which is a matter of public record.

*Burch, Oxner, Seale Co., CPAs, PA*

Florence, South Carolina

November 15, 2019