

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

H.4077 (R.247) as Signed by the Governor on May 18, 2018

2018-19

Document A – Application for Continued Participation in 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, www.eoc.sc.gov.

Independent School Name:	Heathwood Hall Episcopal School
Independent School Contact Person:	Tripp Garick
Independent School Address:	3000 South Beltline Blvd
City, State, Zip Code:	Columbia, SC 29201
Independent School Telephone Number:	8037652309
Independent School Fax Number:	8037484755
Independent School E-mail Address:	tgarick@heathwood.org
Independent School Website Address:	www.heathwood.org

Please review the standards below based on H.4077 (R.247) as signed by the Governor on May 18, 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,” and does not discriminate based on the grounds of race, color, or national origin. Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	X	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	X	<input type="checkbox"/>
3. Is located in this state.	X	<input type="checkbox"/>
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. Please	X	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	X	<input type="checkbox"/>
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.	X	<input type="checkbox"/>
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. Please provide a summary of the services provided based on exceptional needs of students served.	X	<input type="checkbox"/>
8. Did this school receive any grants last fiscal year (July 1, 2017 until June 30, 2018) from Exceptional SC from the Educational Credit for Exceptional Needs Children Fund? Please complete Document B.	X	<input type="checkbox"/>
9. By December 31, 2018, will your school submit school-level test score results from the prior school year on national achievement tests and individual student test scores for students who received a grant from Exceptional SC in the prior school year? Please complete Document C.	X	<input type="checkbox"/>
10. By December 31, 2018, will your school provide 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”? Please complete Document D.	X	<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.

Signature: Tripp Garick

Date: May 31, 2018

Print Name of Signature Above: Tripp Garick

Title: Director-Academic Achievement Center

Email: tgarick@heathwood.org

Return this form to Melanie Barton

- Phone: 803.734.6148
- E-mail: mbarton@eoc.sc.gov
- Mail: P.O. Box 11867
Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location:
1205 Pendleton Street
Room 502 Brown Building
Columbia, SC 29201

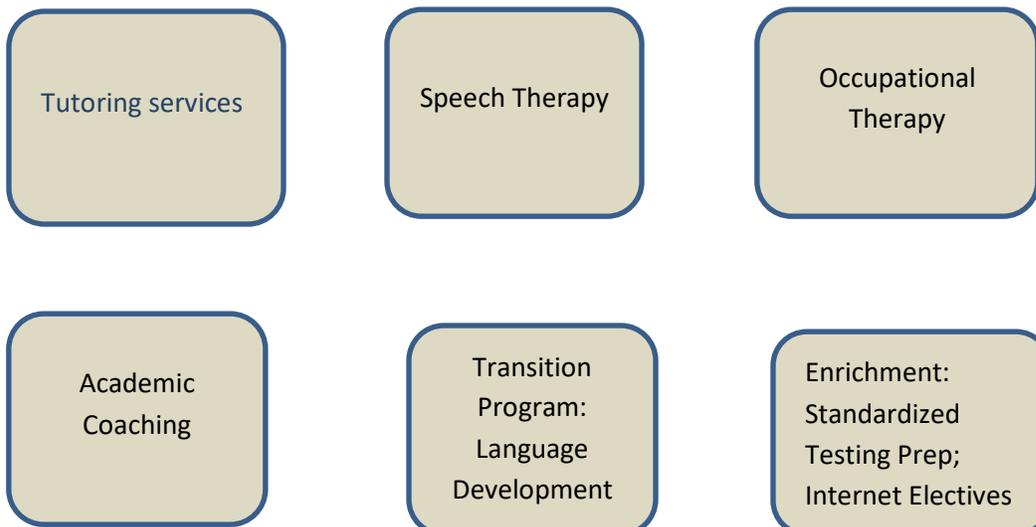
ACADEMIC ACHIEVEMENT CENTER OVERVIEW

For over thirty years, the Academic Achievement Center has been an integral part of the Heathwood Hall, devoted to support the school's superior academic environment. The mission of the AAC is to enhance learning, academic success and personal growth through a network of multidisciplinary services, focused on empowering students as learners. Every learner brings different gifts alongside different challenges. And every learner benefits from careful attention, and a close connection with trusted mentors, who bring new insights to the learning experience.

The AAC offers a variety of support services from individualized tutoring, academic coaching, speech therapy, language development, occupational therapy, and standardized test preparation. Among the many ways that the learning specialists support students and families across divisions include brainstorming strategies, diagnostic-prescriptive testing, classroom inclusion, parent and teacher workshops and consultation, and creating individualized learning profiles with recommended metacognitive learning strategies.

The AAC is committed to the belief that all children have the potential for excellence in a learning environment that promotes positive self-esteem, self-awareness and management, independence, and self-advocacy in an educational setting dedicated to meeting the unique needs of students. The AAC offers a student-centered atmosphere which integrates differentiated learning strategies designed to foster growth and to challenge individual learners to become independent, life-long learners. Learning specialists in each division are specially trained professionals who work closely with teachers, parents and students to support the learner from Preschool through Upper School grades.

SUPPORT SERVICES FOR ALL STUDENTS



Tutoring Services:

Individualized tutoring in specific content areas is offered to HHES students who require additional academic support to master subjects and study skills. Examples include English, algebra, science or history. Individual sessions in the AAC are typically 45–60 minutes in length between the hours of 7:30 A.M. and 4:00 P.M. Monday–Friday. Students may schedule tutoring during free periods, study halls, or before and after school.

Speech Therapy:

Our nationally board certified speech and language pathologists play an important role in the prevention of literacy problems, providing opportunities for success in spoken and written language. Areas which are assessed and treated include articulation, fluency, voice, auditory processing, written language, and receptive-expressive delays. Speech and language therapy is offered daily for 30 minute sessions during the regular school day.

Occupational Therapy:

Occupational Therapy is available to children who demonstrate delays with gross motor skills, fine motor skills, visual-motor skills, as well as decreased coordination skills, poor handwriting, and sensory processing difficulties. Students are evaluated by our board certified occupational therapist. Families and teachers are then provided with recommendations and goals. Individual treatment sessions occur during the regular school day, focusing on improving the child's development.

Academic Coaching

Sometimes students struggle with organization, study skills, and time management. An academic coach helps students identify goals and stay on track for achieving these goals. The academic coach helps students target learning styles, study habits, and difficulties with organization. In addition, coaches also address goal setting, prioritizing, task completion, and motivation. Students are engaged in the following activities: monitoring weekly grades, reviewing past tests or quizzes to determine common mistakes or difficult areas, and looking ahead at weekly calendars and schedules to help plan for papers, homework time, and tests. Furthermore, academic coaches help students strengthen such skills as reading comprehension, written communication, and note taking. Individual sessions are typically 45–60 minutes in length in the AAC

between the hours of 7:30 A.M. and 4:00 P.M. Monday–Friday. Students may schedule tutoring during free periods, study halls, and before and after school.

Transition Program: Language Development

Heathwood Hall has established a language development program for young students (grades 1 – 4) who present with language based learning differences. Learning interventionists provide intensive daily support to individual and small groups, using special reading instruction to include *Wilson Reading System* and *Read Naturally*. Intervention sessions are designed to meet the needs of students based on their educational testing and learning profiles. Instruction in decoding, fluency, comprehension, and/or written expression is offered, along with multisensory instruction. The program centers on the remediation of language skill deficits in order to help the student progress in the classroom. There are currently 14 lower school students attending the Transition Program in addition to the students attending the AAC.

Enrichment

Any student at HHES may also enroll in one-and-one SAT or ACT tutoring through the AAC. Individual sessions are available to upper school students each semester. Students may use study hall, free periods, or after school hours.

Mentoring of online enrichment classes will be offered in the future to students for standardized testing preparation and a range of academic topics. Highly motivated and independent students will have the opportunity to explore areas of interest including foreign languages. These “learn on your own” courses will be designed to develop advanced critical thinking skills through inquiry based learning and interdisciplinary thinking. (TBA)

Frequently Asked Questions

1. *Why choose the Academic Achievement Center?*

Our Academic Achievement Center is perhaps the purest expression of our teaching and learning philosophy. It grew directly out of our school's mission and our Episcopal ethos to respect the dignity of every student. The AAC serves students who wish to identify their strengths and to receive support where needed. This is accomplished by working with an academic professional to develop strategies for success.

A wide range of learners attend Heathwood Hall, and the AAC helps the natural-born scholar as well as the student who might be struggling with learning challenges. Each learner possesses aptitude as well as challenges. And each learner can benefit from careful attention and a close connection with a trusted mentor who bring new insights to the learning experience. The AAC is located in the center of the campus and is available to students before, during, and after the school day.

2. *Who can refer students to the AAC?*

Anyone, including parents, teachers, administrators, or students themselves, may refer a student for support services offered through the AAC.

3. *Are there costs for services offered through the Academic Achievement Center?*

Yes. Fees are charged for each type of service. Contact the director for a current list of services and rates available to individual students.

4. *Do you accept insurance or provide scholarship assistance?*

Unfortunately, we do not accept insurance or have any scholarship assistance for AAC services. However, we are happy to assist with any paperwork accepted by an individual's insurance company.

5. *What is a language-based learning difference?*

Language-based learning differences include difficulty in processing language in its various forms. This may include problems with receptive and expressive oral language, with reading, with writing, and with spelling.

6. *What is a psycho-educational evaluation?*

A psycho-educational evaluation is a comprehensive assessment of a student's functioning in three primary areas that impact learning and academic functioning: learning aptitude, basic academic skill development, and personality/adjustment factors. It also yields recommendations relevant for educational planning. Sources of assessment data include background information, educational history, records and data from tests of intelligence and educational achievement, and ratings tests of attention, behavior and emotions, and adaptive behavior.

The evaluation provides the parents and the school with a diagnostic-prescriptive profile of a student's unique learning strengths and/or weakness and can offer suggested interventions and accommodations for parents and teachers. Psycho-educational evaluations must be completed by a certified/licensed school psychologist or clinical psychologist and must be consistent with the College Boards standards. All testing must be provided and interpreted by Heathwood's school psychologist for eligibility for accommodations and must be updated every three years as mandated by national standards. The student must meet criteria for and be given a diagnosis of a DSM-IV learning or attention disorder in order to be eligible for formal accommodations. Learning profiles are developed for all students with diagnosed learning differences.

The AAC works closely with families in the referral process for psycho-educational testing. The director of the AAC will meet with families to answer questions and guide them through the process of an evaluation. The director of the AAC is the primary contact person for consulting psychologists during the evaluation process to insure that documentation requirements are met and confidentiality is maintained. Consulting psychologists are welcome to come on campus to meet directly with teachers, tutors, therapists, and administrators.

7. *What is a learning profile?*

After a student has been given the diagnosis of a learning disorder, he or she will have a learning profile specifically written to address the unique learning needs of the student. The learning profile will include identified strengths, as well as weaknesses, of the student, along with affinities and suggested accommodations and intervention strategies. A conference will be scheduled with the parents, teachers, administrators, and director of the AAC to develop a plan to address the student's learning needs. The plan will be reviewed periodically and is expected to change as the student develops stronger skills and as his or her academic and behavioral needs change over time. Teachers are kept informed of new psycho-educational testing results and work closely with learning specialists to identify strategies to assist the student in the regular classroom.

8. *What is the difference between accommodations and modifications? What are examples of accommodations offered to students at Heathwood Hall?*

Accommodations are adjustments made in how a student with a disability is taught or tested. Accommodations do not alter the content of assignments, give students an unfair advantage or change what a test measures. They do make it possible for students with learning differences to show what they know without being impeded by their learning difference. Once a

student has been formally identified with learning difference (based on psycho-educational testing), the student or parent may request accommodations. Common examples of accommodations are: audio books, large print materials, parallel note-taker, guided lecture notes, extended testing time, or preferential seating. (see question #9 regarding modifications).

9. Does Heathwood Hall allow for modifications in a student's academic curriculum?

Heathwood Hall does NOT provide modifications for students with disabilities. All students are required to complete the same requirements for graduation and modifications are not made in the curriculum. Modifications change the level of instruction provided or tested. Modifications create a different standard for the student receiving them. Heathwood Hall maintains high standards for all students at all grade levels in the academic curriculum.

10. What is a learning specialist?

The faculty of the AAC consist of a diverse group of specialists devoted to supporting the superior academic environment of HHES while meeting the individual needs of students. Learning specialists in each division are specially trained professionals who work closely with teachers, parents, and students to support the learner. The role of the learning specialist is to discuss ways that teachers and families can support children by using strategies and accommodations specific to their learning needs. The work at Heathwood Hall's learning specialists is multi-faceted, across all grade levels, and provides continuity from year to year for students, parents, and faculty. The expertise and skill they provide have a positive impact at all levels in the community: students, faculty, parents, and even alumni.

Learning specialists must complete a full application process, including a background check and interview with the director of the AAC. All learning specialists work under the auspices of the AAC.

11. What type of workshops and resources do you offer parents and families?

During the school year, the AAC is proud to sponsor workshops for parents, teachers, and the community of the midlands in Columbia. Previous workshops have included topics ranging from Understanding Attention Deficit-Hyperactivity Disorder, Medications and ADHD, Early Intervention Strategies for Struggling Learners, and Differentiated Instruction. One of the highlights from past years included nationally renowned educational consultant on learning disabilities, Dr. Rick Lavoie, who presented a two-day workshop based on his newest book and PBS DVD on student motivation *"The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child."*

The AAC has a small library of educational books, pamphlets, and videos to share with parents on a variety of topics ranging from Dyslexia to ADHD. Video series include *All Kinds of Minds, Fat City, and Understanding Learning Disabilities: How Difficult Can This Be?* Related web-links can also be found on this webpage for further information.

12. What types of assistive technology are available to students?

Different types of assistive technology are available for students including Inspiration Software or Dragon Naturally Speaking. These software programs, along with other learning apps, can be downloaded to student IPADS or laptop computers. Additionally, Heathwood has a membership to Bookshare and Learning Ally, online libraries of copyrighted content for people with qualifying print disabilities. Students with diagnosed reading disabilities may access audiobooks from either organization. In addition, families can utilize the services of the Assistive Technology Program at the University of South Carolina for resources. Further information can be found by contacting the director, Dr. Carol Page: Carol.Page@uscmcd.edu.

**Document B
Grants Received**

**Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019**

Independent School Name: **Heathwood Hall**

An independent school continuing to participate in the Educational Credit for Exceptional Needs Children for Fiscal Year 2018-19 is required to submit the following information:

Total number of grants and total amount of grants received in the preceding fiscal year, from July 1, 2017 through June 30, 2018.

Please complete the following chart. If no grants for any qualifying student were received from Exceptional SC in Fiscal Year 2017-18, please indicate with "0" grants received and "\$0" in total amount of grants received.

Total Number of Grants Received	Total Amount of Grants Received
15	\$59,769.28

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. The total amount of grants per child/student should not have exceeded \$11,000.

Document C
Student Assessment Data

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name: **Heathwood Hall Episcopal School**

An independent school applying for continued participation in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2018-19 is required to submit the following information **by December 31, 2018**:

Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school shall also provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement.

Section 12-6-3790(E)(1)(b)

The information will be used to issue an annual report.

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

Section 12-6-3790(E)(6)

Schools applying for continued participation in the ECENC Program must provide the following:

- 1. School-level assessment results** for school year 2017-18 on national achievement tests for all grades tested in the school and for each grade with at least 10 students tested. Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples include: *TerraNova*, *Stanford 10*, *Iowa Test of Basic Skills*, etc. For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate.

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

How many students were enrolled in your school in 2017-18? 743

The following is a **template** that you may use for reporting purposes. For questions, contact the EOC office.

**2017-18 School Year Results for (NAME OF ASSESSMENT)
National Percentiles, Mean (Average) Scale Scores, Grade Equivalents, etc.**

Grade	English language arts (Reading)	Mathematics
1		
2		
3		
4		
5		
6		

- 2. Individual student test scores** on national achievement tests for any child who received a grant from the program during the 2017-18 school year. No personally identifiable information will be published; instead, the information will be aggregated at the school or state level as stipulated in law.

Each school will have access to a secure data portal to upload individual student assessment results, which will include personally identifiable information. The portal will capture, at a minimum, the following information:

- Name of the student who received a grant from Exceptional SC in the prior school year along with data including date of birth, sex, grade level, etc. to ensure that the assessment results can be matched to the individual student who received a grant;
- For each student who received a grant, the results of a national assessment or assessments in 2017-18 and if possible, in 2016-17 as well to document academic growth. The name of the assessment as well as scale scores for students or national percentile ranks must be included; and
- If a student received a grant but due to the student's exceptional needs was not able to be assessed with a national assessment, the school must provide an explanation by student of the reason why a national assessment was not administered and how the school is measuring academic and personal growth for each student not assessed.

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

Name: Tripp Garick

Title: Director, Academic
Achievement Center

Telephone Number: 803-231-7762

EmailAddress: tgarick@heathwood.org

CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs – one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

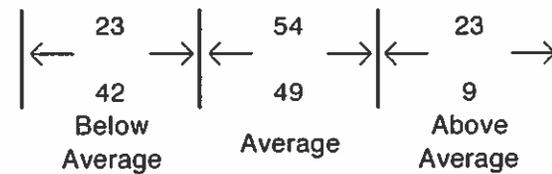
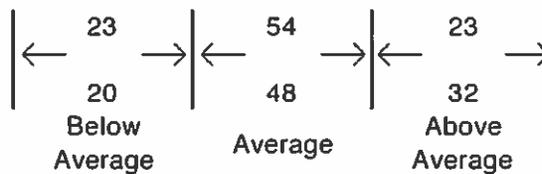
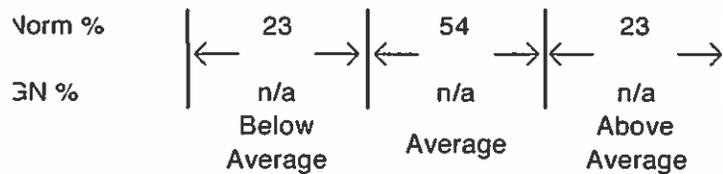
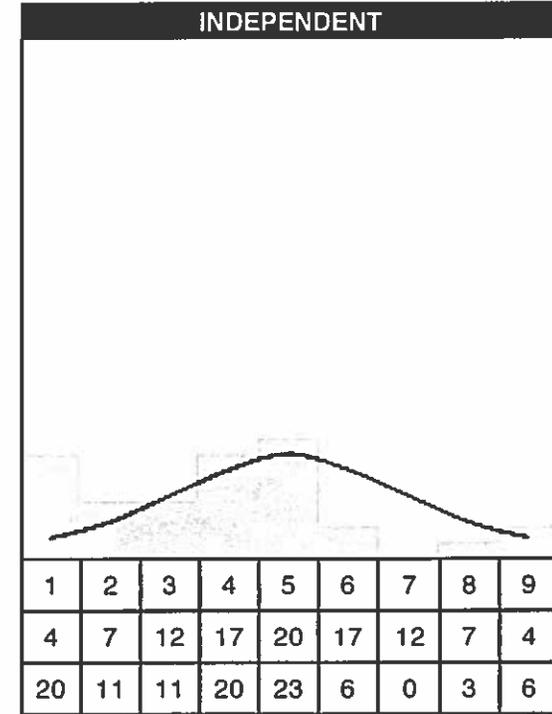
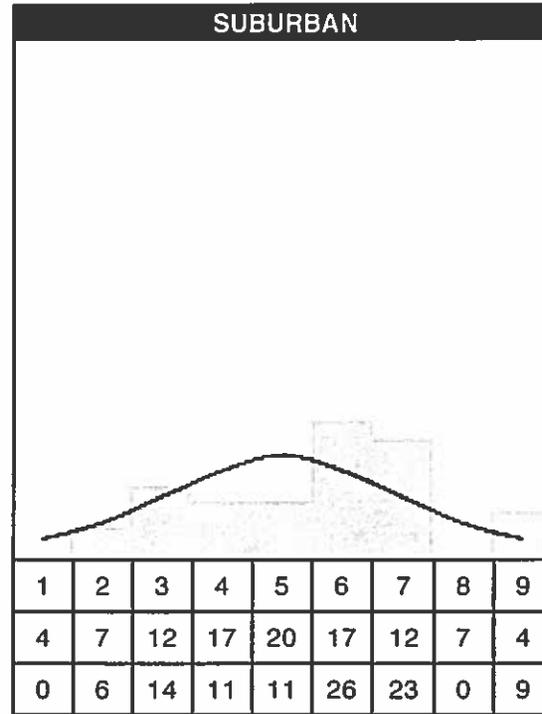
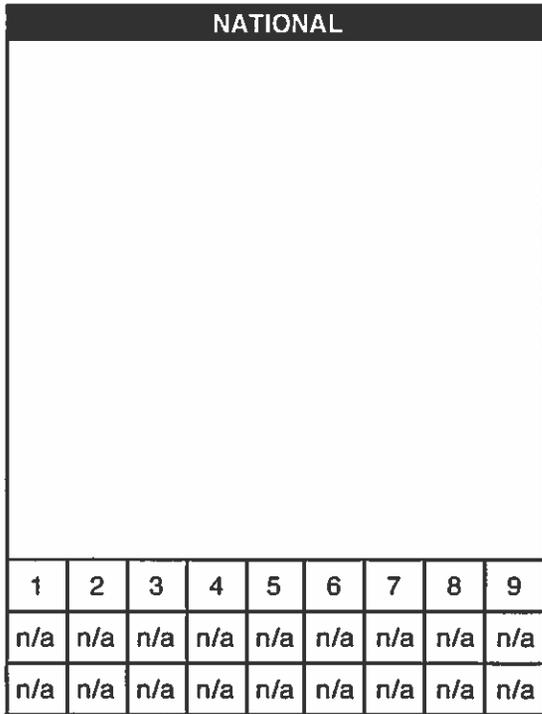
- **Below Average** – Stanines 1, 2, and 3
- **Average** – Stanines 4, 5, and 6
- **Above Average** – Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Auditory Comprehension

of students who took this test = 35
 Scaled Score Range = 123 - 333
 Mean Score = 196.3
 Standard Deviation = 50.9

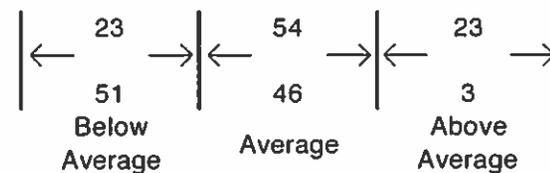
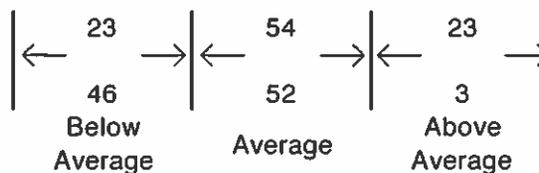
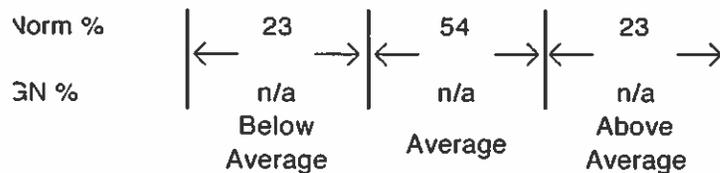
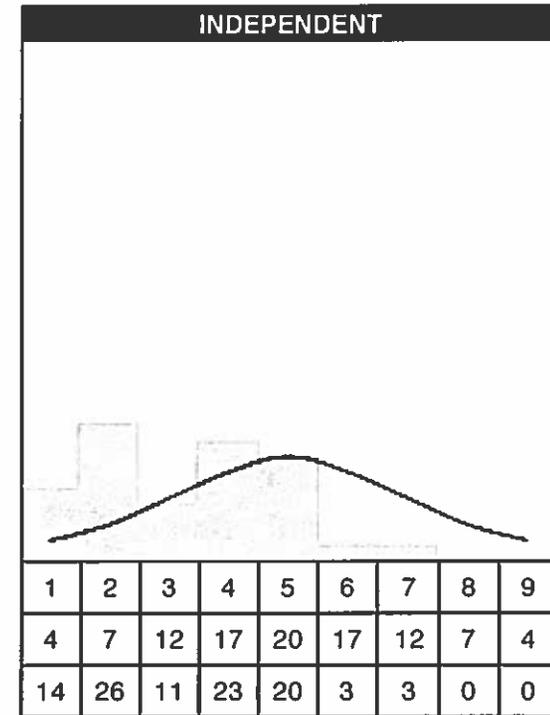
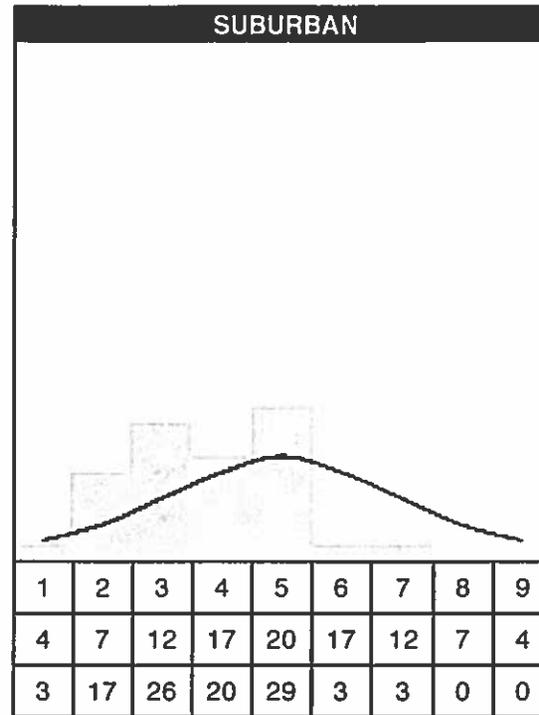
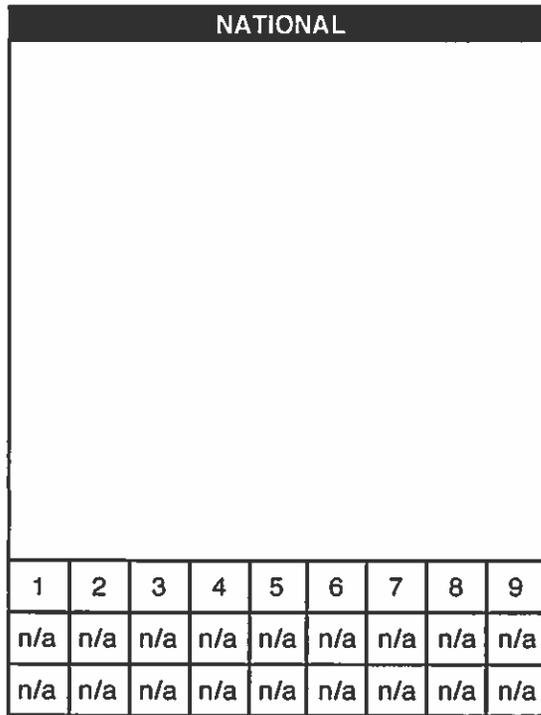
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th	n/a	254	287	242	90	8	n/a	n/a	88	7	67	6
75th	n/a	213	254	227	75	6	n/a	n/a	85	7	55	5
50th	n/a	178	222	190	50	5	n/a	n/a	62	6	24	4
25th	n/a	151	191	158	25	4	n/a	n/a	30	4	7	2
10th	n/a	123	164	135	10	2	n/a	n/a	16	3	2	1



Reading Comprehension

of students who took this test = 35
 Scaled Score Range = 268 - 589
 Mean Score = 418.2
 Standard Deviation = 65.6

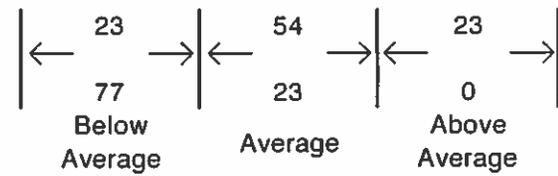
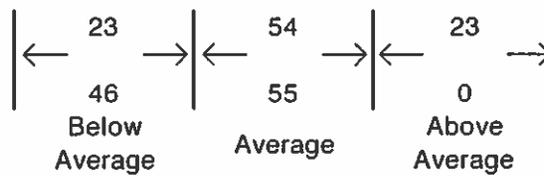
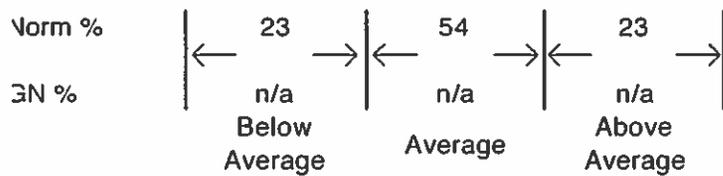
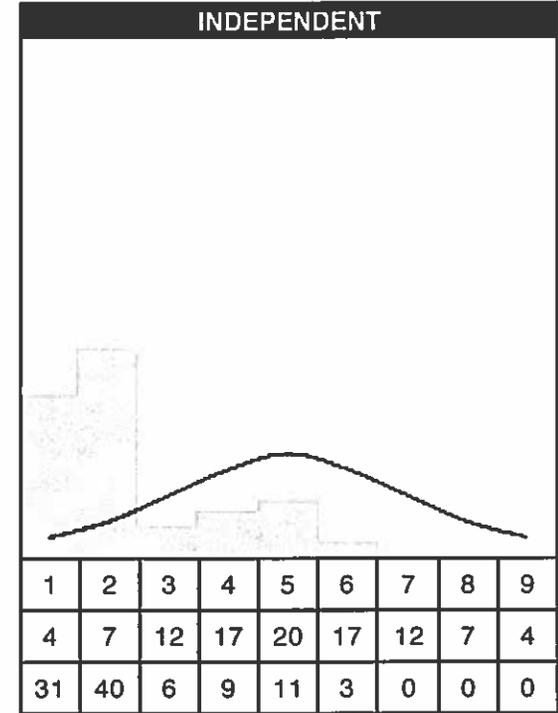
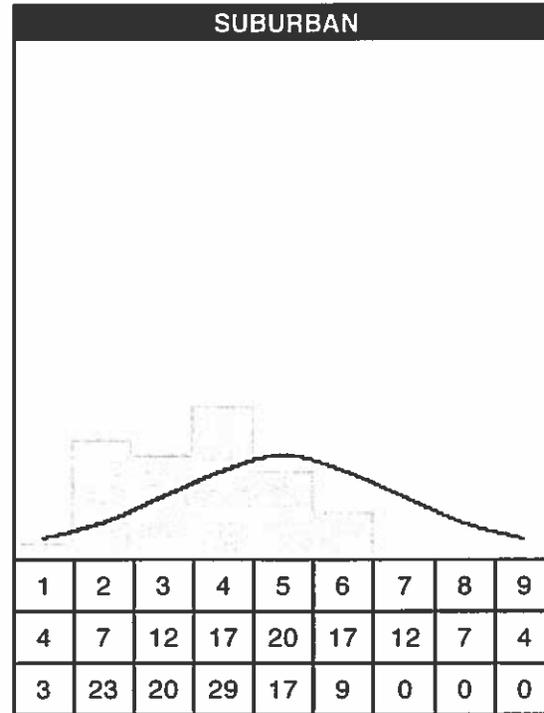
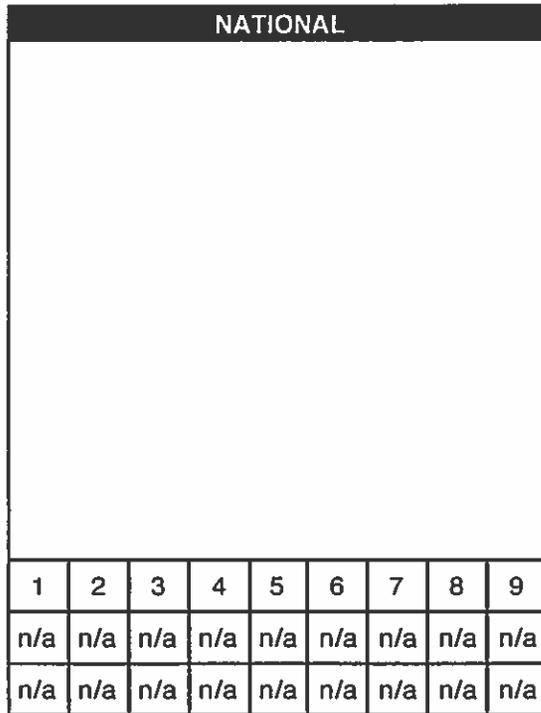
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th	n/a	590	590	492	90	8	n/a	n/a	57	5	53	5
75th	n/a	535	535	459	75	6	n/a	n/a	43	5	38	4
50th	n/a	475	482	427	50	5	n/a	n/a	30	4	24	4
25th	n/a	414	428	369	25	4	n/a	n/a	13	3	8	2
10th	n/a	352	383	347	10	2	n/a	n/a	10	2	5	2



Word Analysis

of students who took this test = 35
 Scaled Score Range = 85 - 200
 Mean Score = 133.7
 Standard Deviation = 30.1

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th	n/a	243	249	179	90	8	n/a	n/a	62	6	47	5
75th	n/a	200	222	152	75	6	n/a	n/a	44	5	22	3
50th	n/a	161	183	133	50	5	n/a	n/a	29	4	10	2
25th	n/a	126	155	106	25	4	n/a	n/a	11	3	2	1
10th	n/a	105	133	96	10	2	n/a	n/a	7	2	1	1

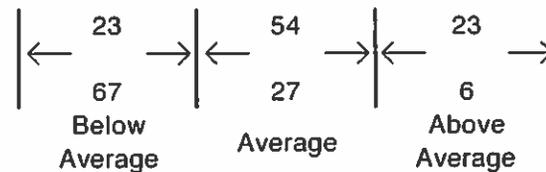
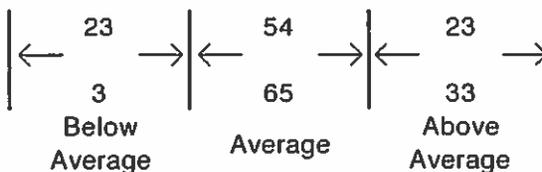
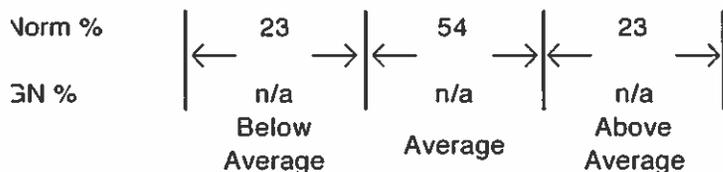
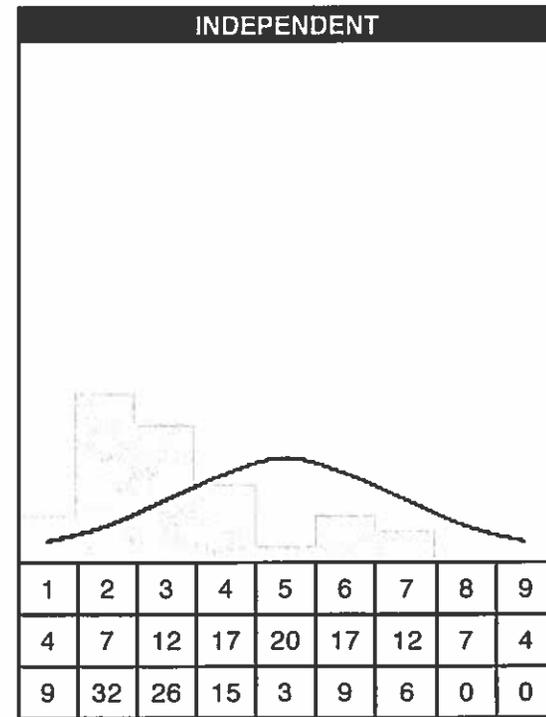
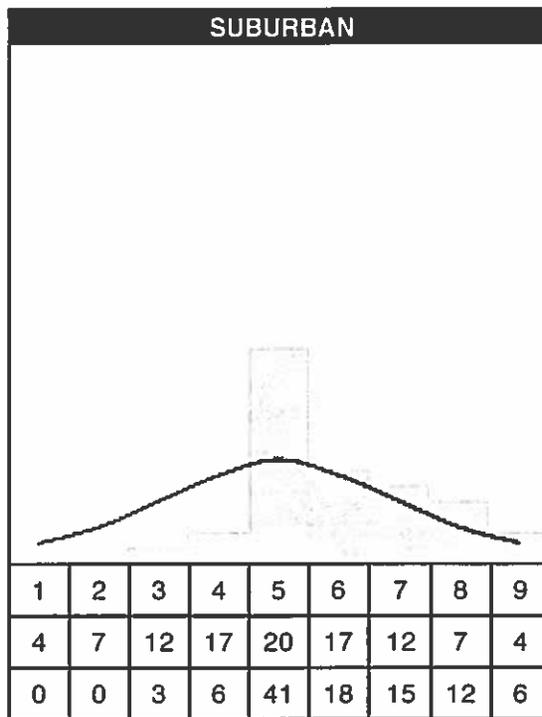
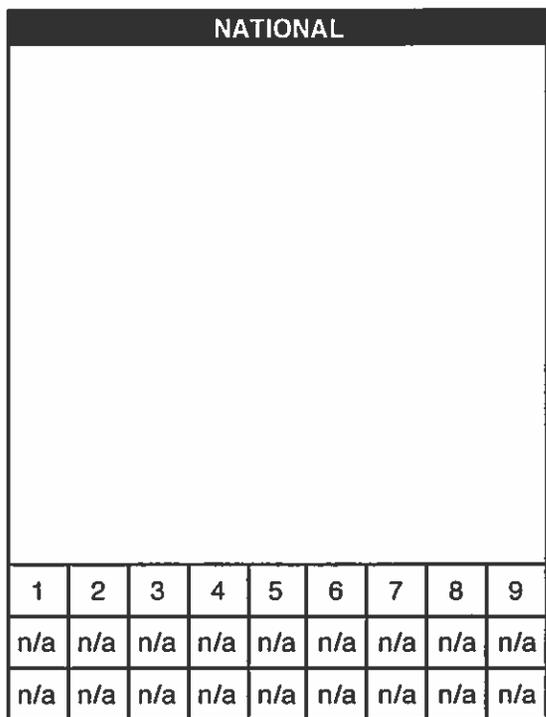




Writing Mechanics

of students who took this test = 34
 Scaled Score Range = 267 - 554
 Mean Score = 383.4
 Standard Deviation = 69.0

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN SS	SN SS	IN SS	GN SS	GN %ile	S	NN %ile	S	SN %ile	S	IN %ile	S
90th	n/a	473	590	485	90	8	n/a	n/a	92	8	63	6
75th	n/a	403	525	424	75	6	n/a	n/a	82	7	36	4
50th	n/a	344	458	360	50	5	n/a	n/a	59	5	12	3
25th	n/a	286	397	335	25	4	n/a	n/a	47	5	7	2
10th	n/a	259	349	298	10	2	n/a	n/a	29	4	2	1



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs - one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

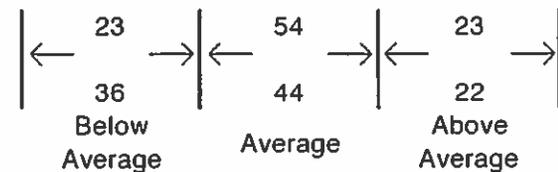
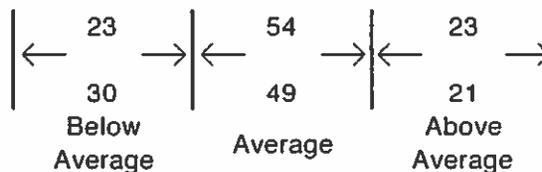
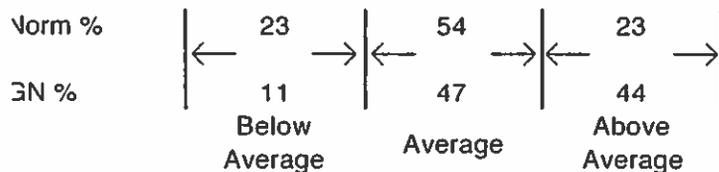
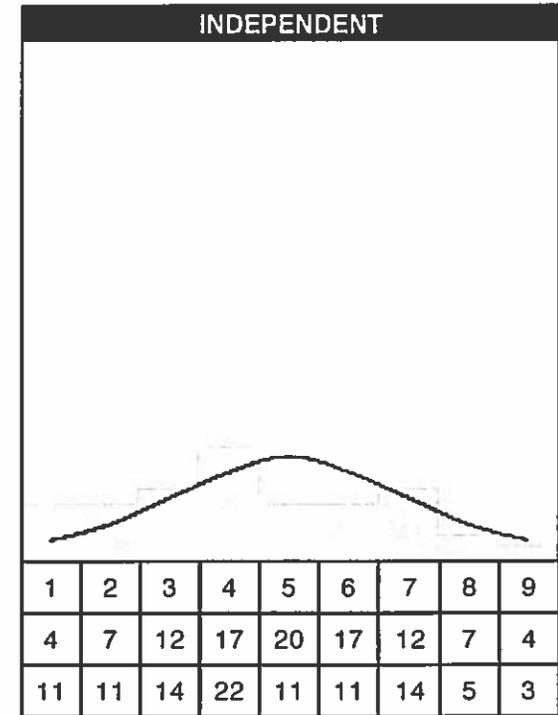
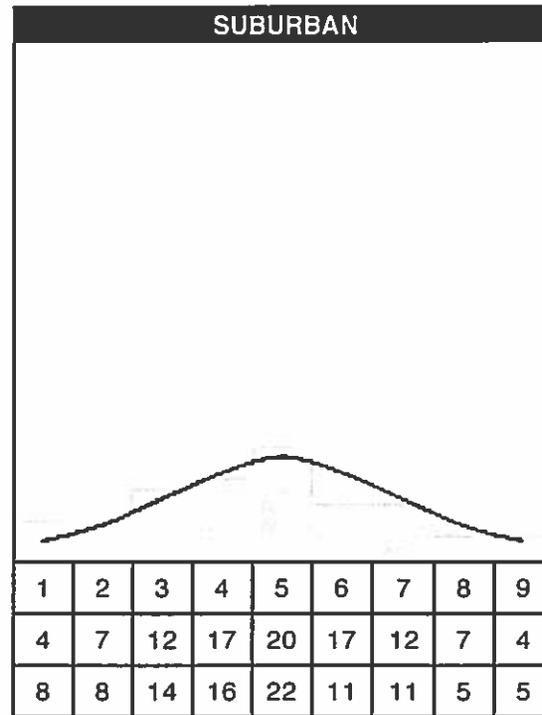
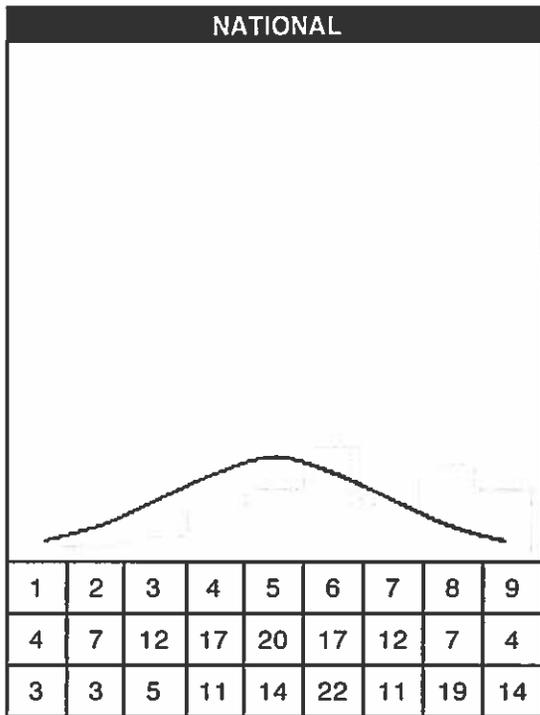
- **Below Average** - Stanines 1, 2, and 3
- **Average** - Stanines 4, 5, and 6
- **Above Average** - Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Verbal Reasoning

of students who took this test = 37
 Scaled Score Range = 316 - 646
 Mean Score = 471.9
 Standard Deviation = 77.4

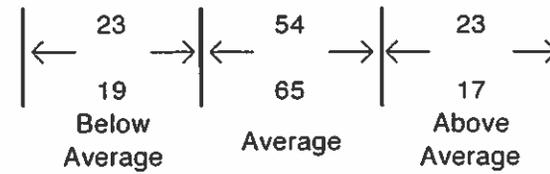
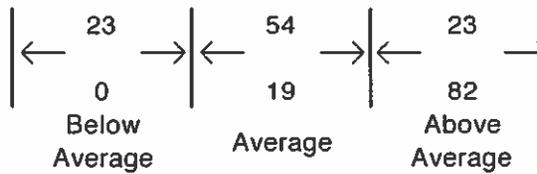
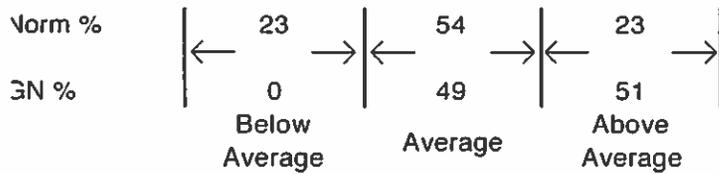
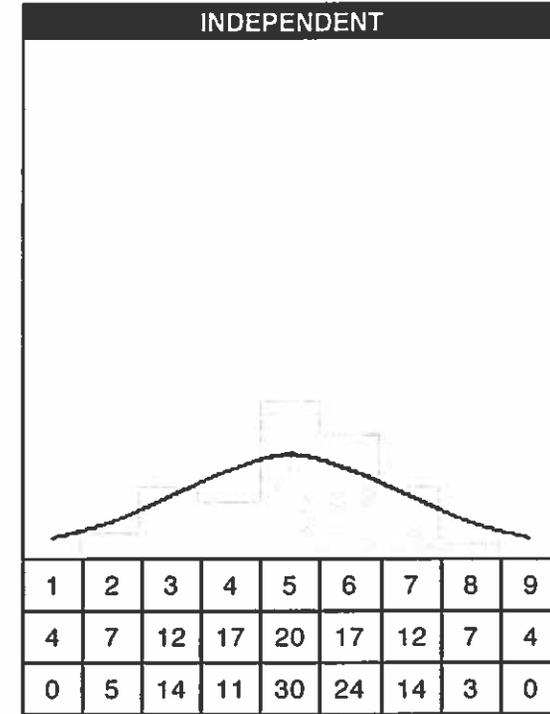
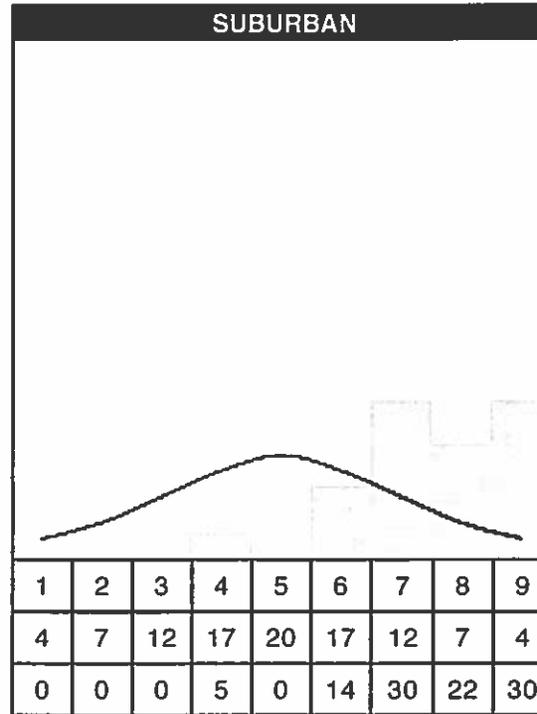
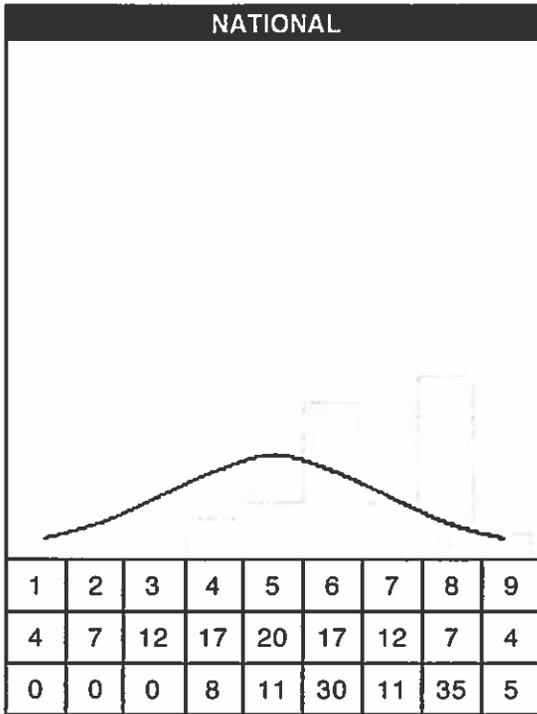
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	510	576	587	558	90	8	97	9	86	7	83	7
75th	464	529	537	530	75	6	93	8	76	6	73	6
50th	422	481	490	471	50	5	76	6	42	5	39	4
25th	383	434	443	413	25	4	44	5	16	3	12	3
10th	351	399	407	368	10	2	19	3	5	2	3	1



Auditory Comprehension

of students who took this test = 37
 Scaled Score Range = 182 - 324
 Mean Score = 252.1
 Standard Deviation = 32.1

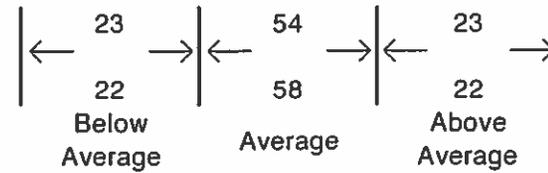
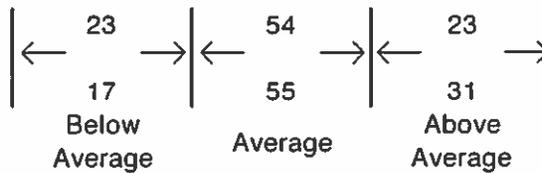
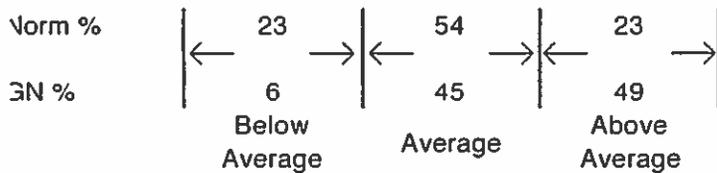
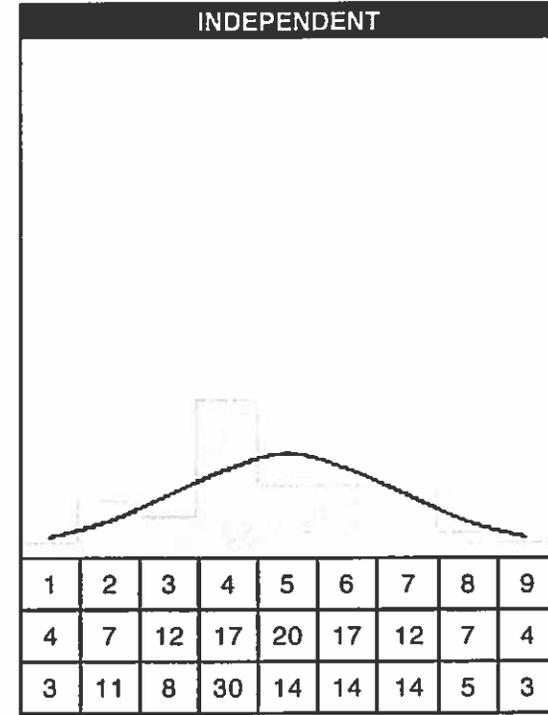
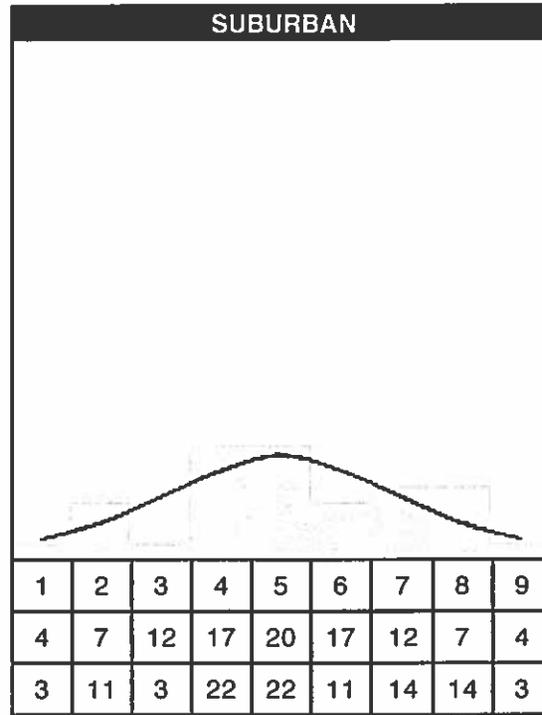
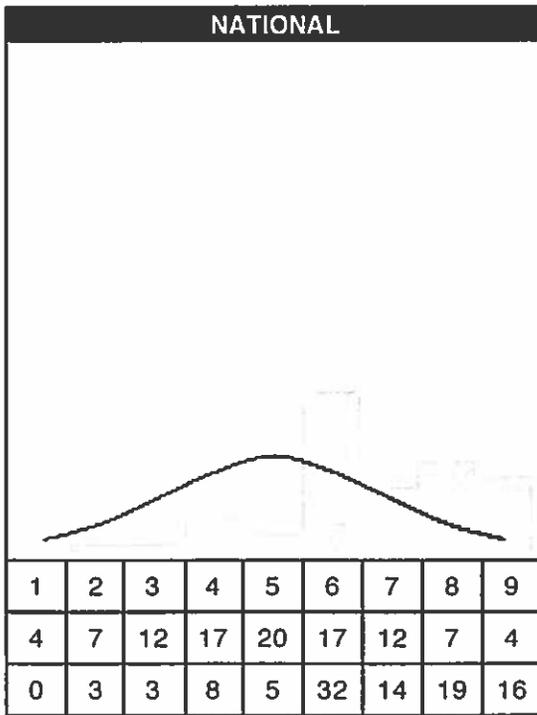
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	271	253	314	291	90	8	95	8	98	9	80	7
75th	244	222	282	278	75	6	92	8	96	9	73	6
50th	213	192	250	241	50	5	73	6	84	7	41	5
25th	183	174	224	235	25	4	68	6	81	7	34	4
10th	162	155	200	209	10	2	44	5	64	6	14	3



Reading Comprehension

of students who took this test = 37
 Scaled Score Range = 366 - 743
 Mean Score = 520.5
 Standard Deviation = 81.3

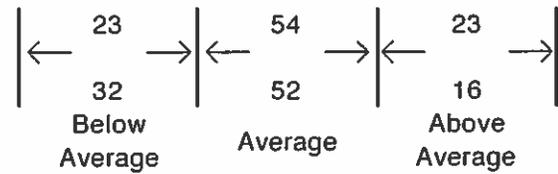
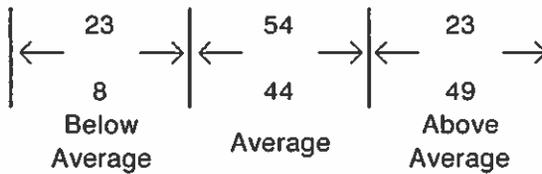
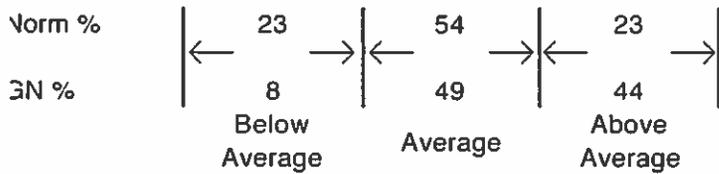
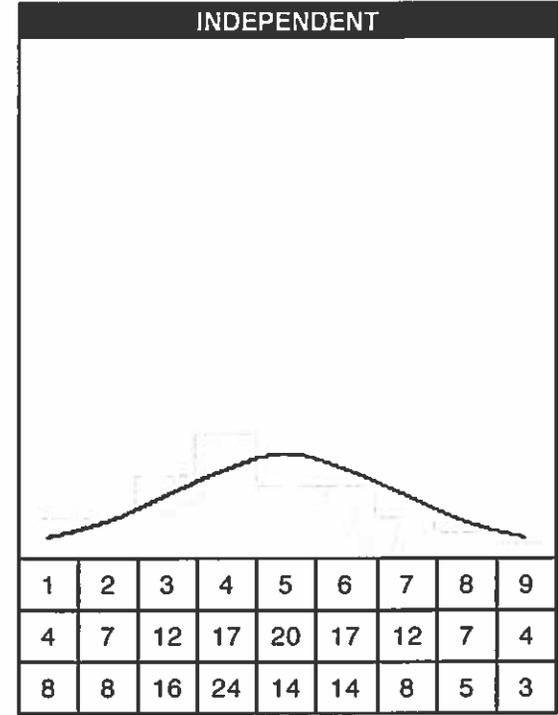
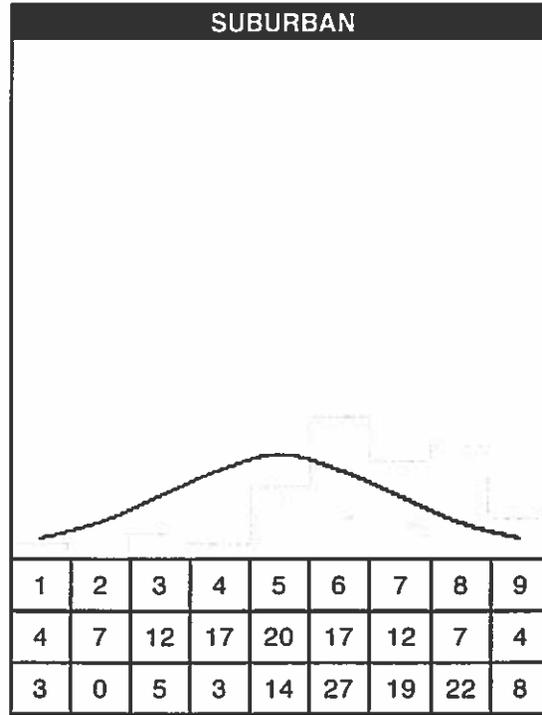
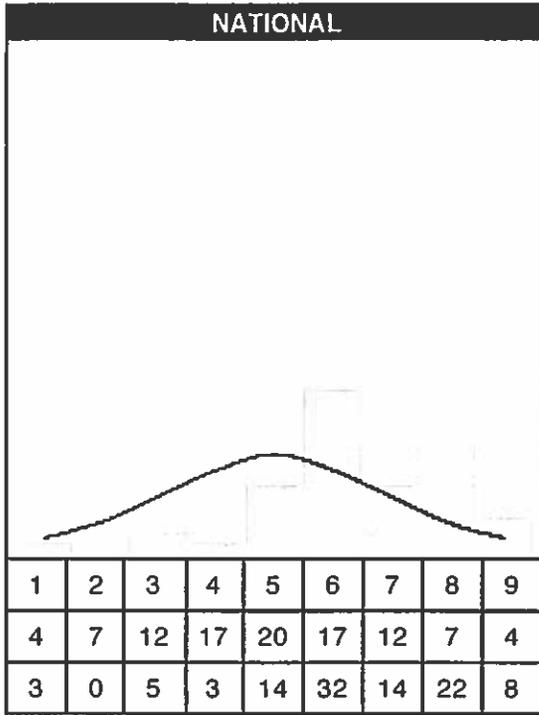
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	547	619	647	619	90	8	96	9	89	8	85	7
75th	493	563	581	574	75	6	93	8	78	7	73	6
50th	441	513	521	500	50	5	76	6	42	5	39	4
25th	403	462	471	466	25	4	65	6	28	4	23	4
10th	381	403	428	403	10	2	23	4	10	2	5	2



Writing Concepts & Skills

of students who took this test = 37
 Scaled Score Range = 336 - 678
 Mean Score = 495.7
 Standard Deviation = 73.6

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	541	541	615	575	90	8	95	8	95	8	78	7
75th	492	483	565	550	75	6	92	8	93	8	68	6
50th	433	419	517	485	50	5	73	6	76	6	33	4
25th	394	387	469	438	25	4	52	5	57	5	12	3
10th	366	363	430	398	10	2	27	4	36	4	4	2

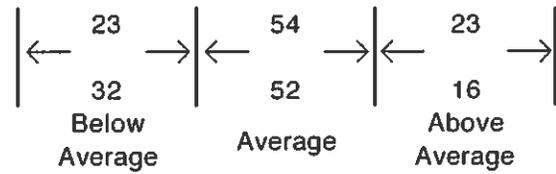
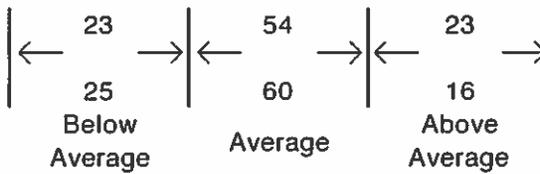
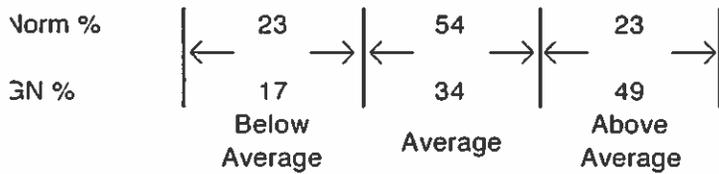
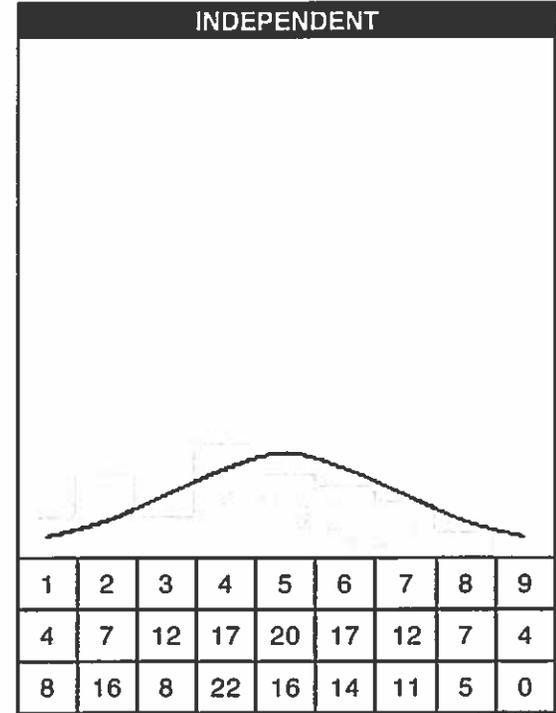
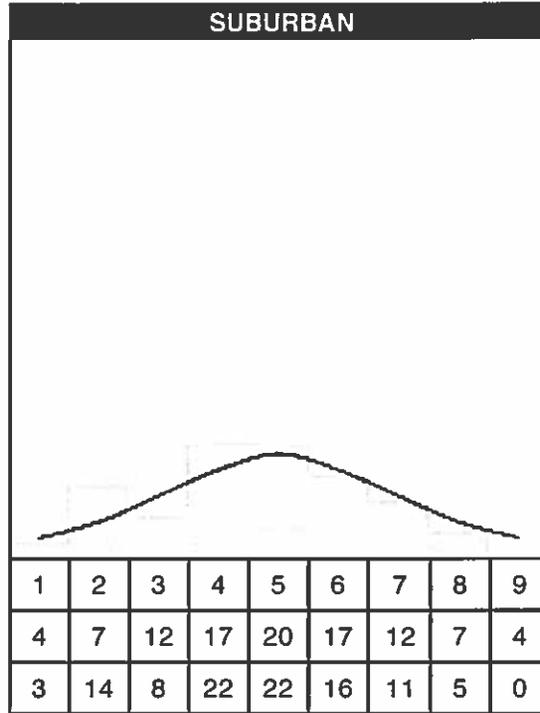
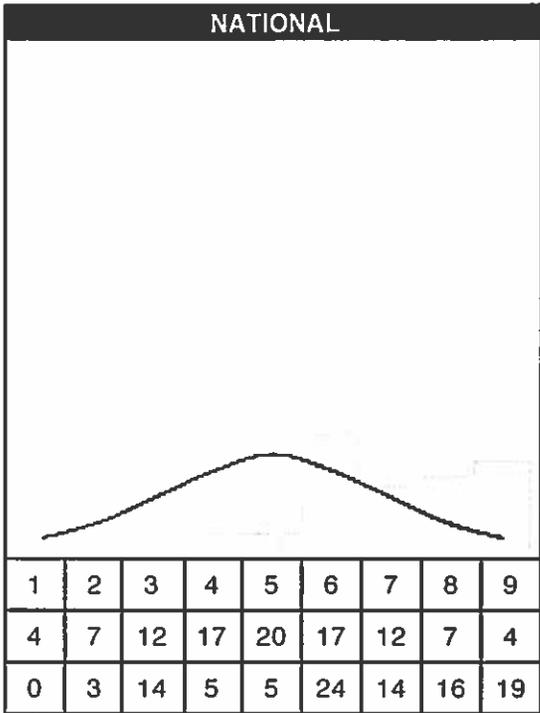




Quantitative Reasoning

of students who took this test = 37
 Scaled Score Range = 286 - 516
 Mean Score = 384.2
 Standard Deviation = 58.8

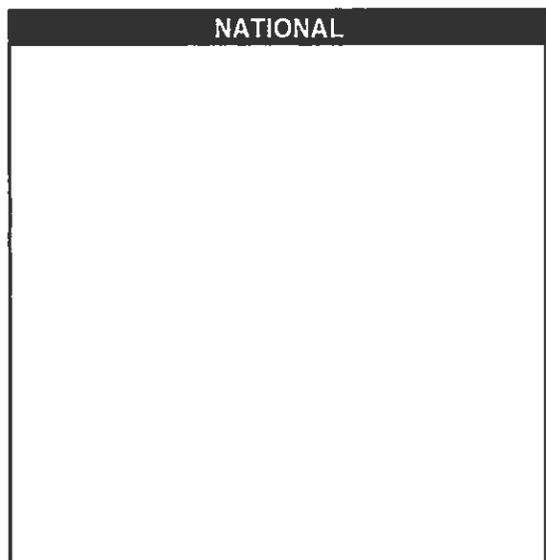
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	414	496	496	469	90	8	99	9	83	7	82	7
75th	377	443	451	423	75	6	93	8	66	6	61	6
50th	342	395	407	377	50	5	75	6	41	5	32	4
25th	315	341	363	332	25	4	42	5	20	3	10	2
10th	297	312	332	308	10	2	18	3	9	2	4	2



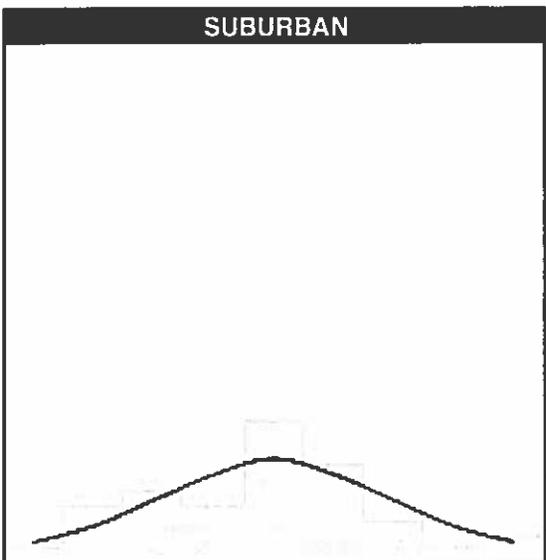
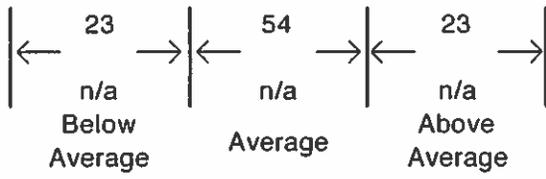
Science

of students who took this test = 37
 Scaled Score Range = 299 - 703
 Mean Score = 494.5
 Standard Deviation = 78.3

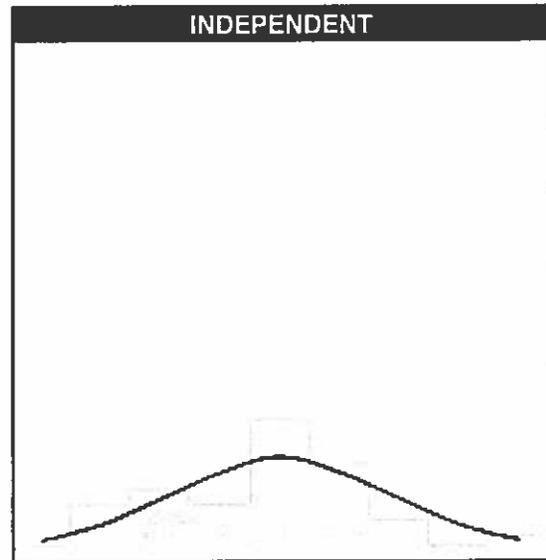
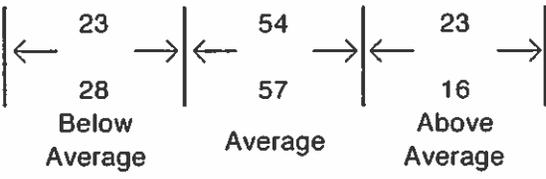
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th	n/a	606	606	574	90	8	n/a	n/a	82	7	82	7
75th	n/a	556	556	534	75	6	n/a	n/a	67	6	67	6
50th	n/a	496	496	489	50	5	n/a	n/a	46	5	46	5
25th	n/a	441	441	445	25	4	n/a	n/a	27	4	27	4
10th	n/a	401	401	387	10	2	n/a	n/a	7	2	7	2



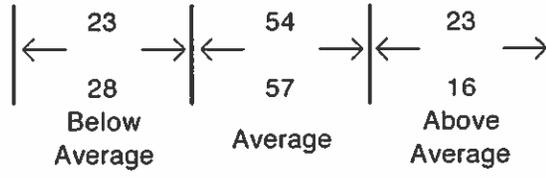
Stanine	1	2	3	4	5	6	7	8	9
Norm %	n/a								
GN %	n/a								



Stanine	1	2	3	4	5	6	7	8	9
Norm %	4	7	12	17	20	17	12	7	4
GN %	3	11	14	11	27	19	8	3	5



Stanine	1	2	3	4	5	6	7	8	9
Norm %	4	7	12	17	20	17	12	7	4
GN %	3	11	14	11	27	19	8	3	5



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs - one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

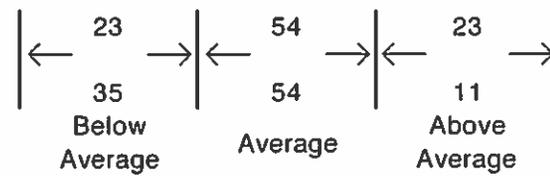
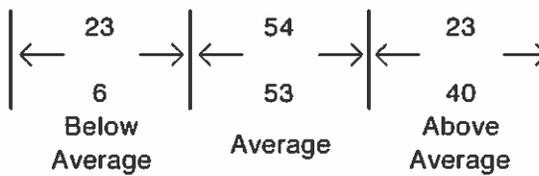
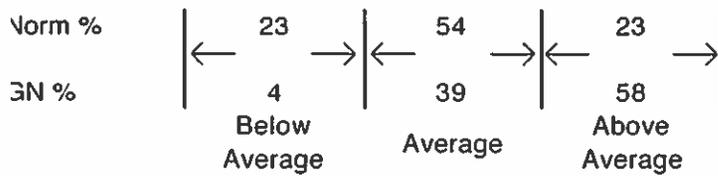
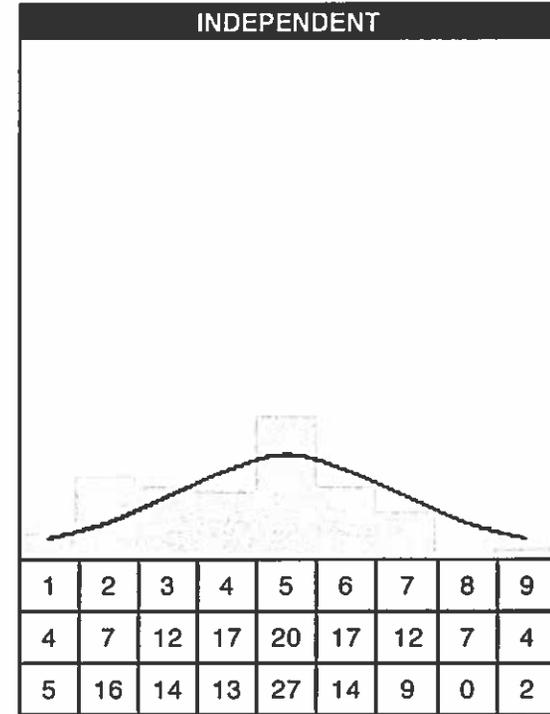
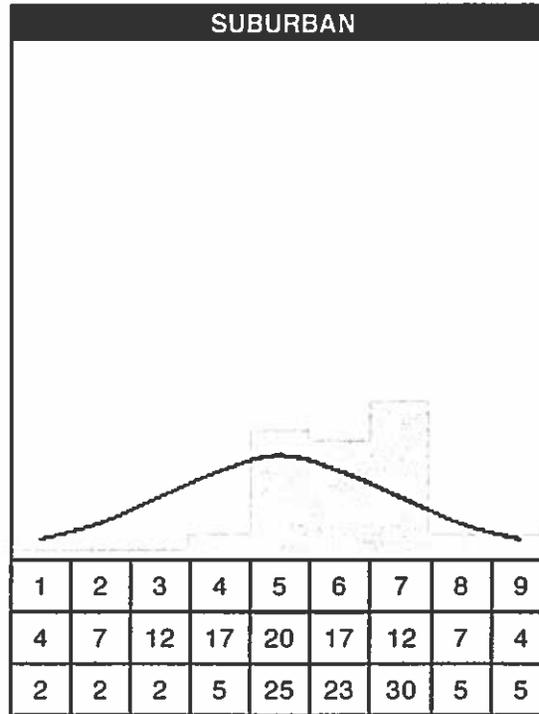
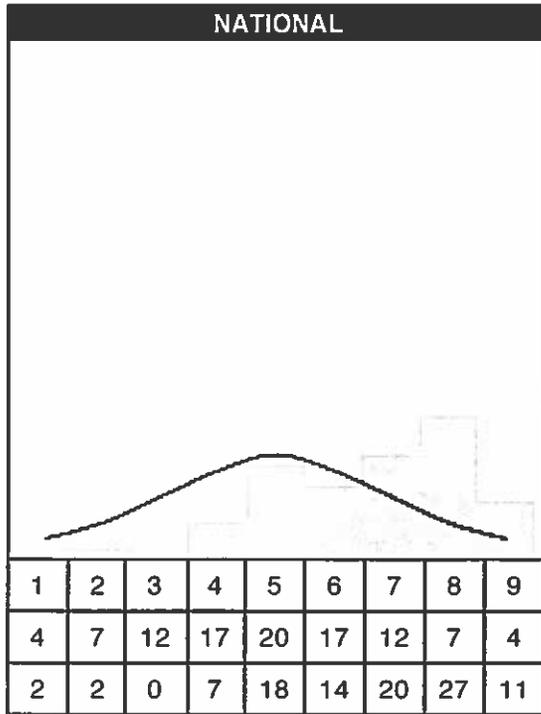
- **Below Average** - Stanines 1, 2, and 3
- **Average** - Stanines 4, 5, and 6
- **Above Average** - Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Vocabulary

of students who took this test = 56
 Scaled Score Range = 340 - 687
 Mean Score = 506.0
 Standard Deviation = 65.3

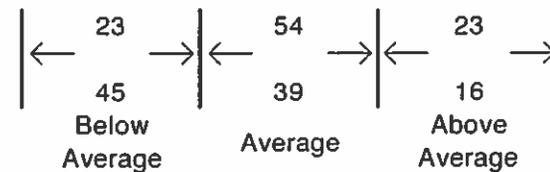
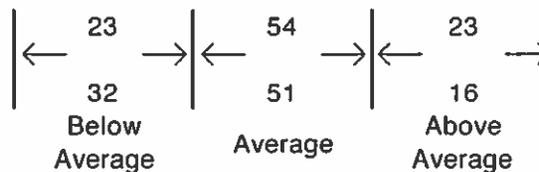
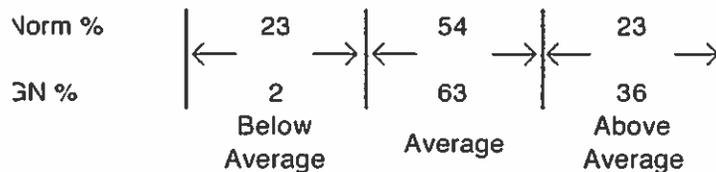
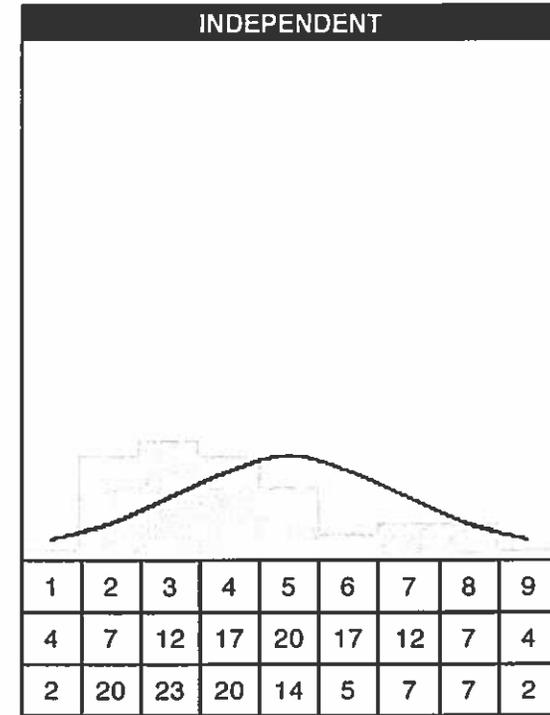
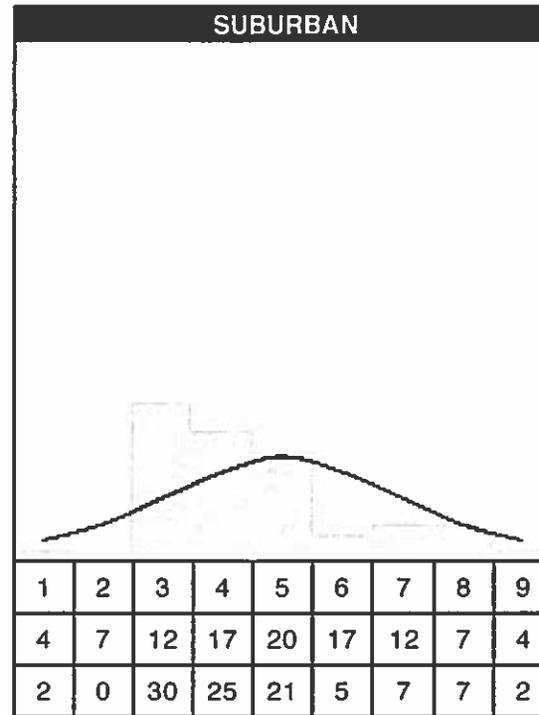
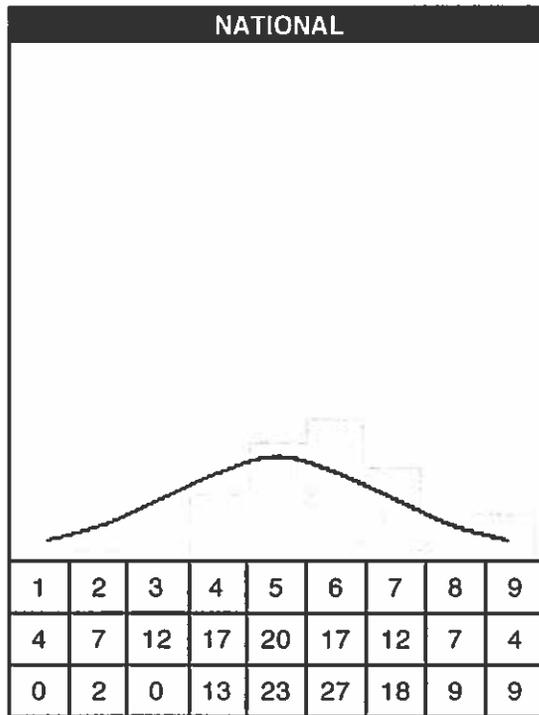
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN SS	SN SS	IN SS	GN SS	GN %ile	S	NN %ile	S	SN %ile	S	IN %ile	S
90th	543	585	640	570	90	8	94	8	88	7	69	6
75th	491	519	585	543	75	6	89	8	82	7	55	5
50th	444	459	532	511	50	5	84	7	74	6	43	5
25th	409	417	481	455	25	4	57	5	48	5	13	3
10th	378	387	445	427	10	2	38	4	33	4	6	2



Reading Comprehension

of students who took this test = 56
 Scaled Score Range = 386 - 790
 Mean Score = 538.8
 Standard Deviation = 82.0

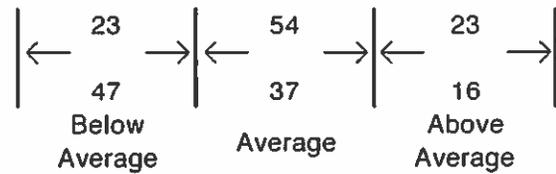
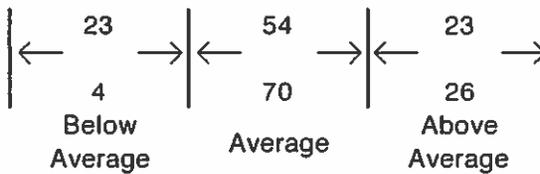
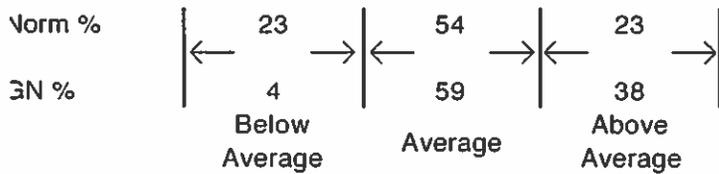
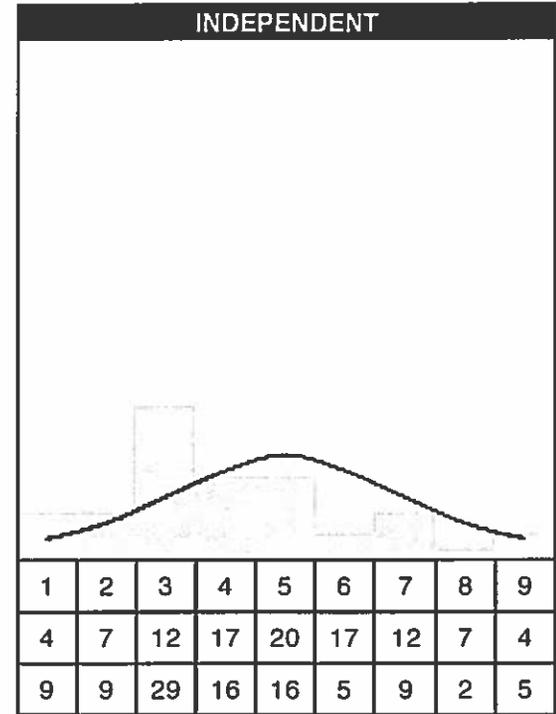
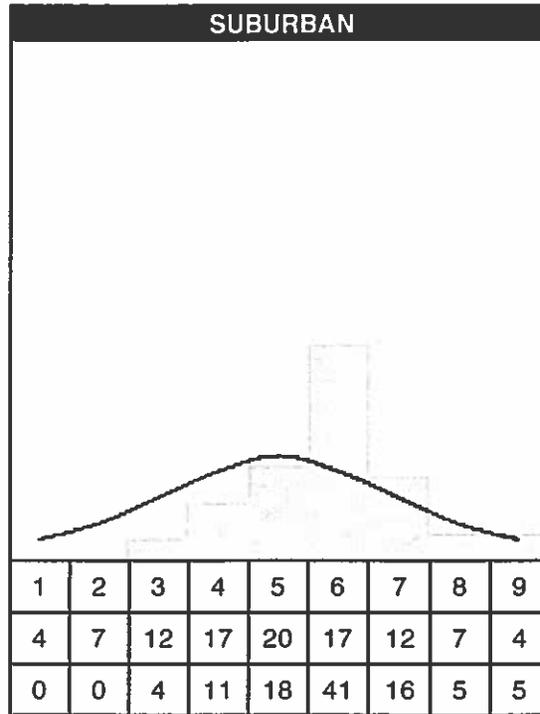
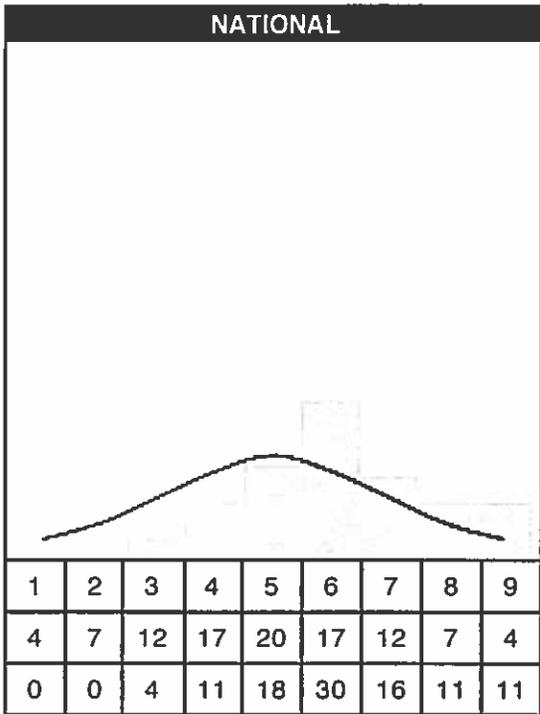
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	606	667	689	641	90	8	94	8	81	7	81	7
75th	545	616	627	583	75	6	85	7	58	5	56	5
50th	480	564	570	520	50	5	66	6	33	4	26	4
25th	435	500	517	478	25	4	48	5	19	3	11	3
10th	407	442	474	457	10	2	38	4	14	3	6	2



Writing Mechanics

of students who took this test = 56
 Scaled Score Range = 404 - 750
 Mean Score = 536.1
 Standard Deviation = 80.5

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	605	649	683	634	90	8	94	8	87	7	78	7
75th	533	559	623	575	75	6	84	7	78	7	53	5
50th	476	481	570	512	50	5	66	6	66	6	27	4
25th	425	425	511	484	25	4	54	5	53	5	15	3
10th	385	394	471	443	10	2	33	4	35	4	4	2



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs - one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

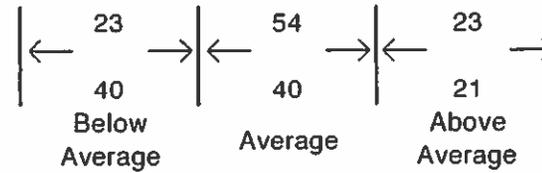
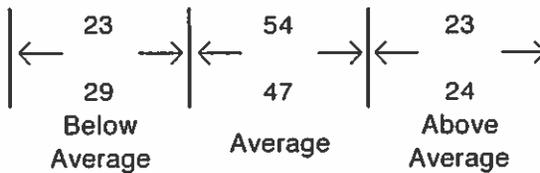
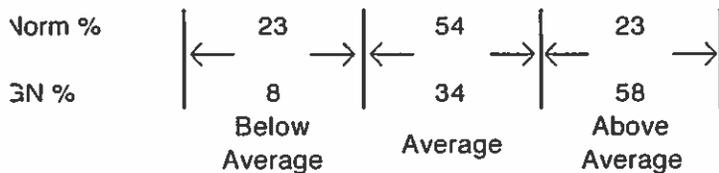
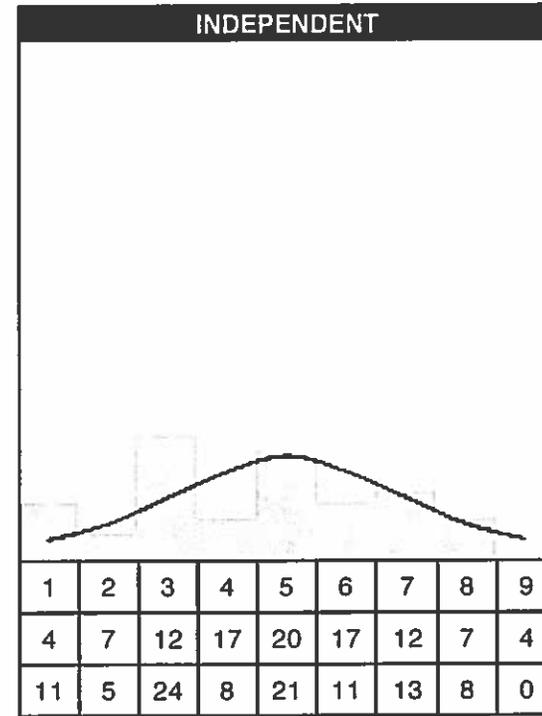
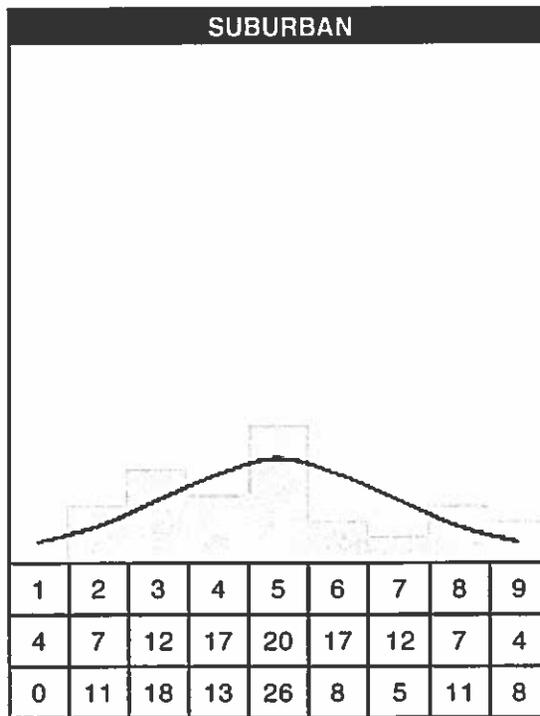
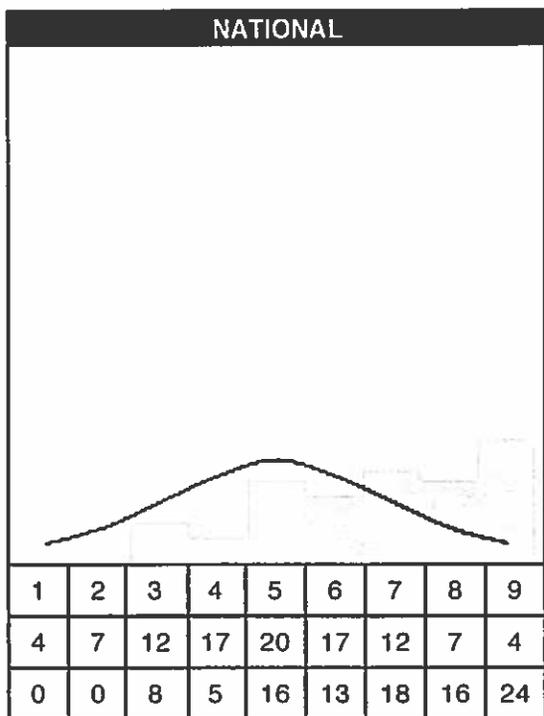
- **Below Average** - Stanines 1, 2, and 3
- **Average** - Stanines 4, 5, and 6
- **Above Average** - Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Verbal Reasoning

of students who took this test = 38
 Scaled Score Range = 414 - 755
 Mean Score = 571.7
 Standard Deviation = 95.0

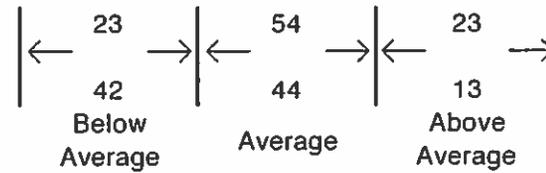
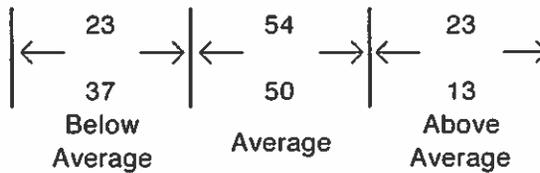
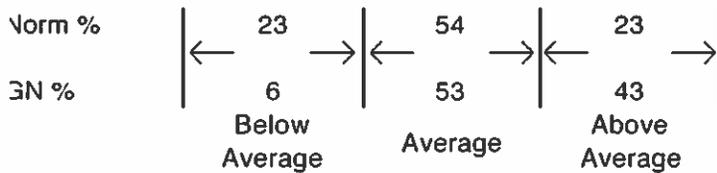
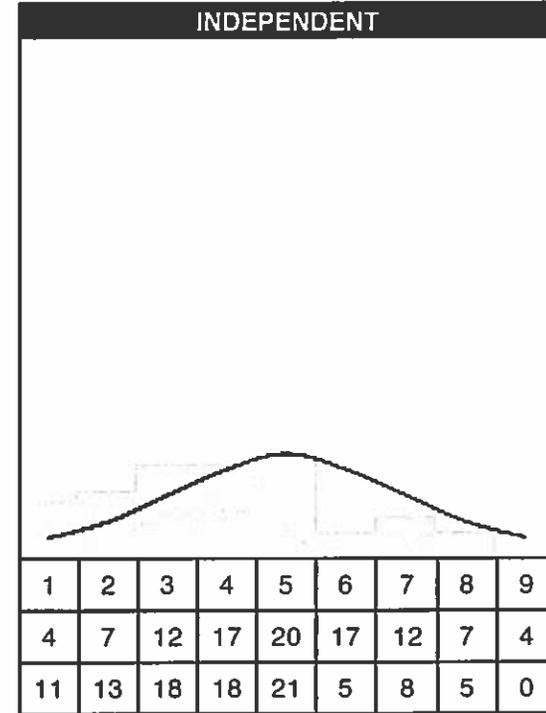
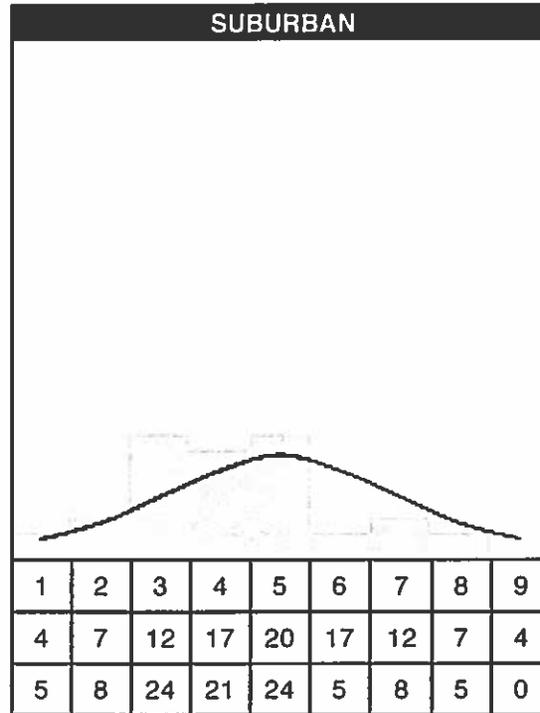
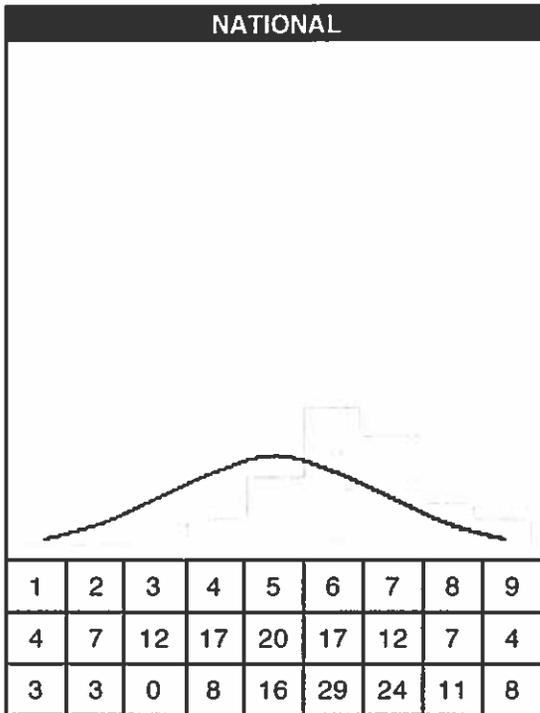
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	606	684	712	695	90	8	98	9	92	8	88	7
75th	537	632	656	624	75	6	93	8	74	6	68	6
50th	482	578	590	566	50	5	82	7	45	5	41	5
25th	439	510	532	497	25	4	57	5	20	3	13	3
10th	412	453	483	439	10	2	25	4	7	2	3	1



Reading Comprehension

of students who took this test = 38
 Scaled Score Range = 409 - 788
 Mean Score = 580.0
 Standard Deviation = 88.0

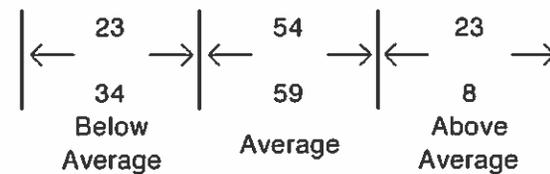
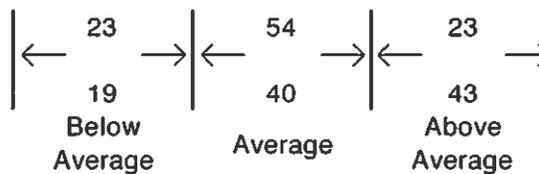
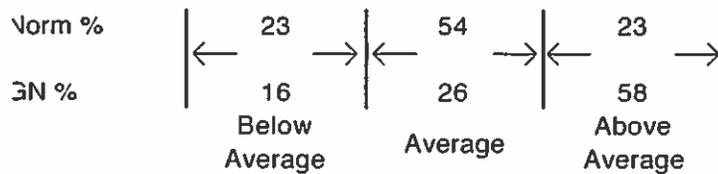
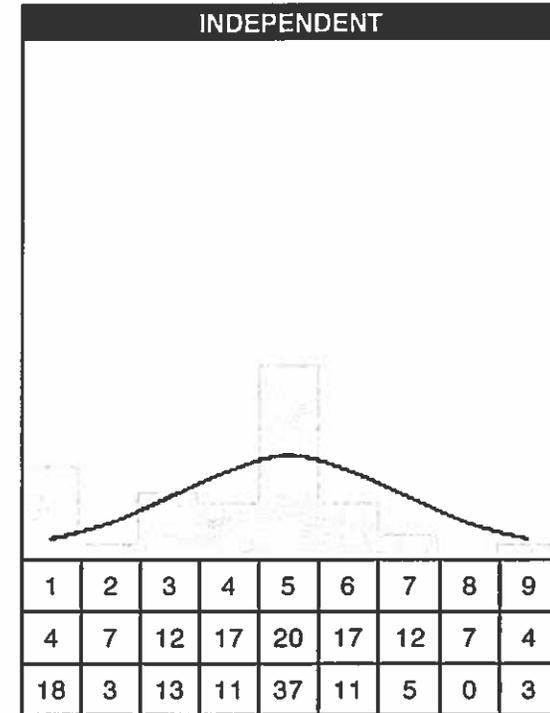
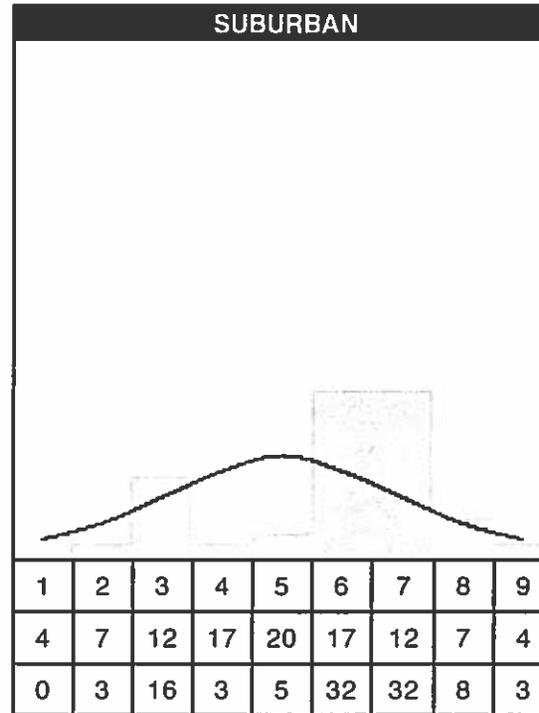
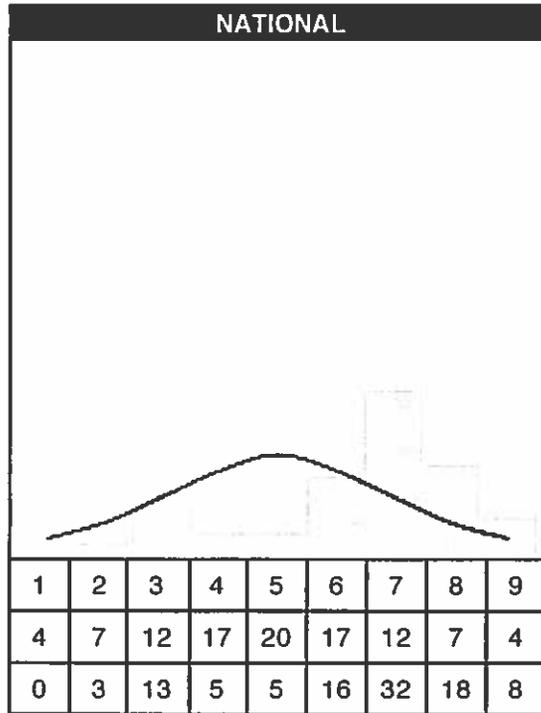
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	661	756	754	709	90	8	94	8	81	7	81	7
75th	581	686	685	622	75	6	85	7	54	5	53	5
50th	513	610	617	570	50	5	73	6	36	4	31	4
25th	471	547	558	527	25	4	57	5	19	3	14	3
10th	439	490	513	476	10	2	30	4	7	2	3	1



Writing Concepts & Skills

of students who took this test = 38
 Scaled Score Range = 421 - 777
 Mean Score = 560.6
 Standard Deviation = 75.9

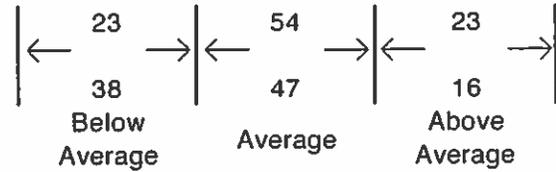
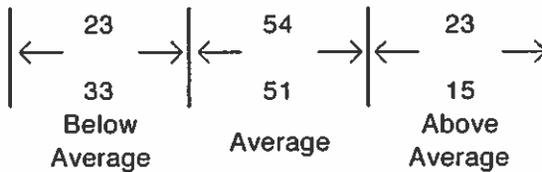
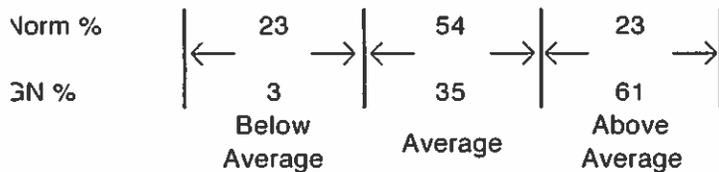
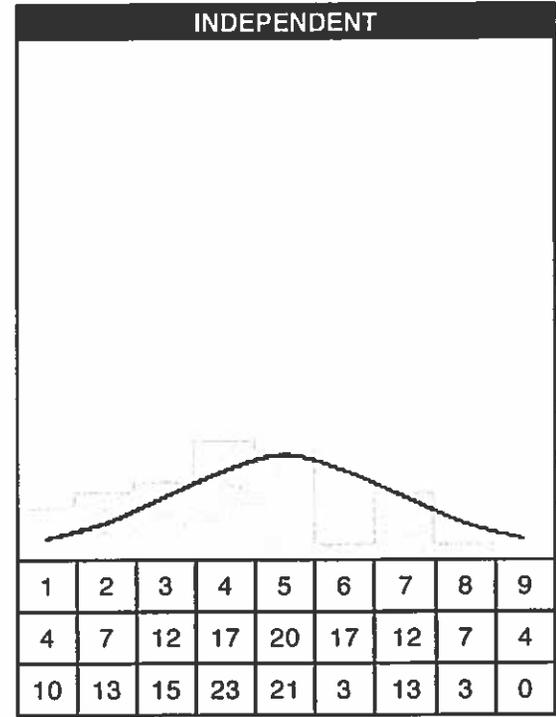
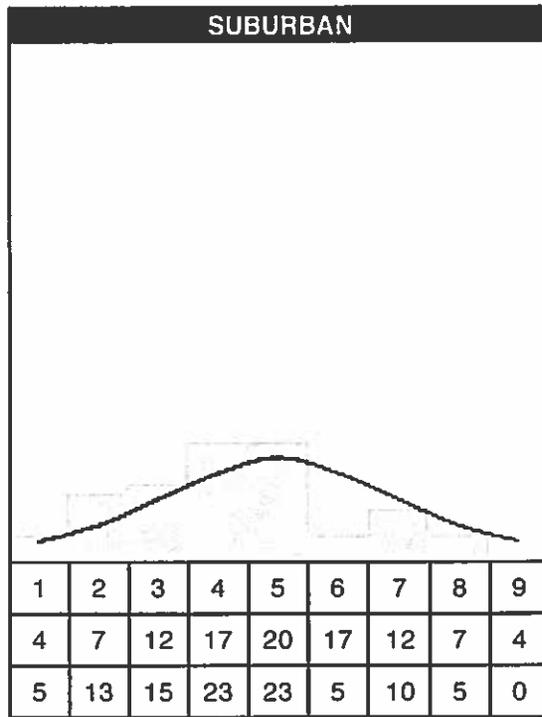
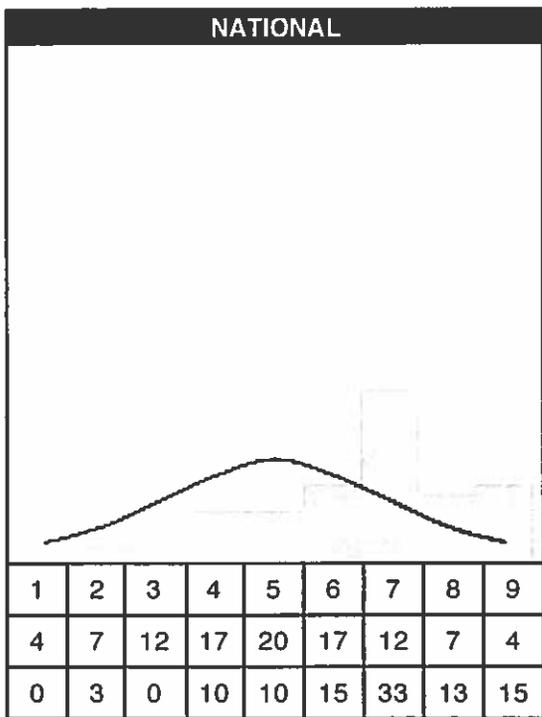
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	612	650	710	625	90	8	92	8	87	7	65	6
75th	555	573	652	598	75	6	88	7	84	7	51	5
50th	504	506	594	575	50	5	81	7	76	6	40	5
25th	462	462	543	514	25	4	54	5	52	5	14	3
10th	432	428	498	442	10	2	15	3	16	3	2	1



Mathematics 1&2

of students who took this test = 39
 Scaled Score Range = 408 - 732
 Mean Score = 546.7
 Standard Deviation = 81.2

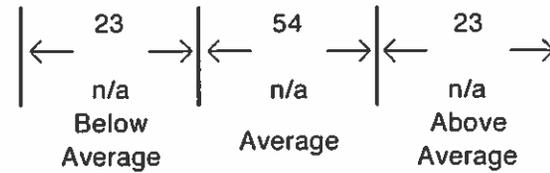
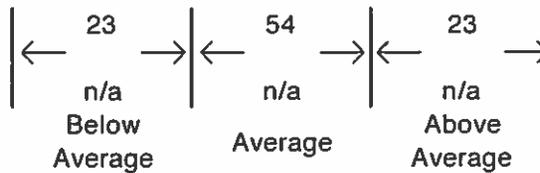
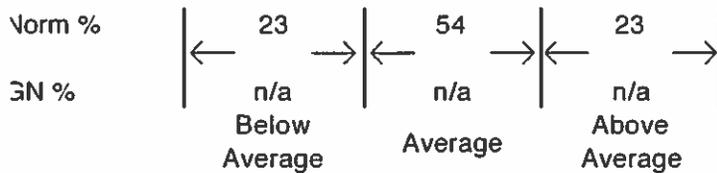
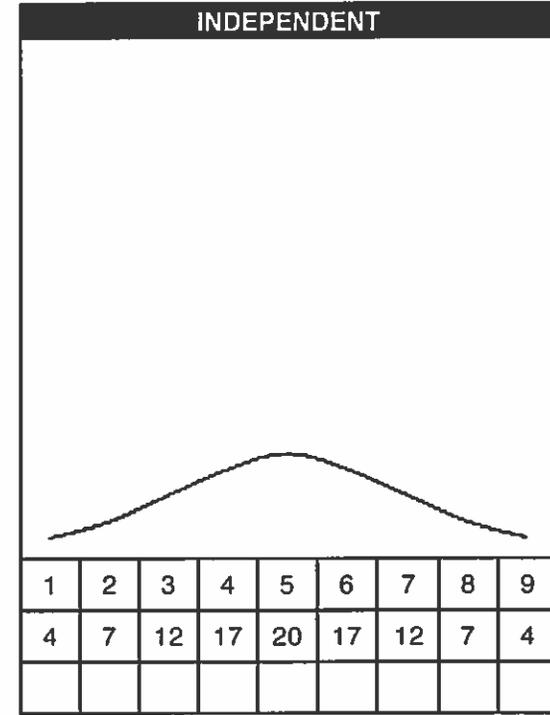
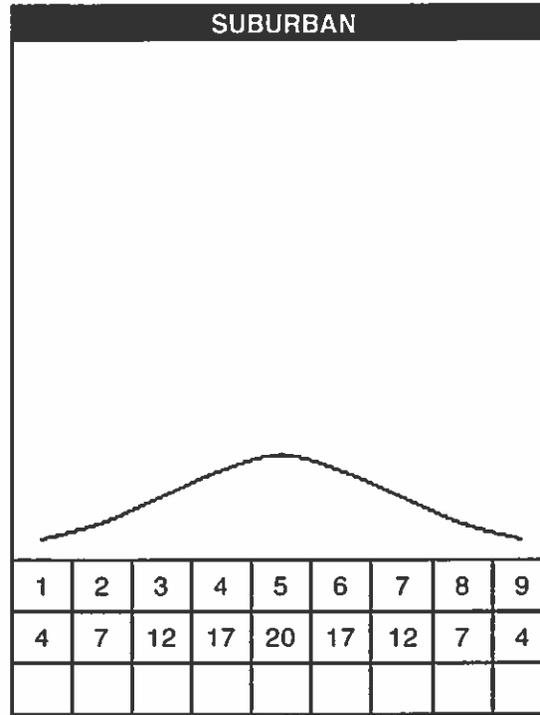
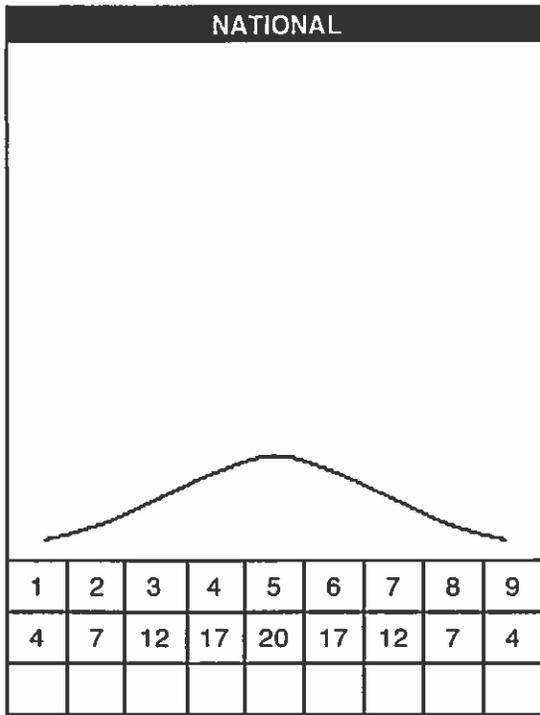
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	583	708	732	683	90	8	98	9	86	7	82	7
75th	510	642	657	587	75	6	91	8	53	5	50	5
50th	464	578	587	528	50	5	81	7	29	4	27	4
25th	429	519	523	495	25	4	69	6	18	3	15	3
10th	410	463	480	439	10	2	30	4	5	2	3	1



Science

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th					90	8						
75th					75	6						
50th					50	5						
25th					25	4						
10th					10	2						



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs - one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

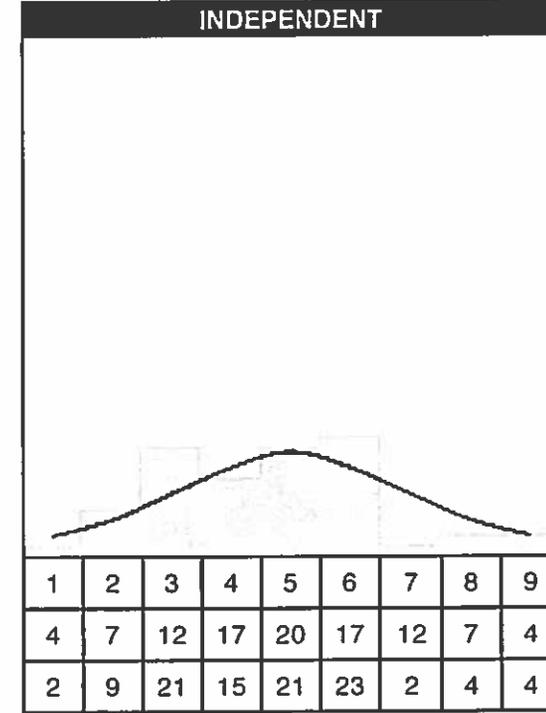
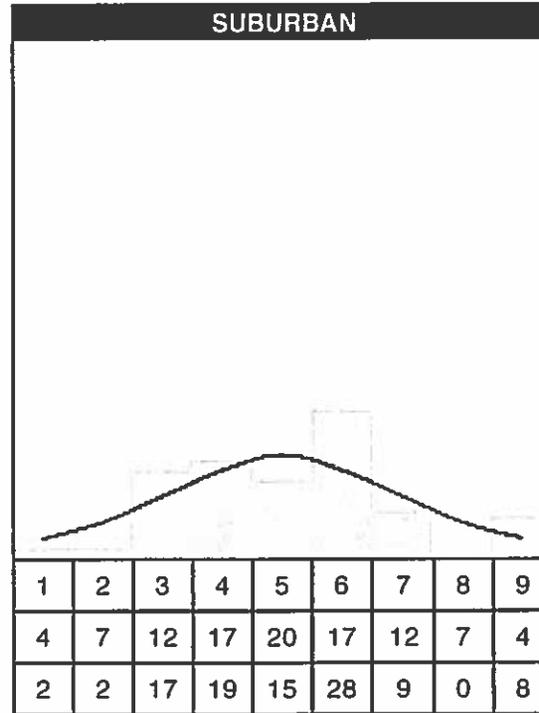
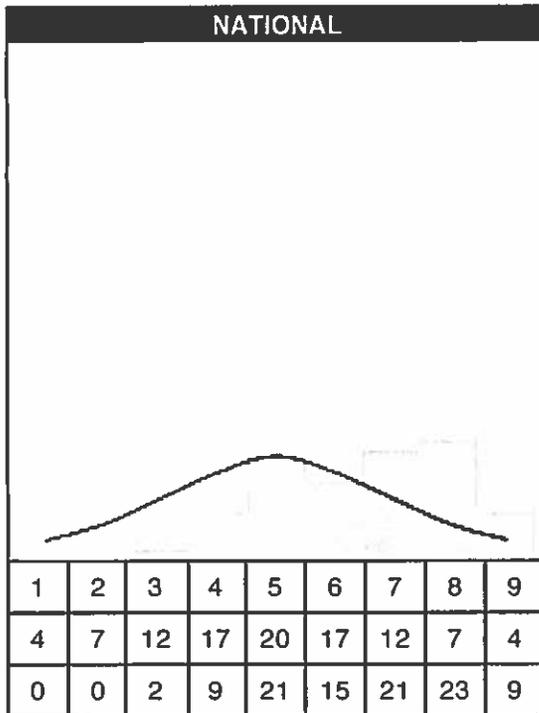
- **Below Average** - Stanines 1, 2, and 3
- **Average** - Stanines 4, 5, and 6
- **Above Average** - Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

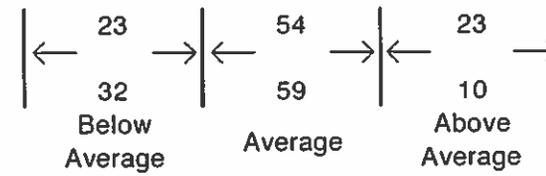
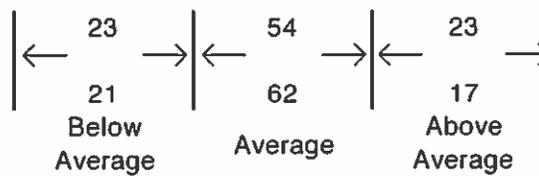
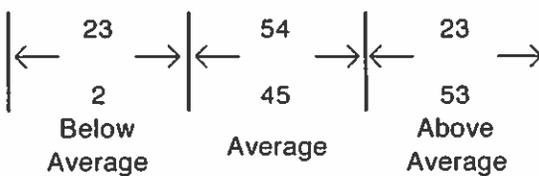
Verbal Reasoning

of students who took this test = 53
 Scaled Score Range = 469 - 899
 Mean Score = 629.0
 Standard Deviation = 88.3

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN SS	SN SS	IN SS	GN SS	GN %ile	S	NN %ile	S	SN %ile	S	IN %ile	S
90th	672	744	774	705	90	8	95	8	81	7	74	6
75th	616	687	712	683	75	6	92	8	74	6	67	6
50th	553	620	641	624	50	5	78	7	54	5	43	5
25th	494	562	579	558	25	4	51	5	23	4	17	3
10th	455	513	534	529	10	2	39	4	15	3	10	2



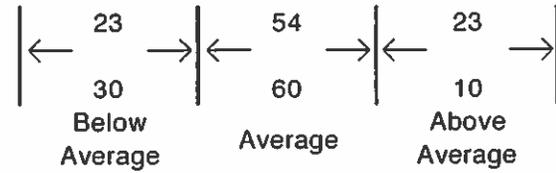
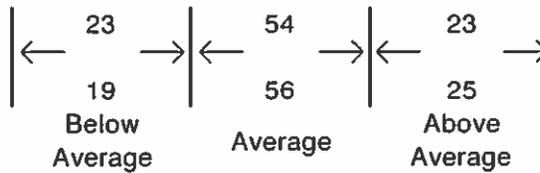
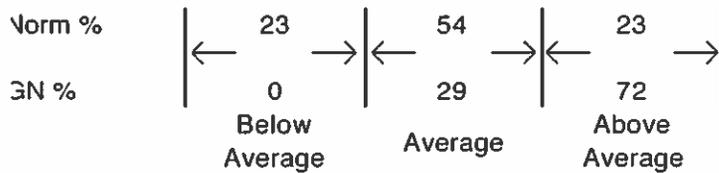
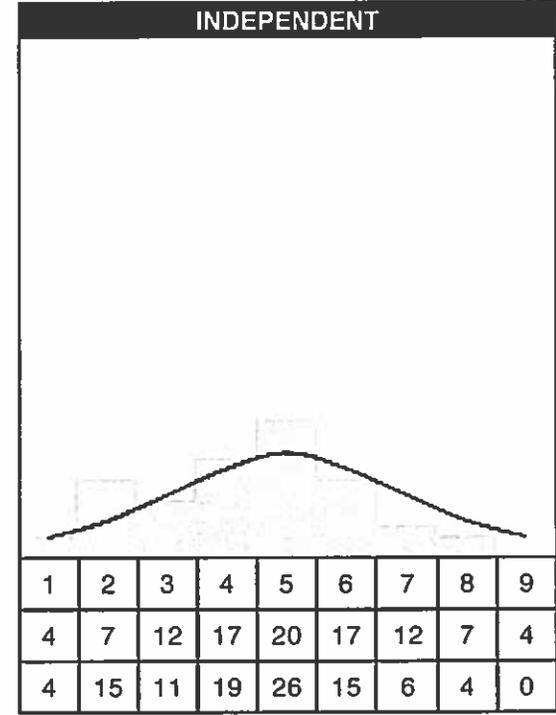
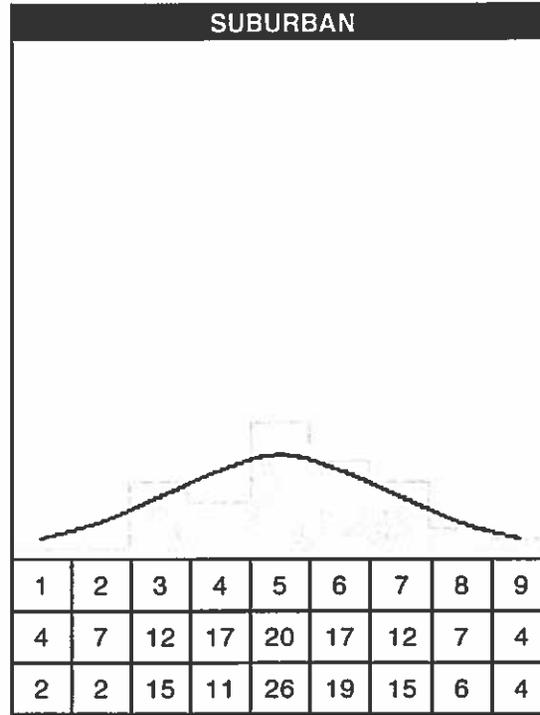
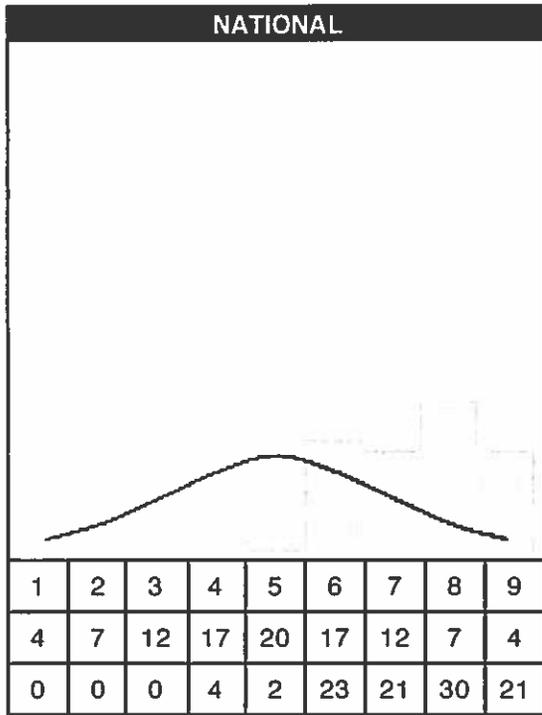
Stanine
 Norm %
 GN %
 Norm %
 GN %



Vocabulary

of students who took this test = 53
 Scaled Score Range = 445 - 786
 Mean Score = 618.6
 Standard Deviation = 79.0

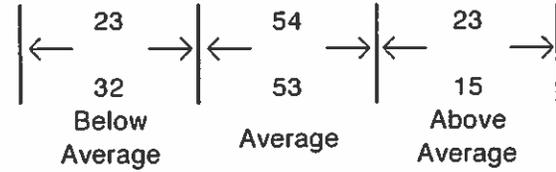
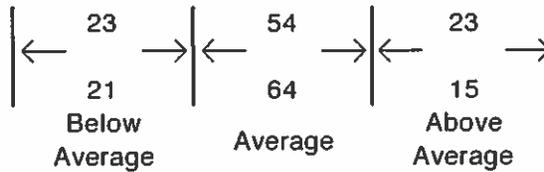
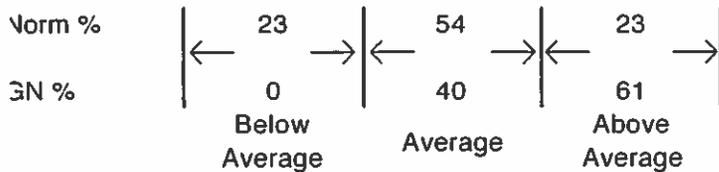
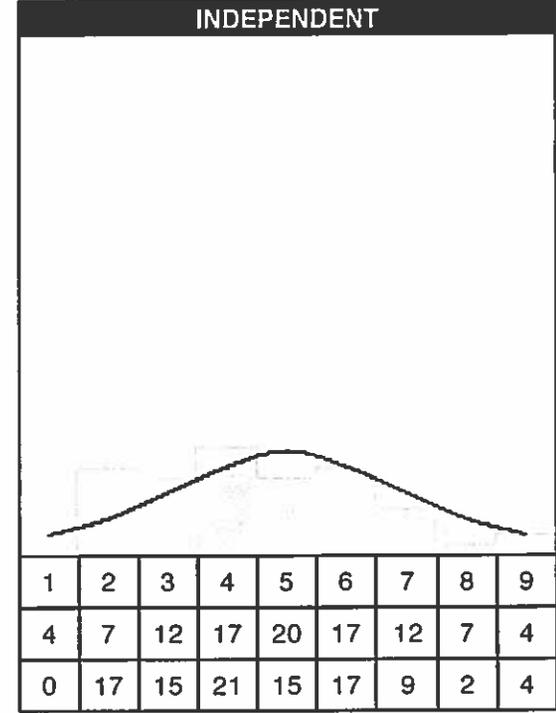
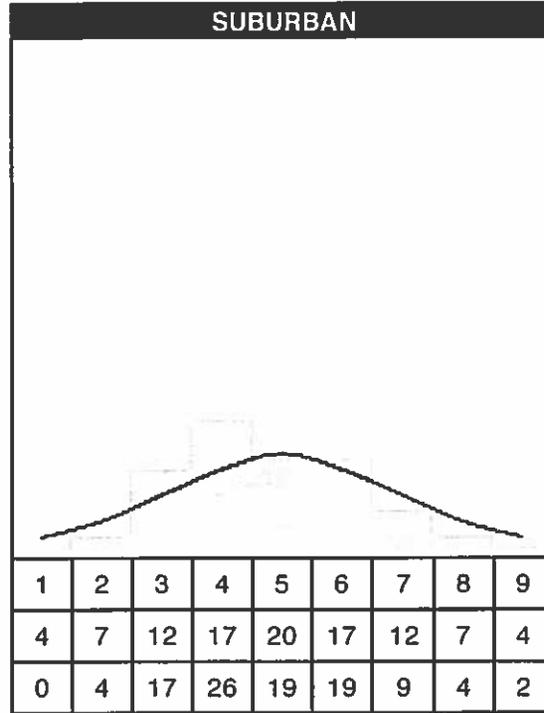
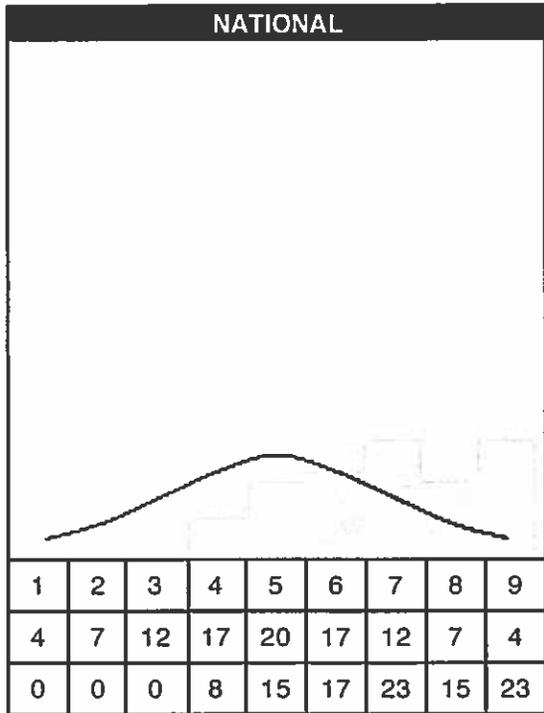
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	631	733	779	714	90	8	97	9	86	7	74	6
75th	564	669	715	663	75	6	93	8	73	6	57	5
50th	497	601	646	614	50	5	88	7	54	5	36	4
25th	444	544	582	551	25	4	71	6	28	4	15	3
10th	400	497	536	525	10	2	60	6	17	3	9	2



Writing Mechanics

of students who took this test = 53
 Scaled Score Range = 507 - 899
 Mean Score = 627.6
 Standard Deviation = 86.3

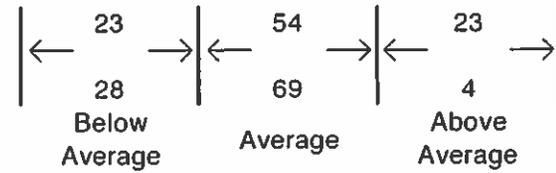
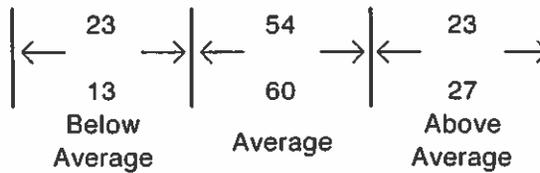
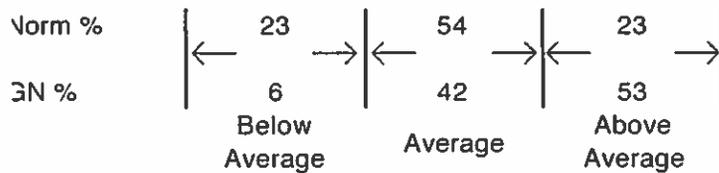
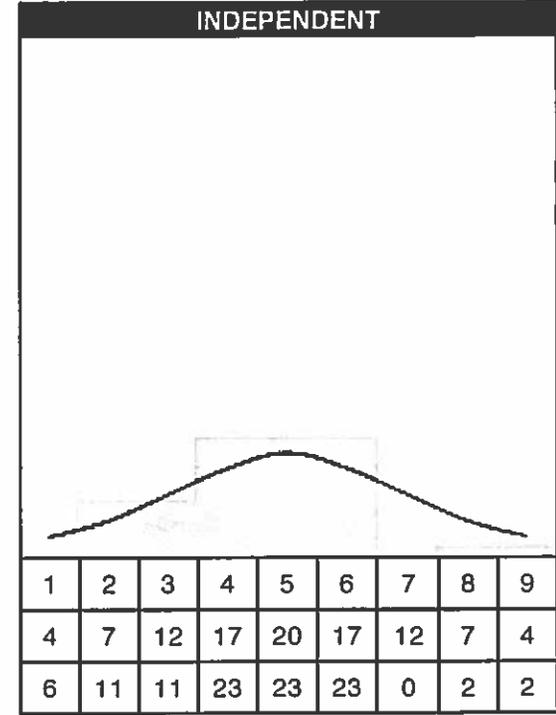
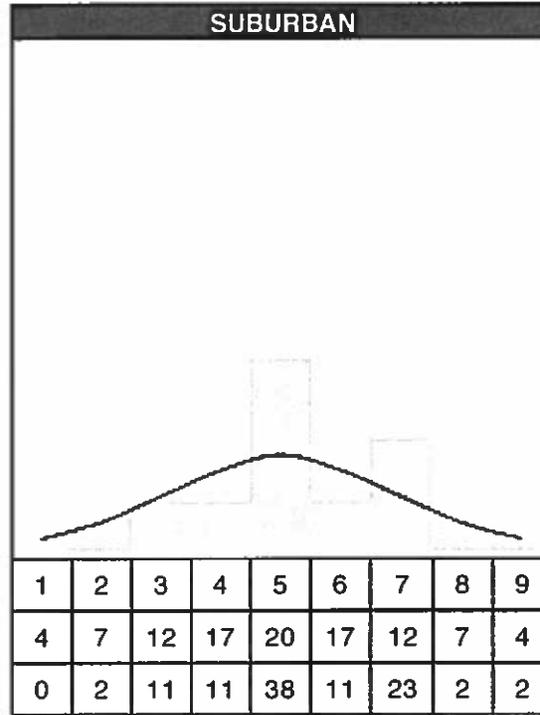
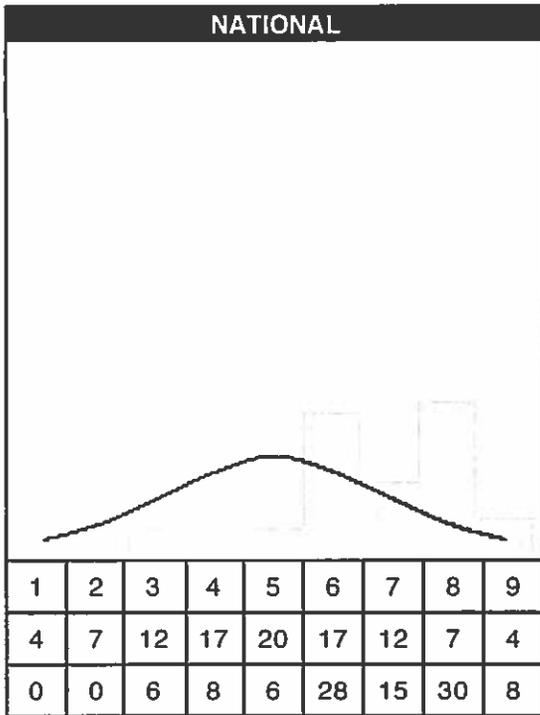
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	653	779	764	716	90	8	97	9	79	7	80	7
75th	589	710	710	689	75	6	95	8	70	6	70	6
50th	538	635	642	609	50	5	81	7	41	5	35	4
25th	495	564	584	561	25	4	62	6	24	4	16	3
10th	458	509	536	525	10	2	41	5	14	3	7	2



Writing Concepts & Skills

of students who took this test = 53
 Scaled Score Range = 463 - 900
 Mean Score = 616.3
 Standard Deviation = 82.3

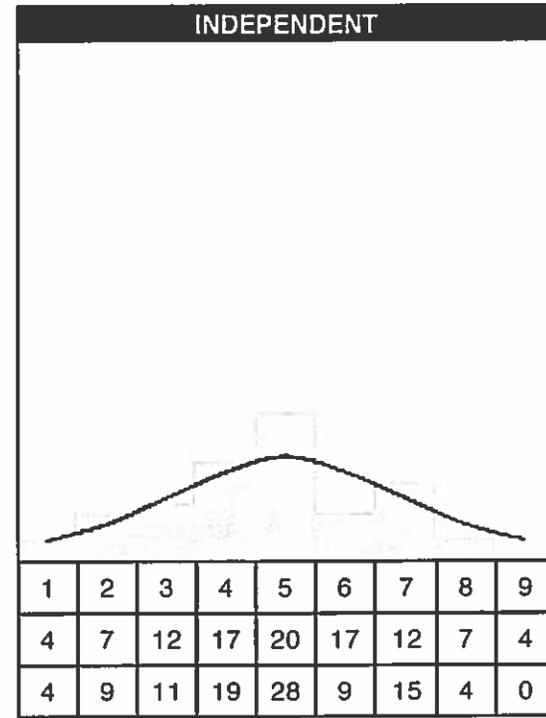
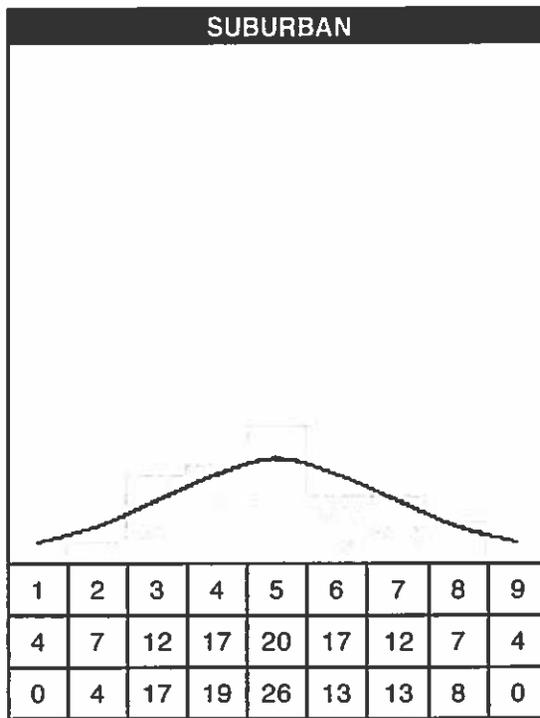
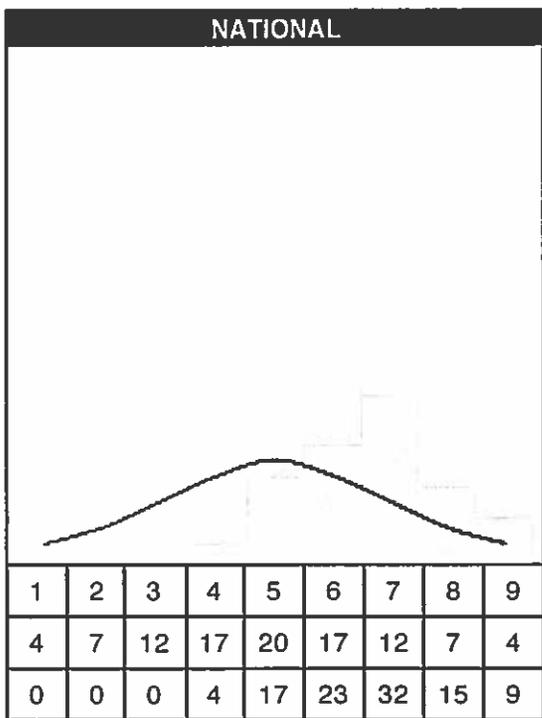
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th	653	753	771	687	90	8	95	8	79	7	71	6
75th	592	674	712	681	75	6	93	8	77	7	66	6
50th	537	608	646	611	50	5	81	7	52	5	36	4
25th	488	522	588	564	25	4	62	6	37	4	17	3
10th	455	472	535	499	10	2	31	4	20	3	5	2



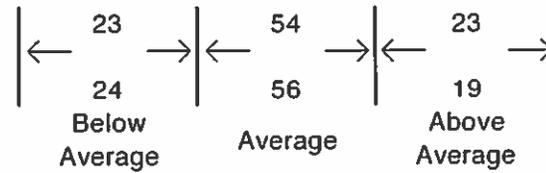
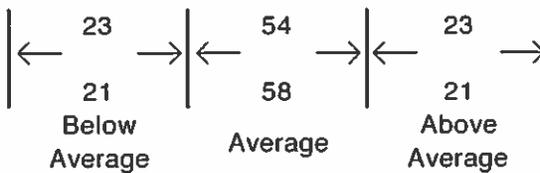
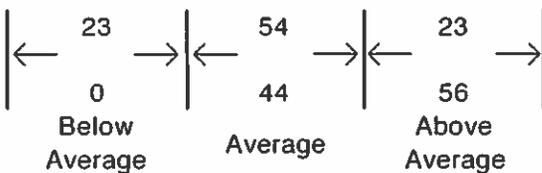
Mathematics 1&2

of students who took this test = 53
 Scaled Score Range = 494 - 798
 Mean Score = 632.9
 Standard Deviation = 76.1

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	692	766	777	739	90	8	95	8	84	7	84	7
75th	605	698	708	667	75	6	87	7	65	6	62	6
50th	540	632	640	630	50	5	80	7	49	5	46	5
25th	494	573	579	568	25	4	64	6	24	4	21	3
10th	464	520	535	532	10	2	46	5	12	3	10	2



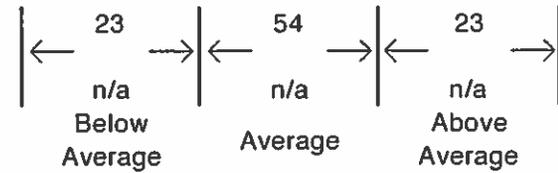
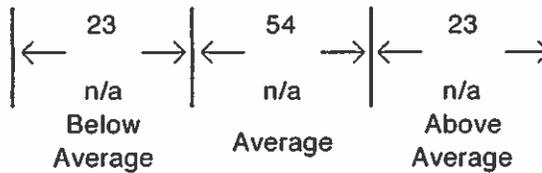
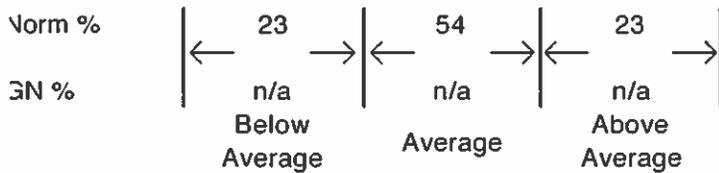
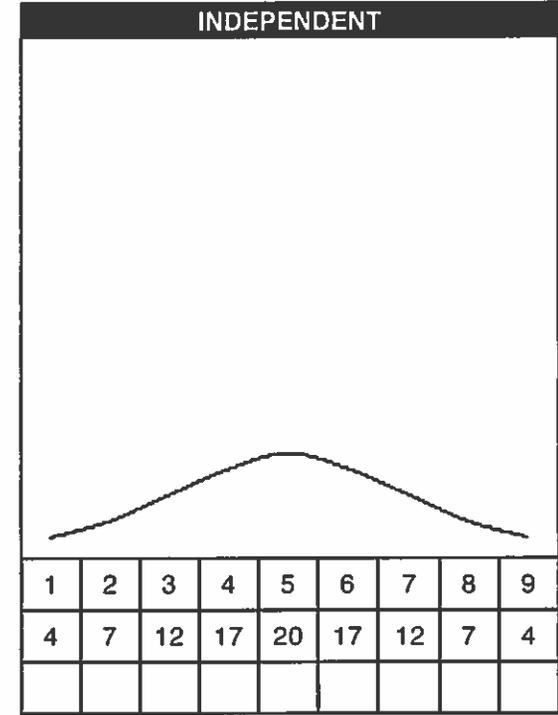
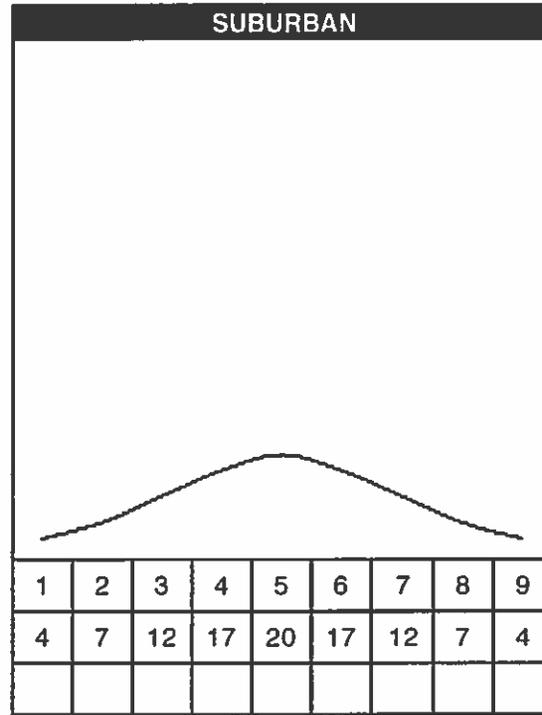
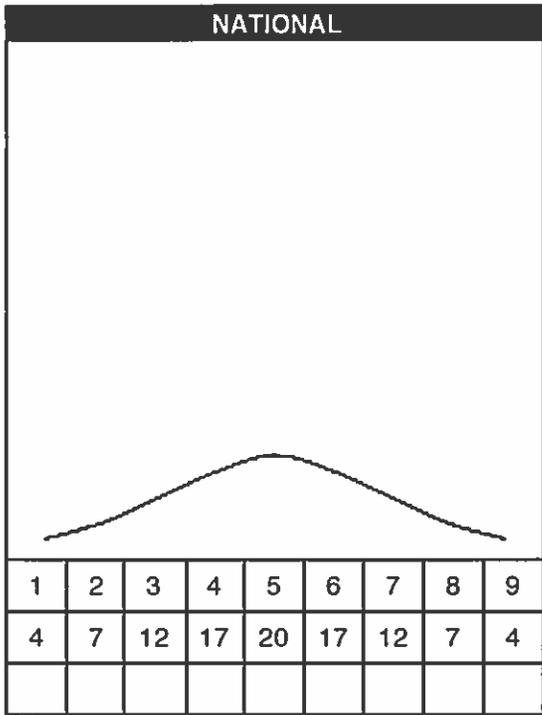
Stanine
 Norm %
 GN %



Science

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th					90	8						
75th					75	6						
50th					50	5						
25th					25	4						
10th					10	2						



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs - one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

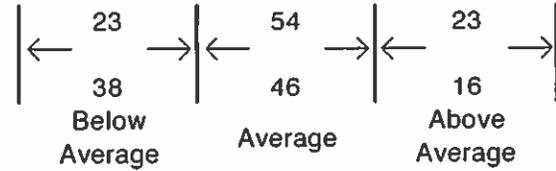
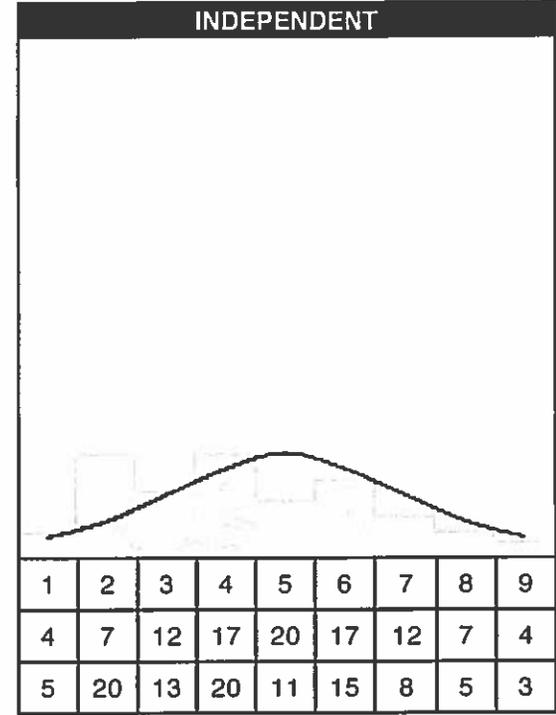
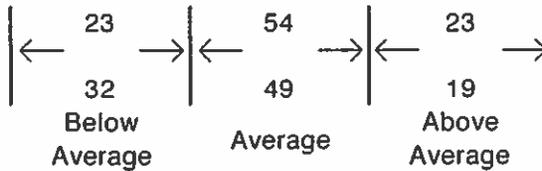
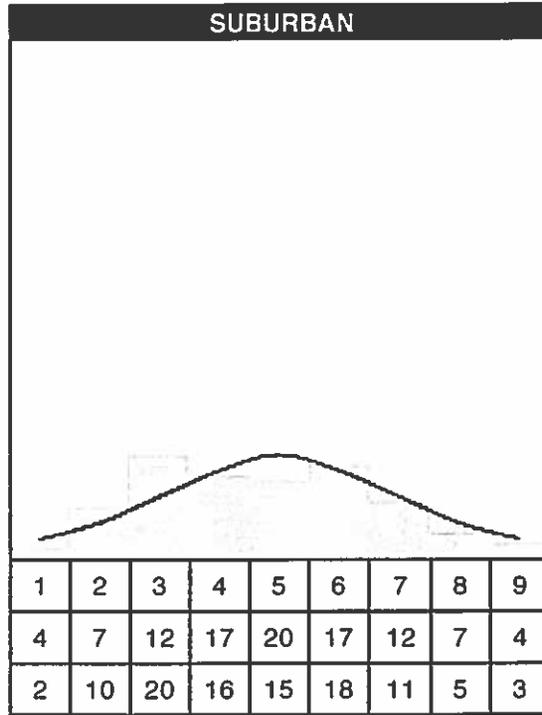
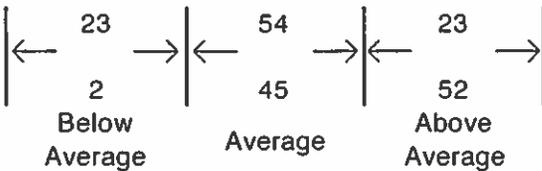
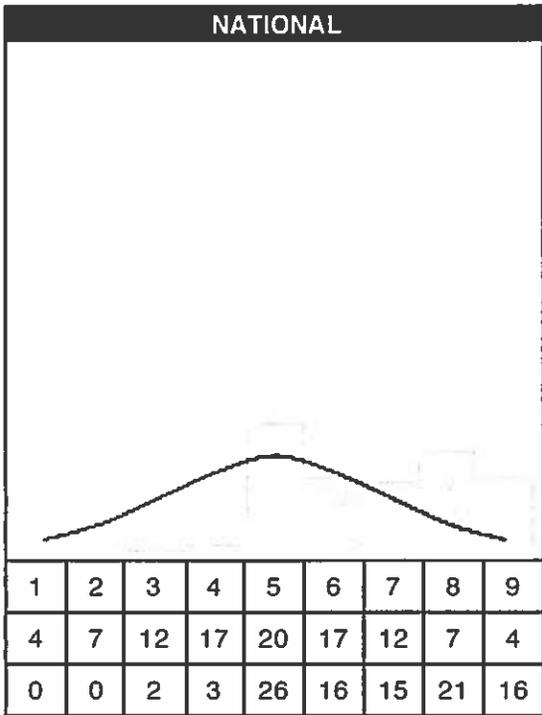
- **Below Average** - Stanines 1, 2, and 3
- **Average** - Stanines 4, 5, and 6
- **Above Average** - Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Verbal Reasoning

of students who took this test = 61
 Scaled Score Range = 481 - 977
 Mean Score = 662.9
 Standard Deviation = 115.1

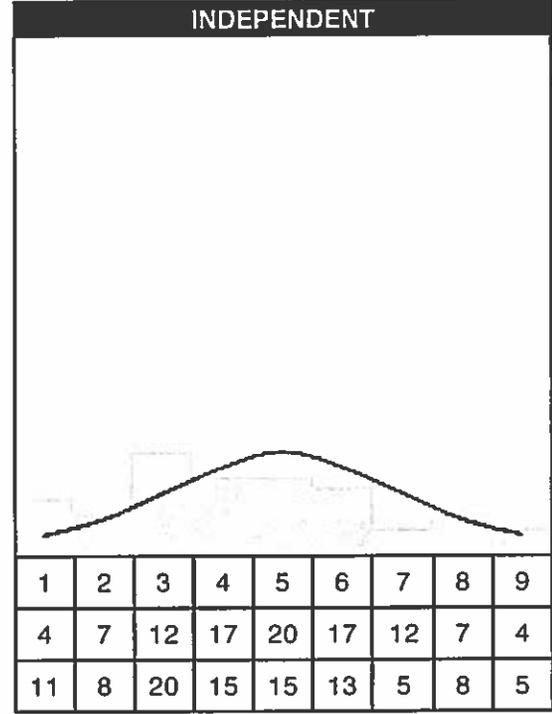
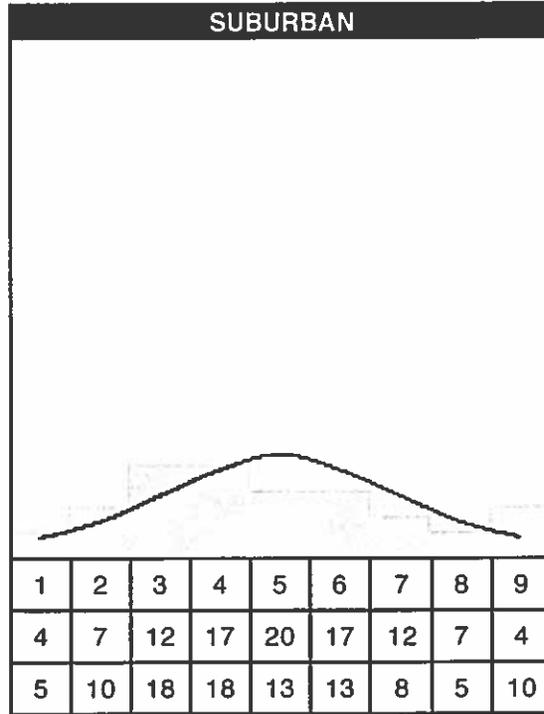
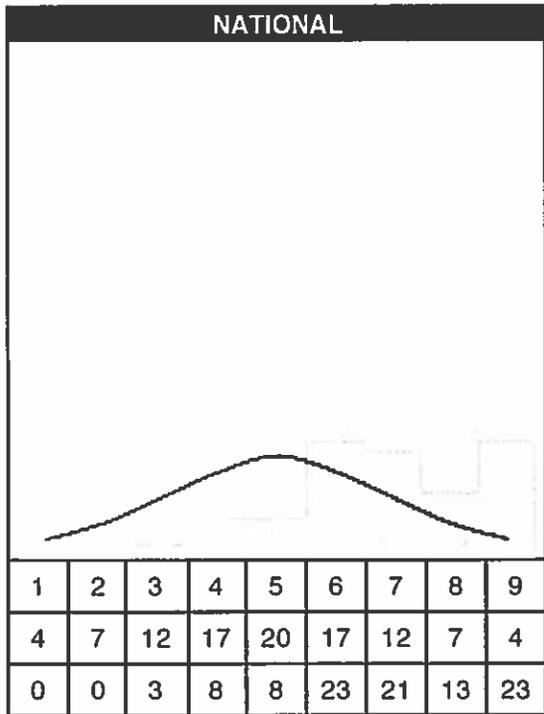
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	715	833	839	804	90	8	97	9	88	7	86	7
75th	625	743	758	747	75	6	93	8	76	6	70	6
50th	555	664	688	638	50	5	79	7	40	5	34	4
25th	493	593	615	556	25	4	52	5	13	3	9	2
10th	440	546	560	538	10	2	43	5	9	2	7	2



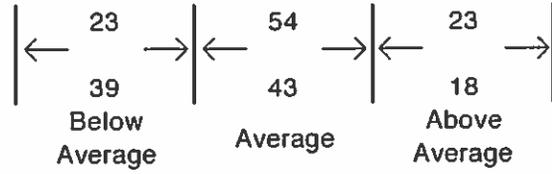
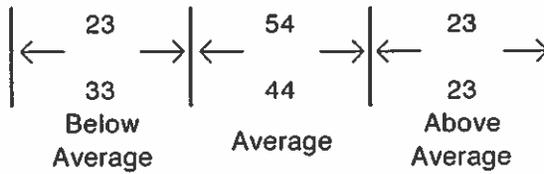
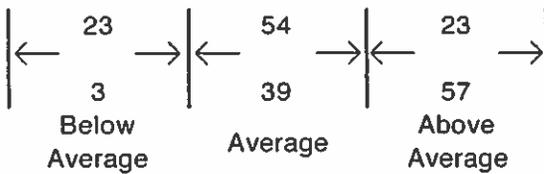
Vocabulary

of students who took this test = 61
 Scaled Score Range = 438 - 1001
 Mean Score = 670.2
 Standard Deviation = 127.4

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN SS	SN SS	IN SS	GN SS	GN %ile	S	NN %ile	S	SN %ile	S	IN %ile	S
90th	708	821	848	850	90	8	99	9	94	8	91	8
75th	621	753	778	752	75	6	94	8	73	6	66	6
50th	548	675	696	637	50	5	79	7	37	4	30	4
25th	480	605	625	576	25	4	62	6	18	3	12	3
10th	430	548	570	510	10	2	38	4	5	2	3	1



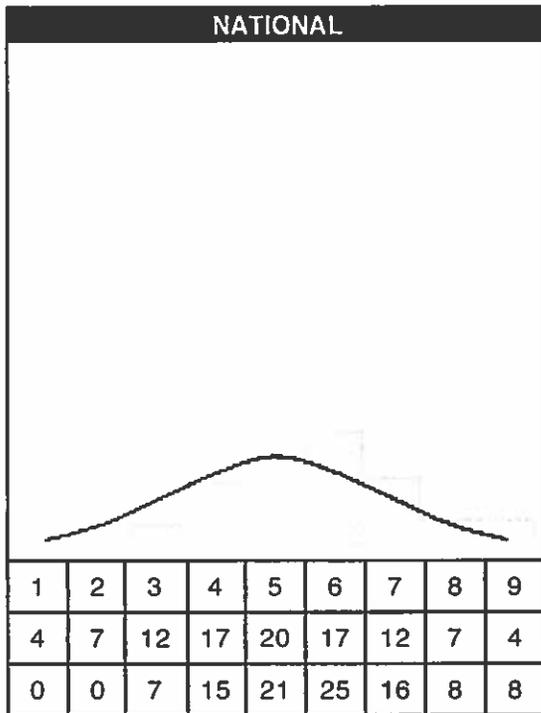
Stanine
 Norm %
 GN %
 Norm %
 GN %



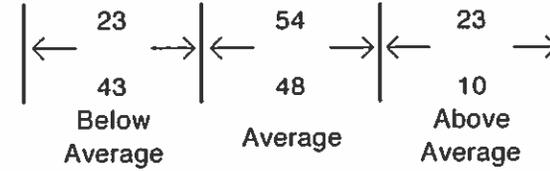
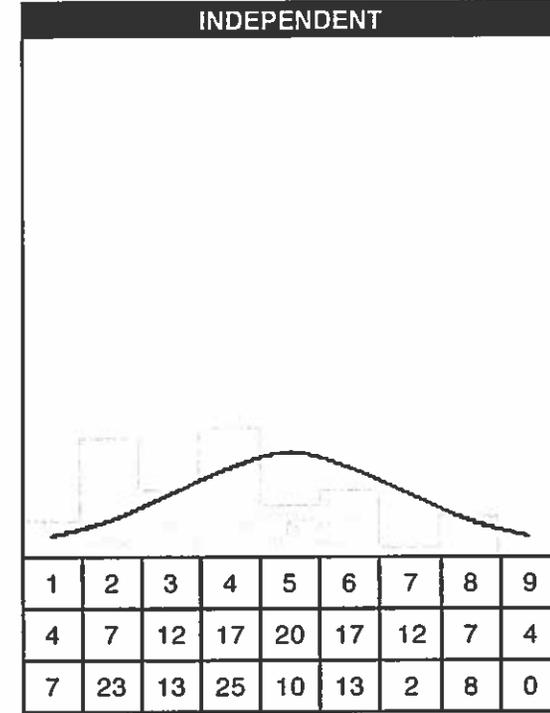
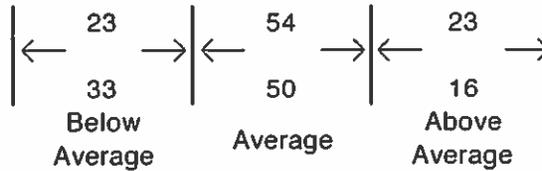
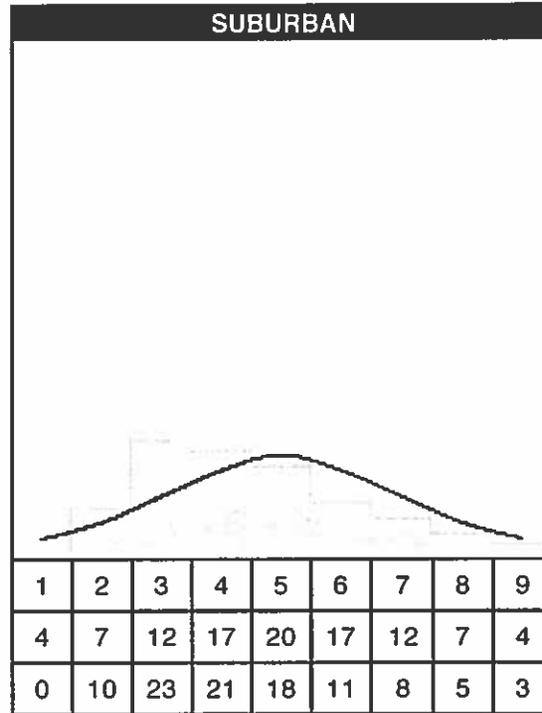
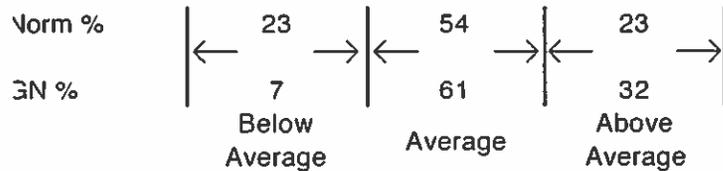
Reading Comprehension

of students who took this test = 61
 Scaled Score Range = 513 - 886
 Mean Score = 654.1
 Standard Deviation = 87.9

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	753	803	833	752	90	8	89	8	78	7	71	6
75th	681	736	762	709	75	6	82	7	65	6	56	5
50th	606	673	701	644	50	5	65	6	39	4	28	4
25th	543	606	640	583	25	4	41	5	18	3	9	2
10th	489	545	586	545	10	2	26	4	10	2	4	2



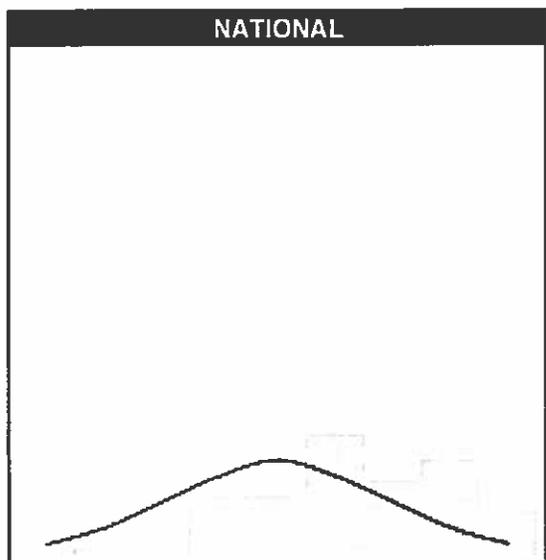
Stanine
 Norm %
 GN %



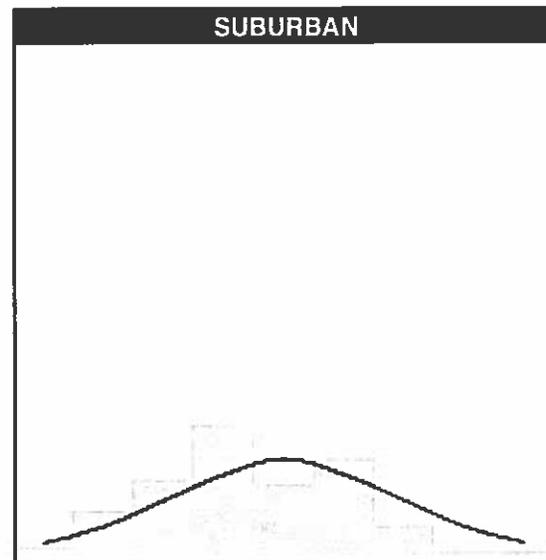
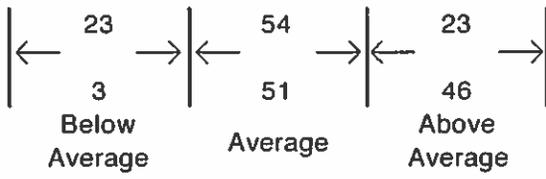
Writing Mechanics

of students who took this test = 61
 Scaled Score Range = 524 - 904
 Mean Score = 670.2
 Standard Deviation = 82.6

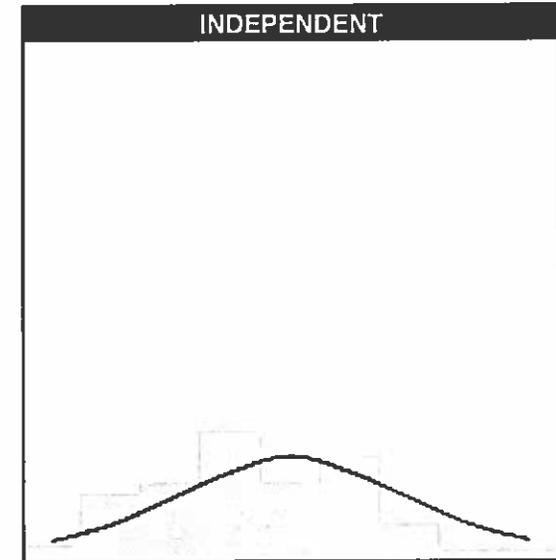
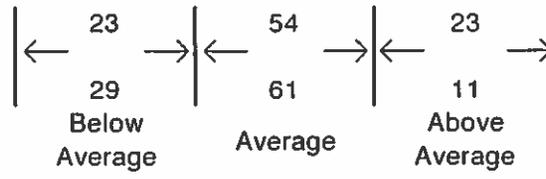
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN	SN		IN		
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	724	839	843	765	90	8	95	8	72	6	75	6
75th	644	781	765	734	75	6	91	8	60	6	63	6
50th	598	705	694	640	50	5	69	6	29	4	27	4
25th	557	628	631	605	25	4	52	5	18	3	15	3
10th	524	578	588	573	10	2	32	4	9	2	7	2



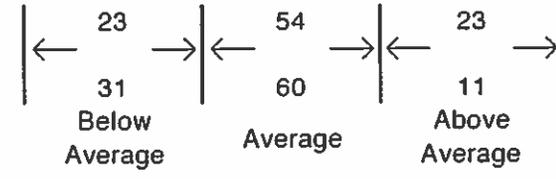
Stanine	1	2	3	4	5	6	7	8	9
Norm %	4	7	12	17	20	17	12	7	4
GN %	0	3	0	13	13	25	16	20	10



Stanine	1	2	3	4	5	6	7	8	9
Norm %	4	7	12	17	20	17	12	7	4
GN %	3	10	16	26	15	20	7	2	2



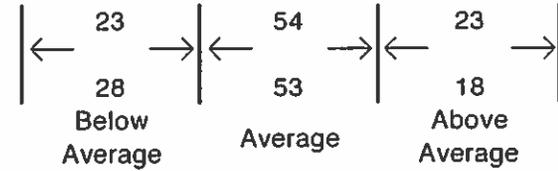
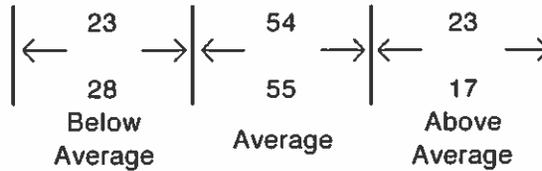
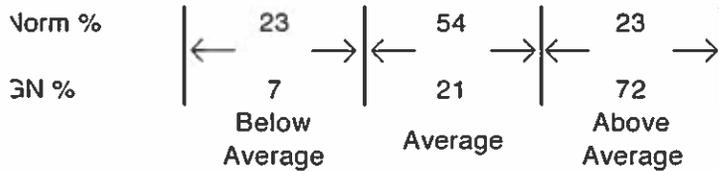
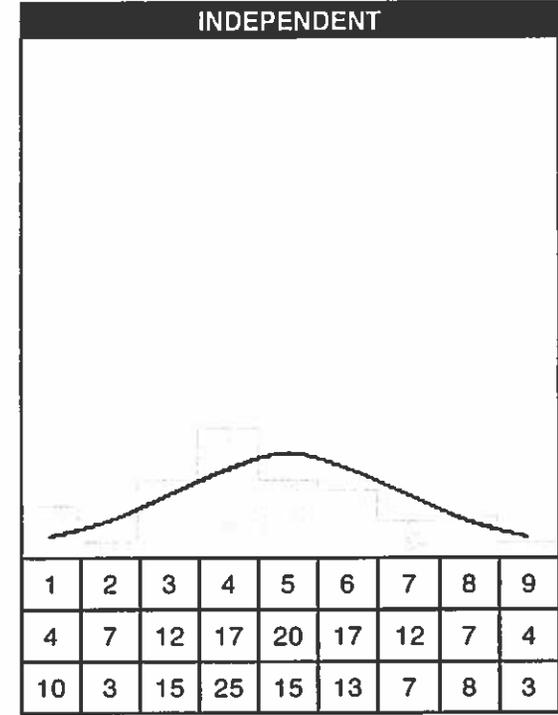
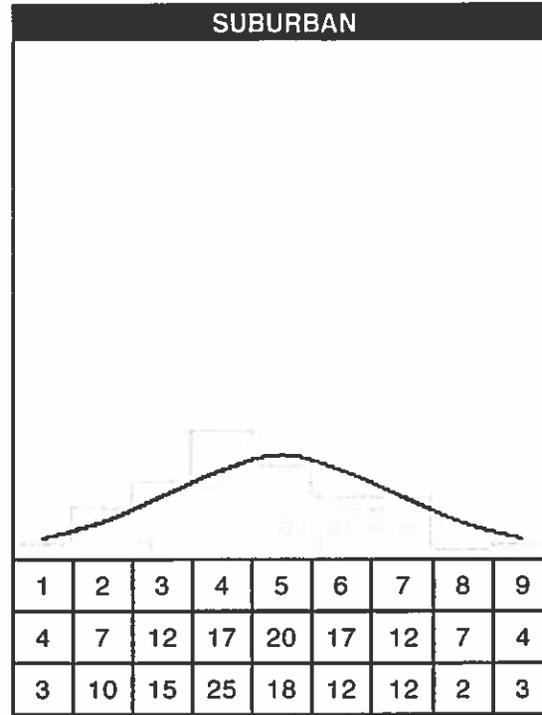
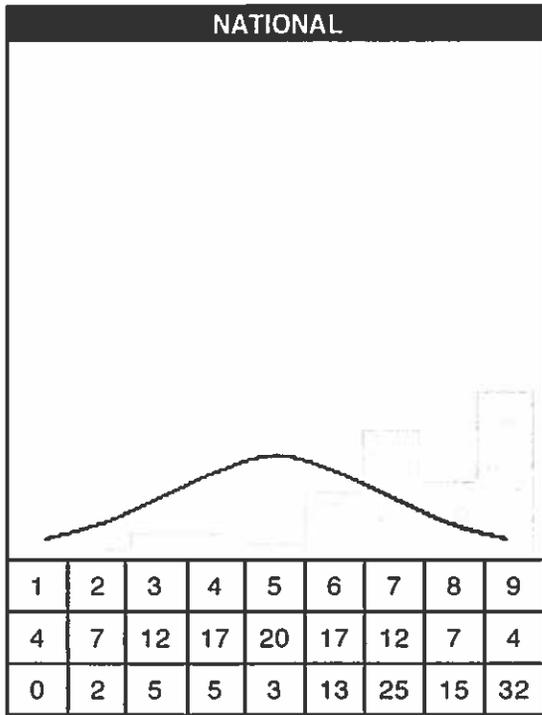
Stanine	1	2	3	4	5	6	7	8	9
Norm %	4	7	12	17	20	17	12	7	4
GN %	3	13	15	25	15	20	7	2	2



Quantitative Reasoning

of students who took this test = 60
 Scaled Score Range = 488 - 965
 Mean Score = 661.5
 Standard Deviation = 104.8

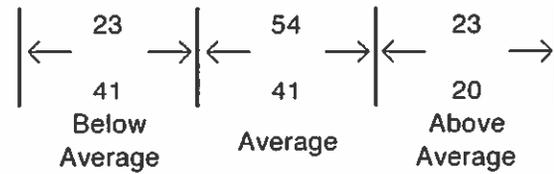
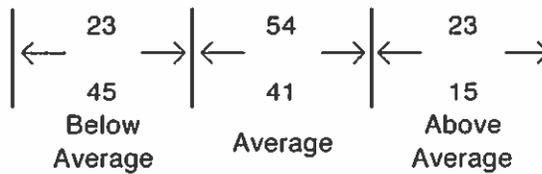
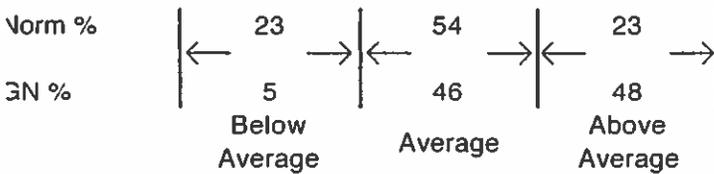
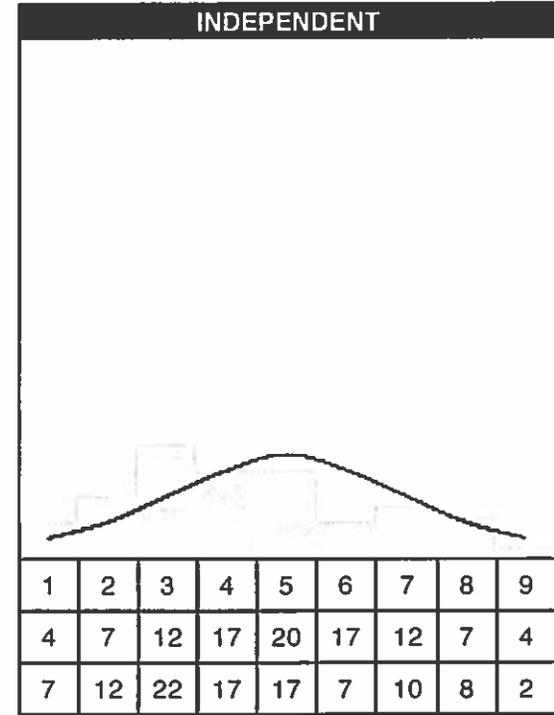
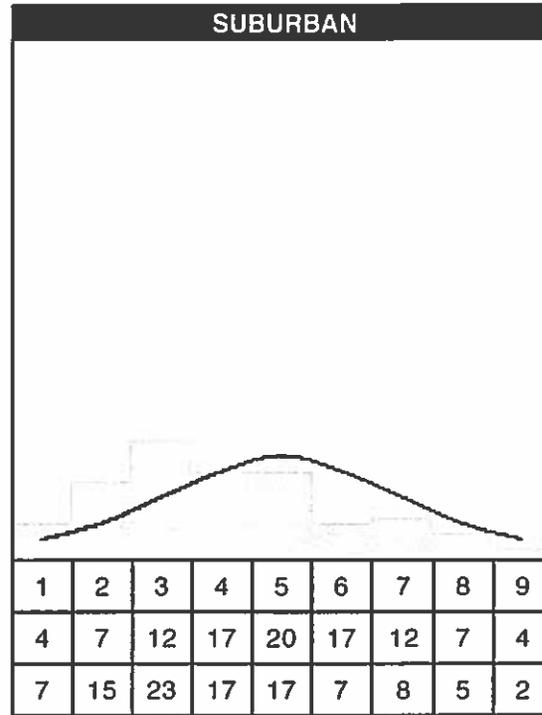
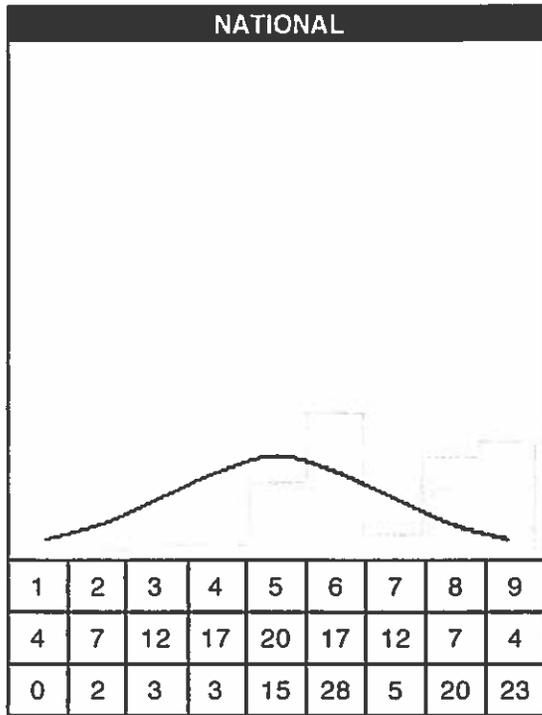
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	658	853	826	810	90	8	99	9	84	7	89	8
75th	603	770	747	720	75	6	97	9	60	6	67	6
50th	558	688	675	644	50	5	88	7	37	4	38	4
25th	527	606	610	594	25	4	72	6	22	3	20	3
10th	497	552	563	522	10	2	23	4	5	2	3	1



Mathematics 1&2

of students who took this test = 60
 Scaled Score Range = 496 - 979
 Mean Score = 671.7
 Standard Deviation = 103.1

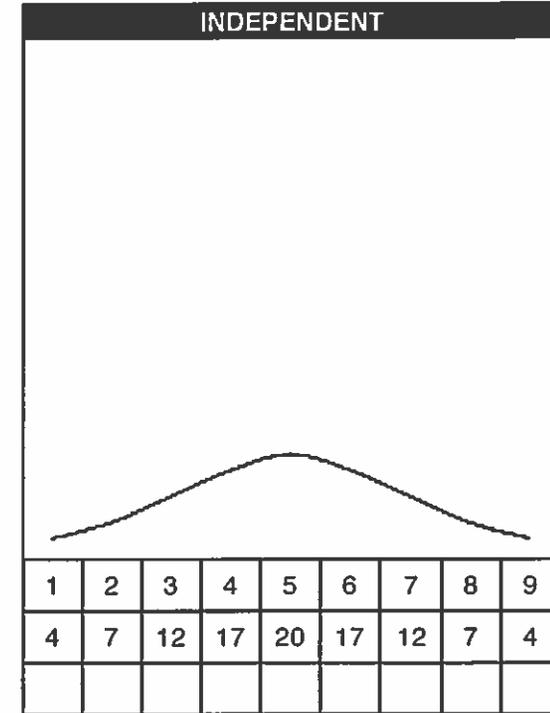
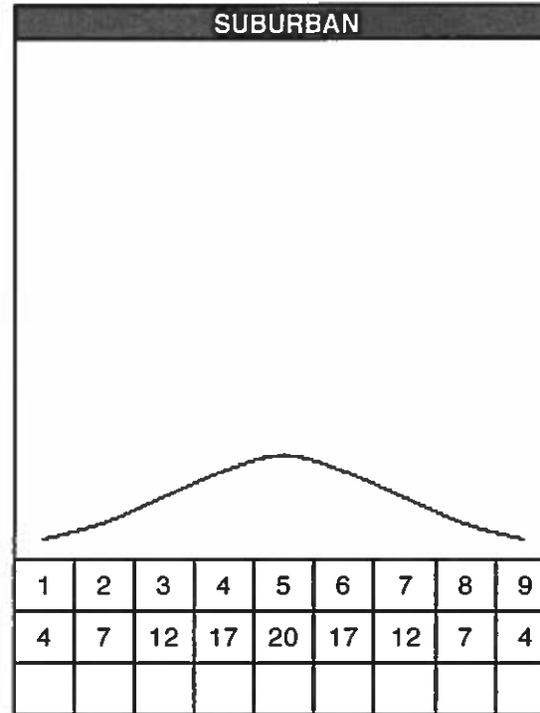
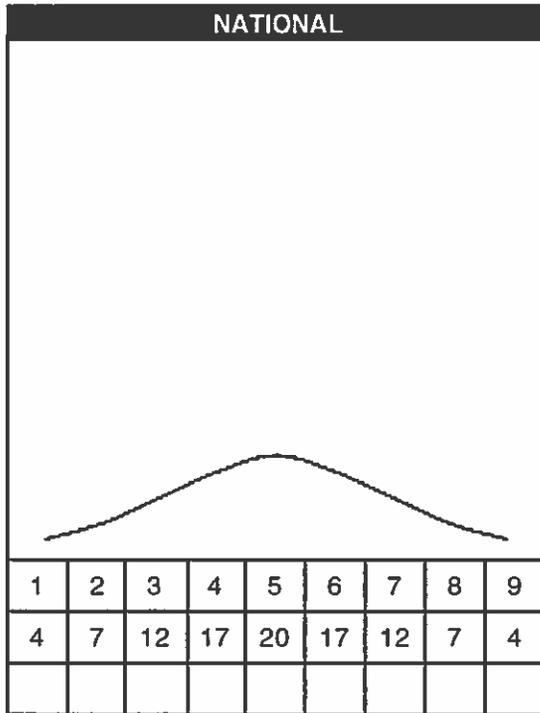
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	682	874	838	816	90	8	99	9	81	7	87	7
75th	627	792	762	722	75	6	95	8	54	5	63	6
50th	580	713	690	631	50	5	76	6	25	4	26	4
25th	540	631	627	601	25	4	62	6	14	3	15	3
10th	511	586	583	573	10	2	45	5	7	2	8	2



Science

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores							
Percentile	NN	SN	IN	GN	GN		NN	SN		IN	
	SS	SS	SS		SS	%ile		S	%ile		S
90th					90	8					
75th					75	6					
50th					50	5					
25th					25	4					
10th					10	2					



Stanine
 Norm %
 GN %

← 23 → ← 54 → ← 23 →
 n/a n/a n/a
 Below Average Average Above Average

Stanine
 Norm %
 GN %

← 23 → ← 54 → ← 23 →
 n/a n/a n/a
 Below Average Average Above Average

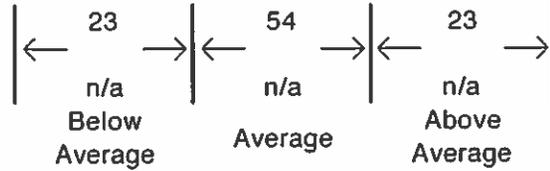
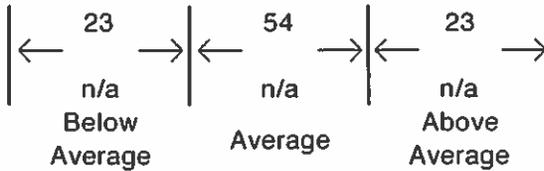
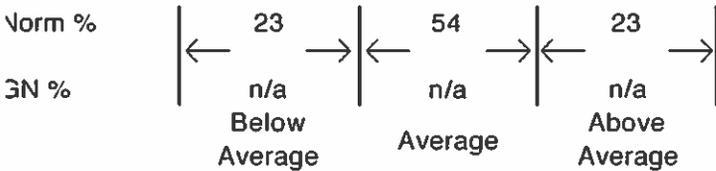
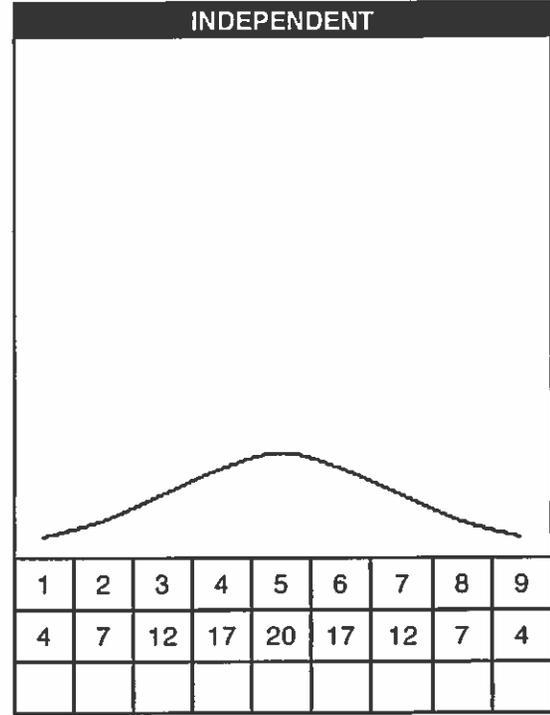
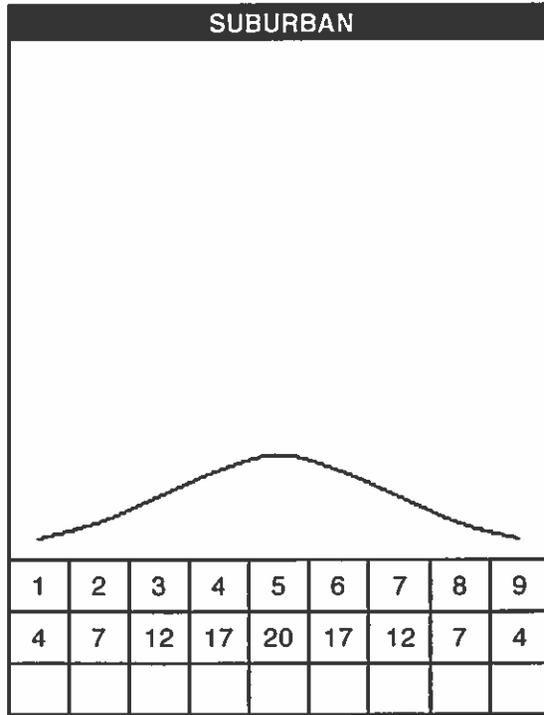
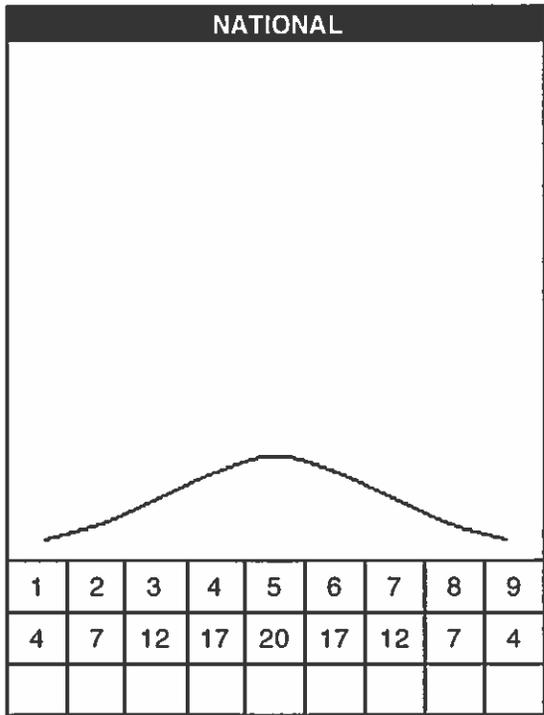
Stanine
 Norm %
 GN %

← 23 → ← 54 → ← 23 →
 n/a n/a n/a
 Below Average Average Above Average

Algebra 1

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores							
Percentile	NN	SN	IN	GN	GN		NN	SN		IN	
	SS	SS	SS		SS	%ile		S	%ile		S
90th					90	8					
75th					75	6					
50th					50	5					
25th					25	4					
10th					10	2					



CTP Administrator's Summary

The Administrator's Summary compares the performance of a local group of students with that of four norm groups:

1. **National Norm (NN)** - the estimated performance of all students in the United States at the relevant grade level;
2. **Suburban Norm (SN)** - the group of all students at that grade level in suburban public schools administering CTP at the relevant time of year (fall or spring);
3. **Independent Norm (IN)** - the group of all students at that grade level in independent private schools administering CTP at the relevant time of year (fall or spring);
4. **Association Norm (AN)** - the group of all students at that grade level in schools that belong to the association that administer CTP at the relevant time of year (fall or spring).

The statistics for the National Norm Group are based on a study conducted in spring 2002. The statistics for the suburban, independent, and association norm groups are based from the three previous testing years.

The report contains a separate page for each CTP test. Across the top of each page you will find the name of the school, the grade level of the students, the test date, the norm cycle (fall or spring), and the number of students tested.

In the upper left portion of the page are selected statistics describing the students' scaled scores:

- the **Scale Score Range** - the highest and lowest scores for this test.
- the **Mean Score** - the average score.
- the **Standard Deviation** an indication of how far away from the mean the students' scores tend to be; how widely they are dispersed throughout the possible score range.

The upper right portion of the page contains two tables:

- The **first table** shows the scale scores at the 90th, 75th, 50th, 25th and 10th percentiles of the three norms groups. The 10th percentile is the score that separates the bottom 10 percent from the top 90 percent, and similarly for the other percentiles.
- The **second table** shows where a student at the 90th, 75th, 50th, 25th, and 10th percentiles of the local group would fall in each of the three norm groups, in terms of percentile rank and stanine.

The lower portion of the page contains three graphs – one for each of the three norm groups: National, Suburban, Independent, or Association.

Below each graph is a table presenting the same information as the graph:

- "Norm %" is the percentage of the students in the norm group that fall into each stanine. These numbers are always the same, because the stanines are defined in terms of the norm group. They are represented on the graph by the curved line.
- "Grade %" is the percentage of the students in the local group that would fall in to each stanine of the norm group. These numbers are represented on the graph by the shaded bars.

The bottom two rows in each table show the percentage of the Norm group and the Local group in each of the following categories:

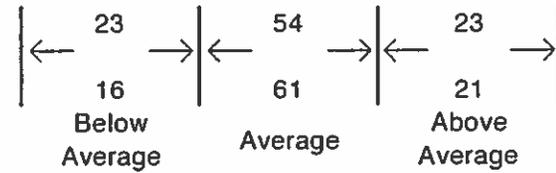
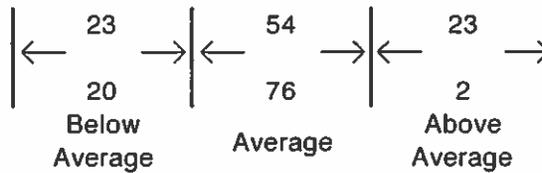
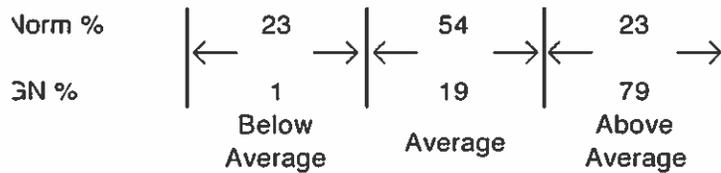
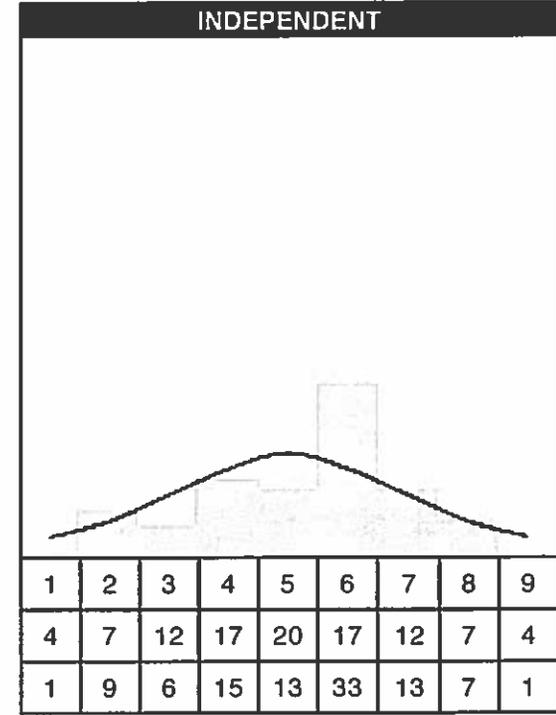
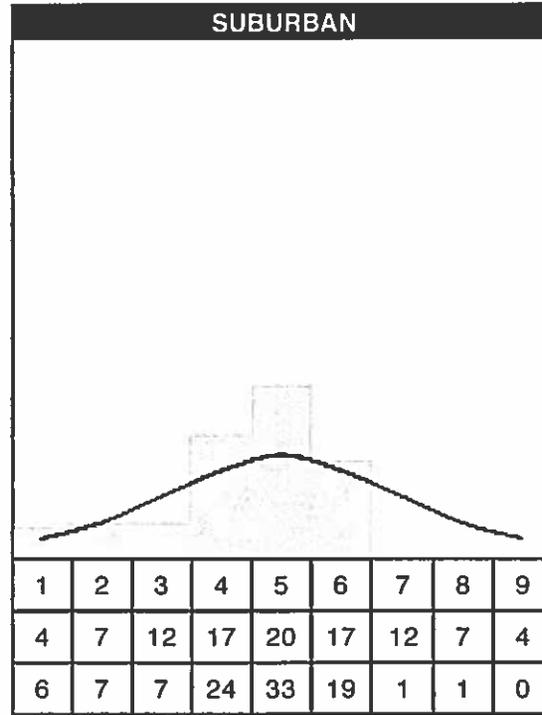
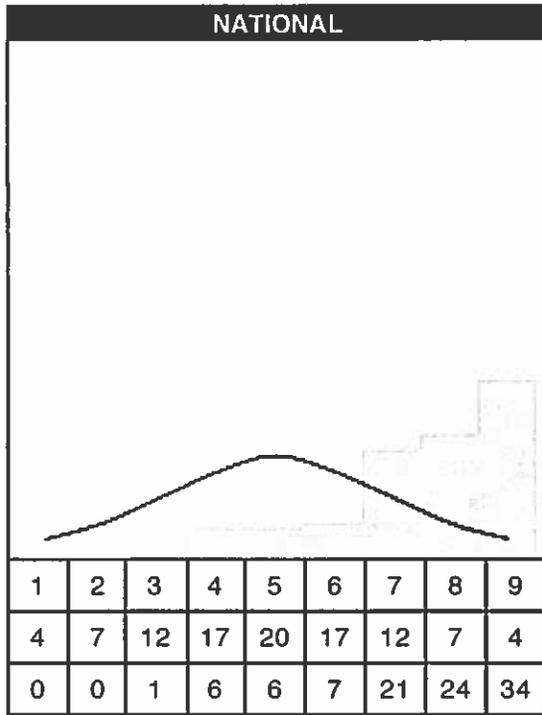
- **Below Average** – Stanines 1, 2, and 3
- **Average** – Stanines 4, 5, and 6
- **Above Average** – Stanines 7, 8, and 9

*No National Norms are available for Level 1 and 2.

Vocabulary

of students who took this test = 67
 Scaled Score Range = 565 - 1058
 Mean Score = 763.3
 Standard Deviation = 98.5

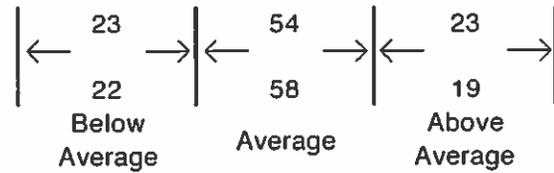
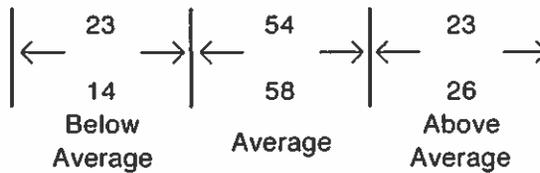
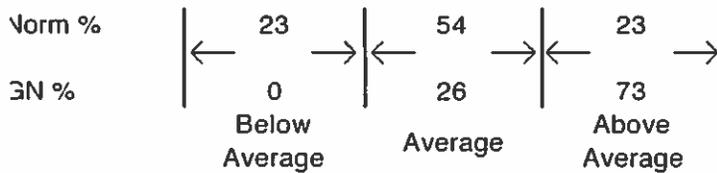
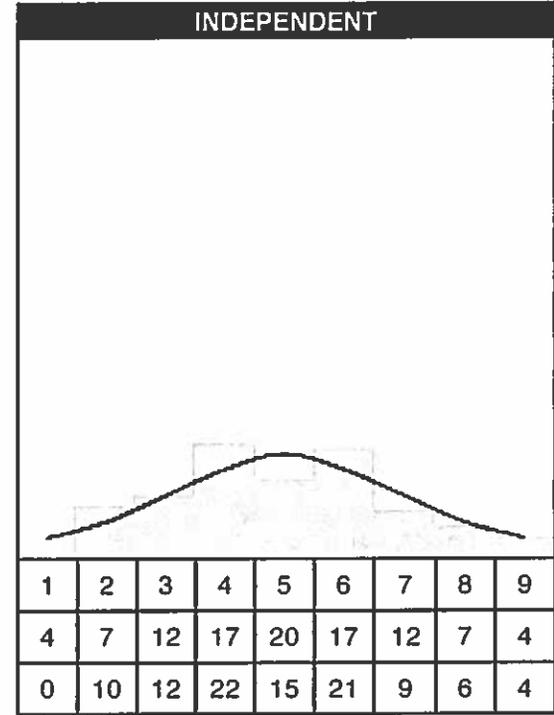
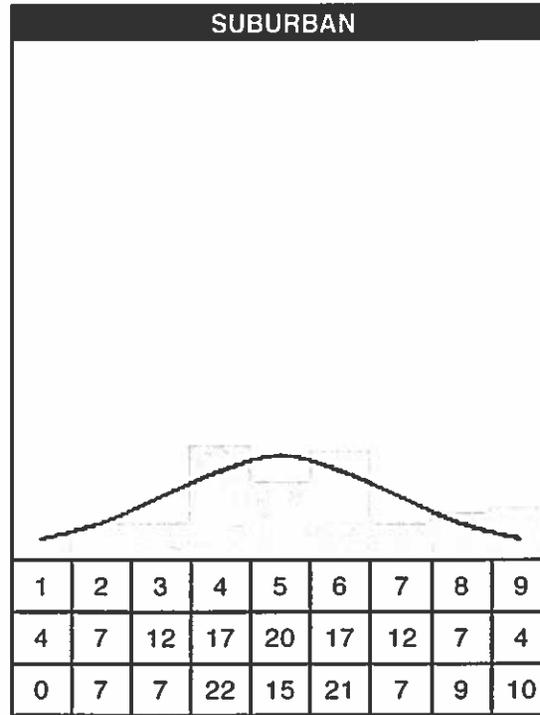
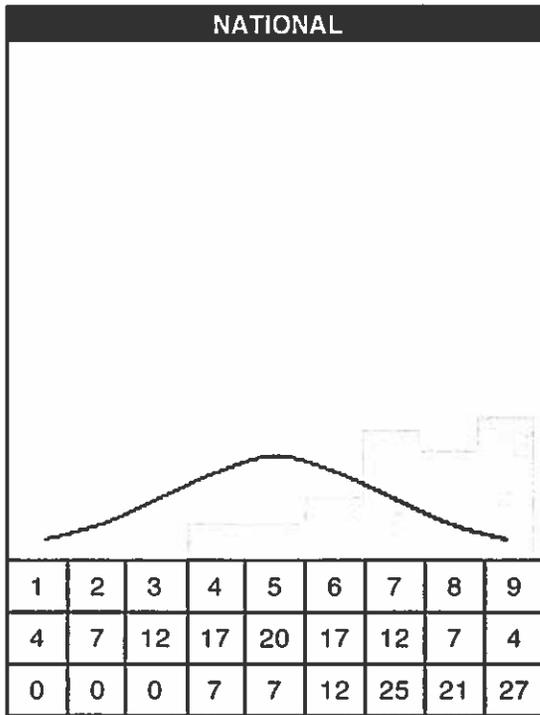
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	741	1052	919	871	90	8	99	9	67	6	85	7
75th	684	926	818	816	75	6	97	9	56	5	73	6
50th	632	789	740	768	50	5	93	8	45	5	61	6
25th	578	696	676	696	25	4	79	7	25	4	33	4
10th	522	657	625	625	10	2	47	5	6	2	10	2



Reading Comprehension

of students who took this test = 67
 Scaled Score Range = 525 - 1000
 Mean Score = 708.5
 Standard Deviation = 105.1

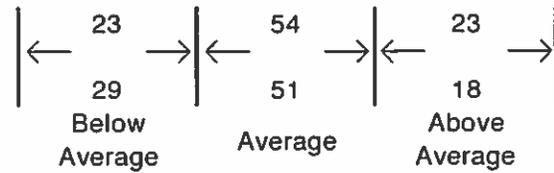
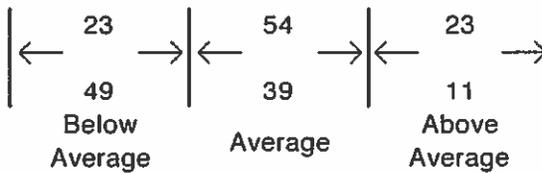
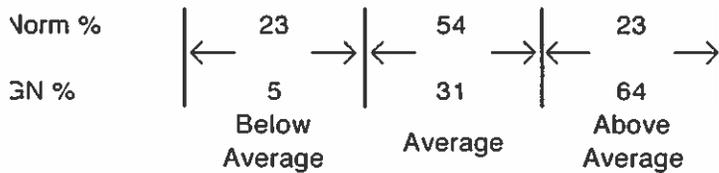
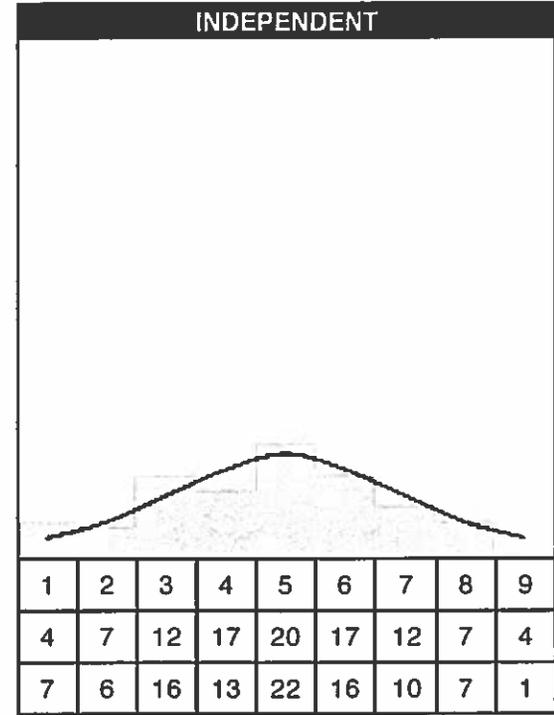
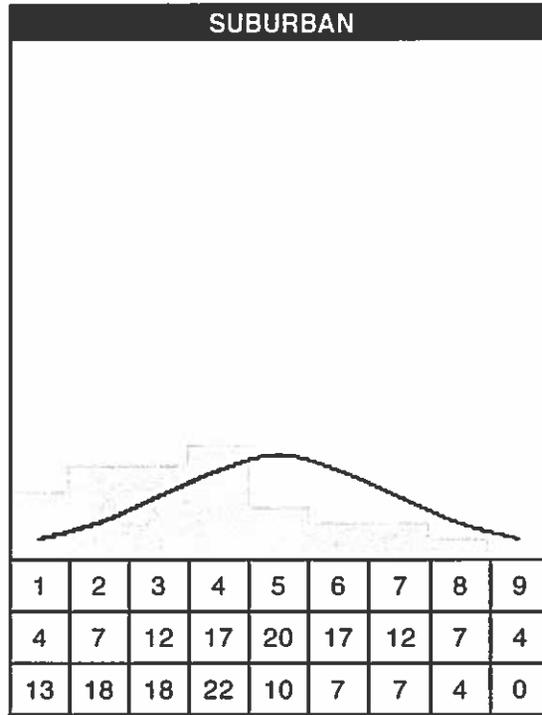
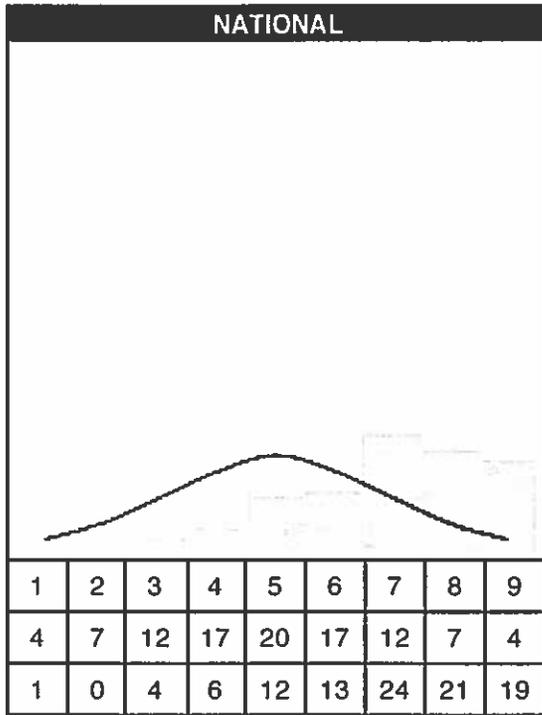
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	721	811	858	811	90	8	98	9	90	8	85	7
75th	650	753	773	776	75	6	96	9	82	7	76	6
50th	578	685	697	696	50	5	86	7	55	5	48	5
25th	522	610	627	636	25	4	72	6	32	4	27	4
10th	462	558	572	560	10	2	42	5	11	3	8	2



Writing Mechanics

of students who took this test = 68
 Scaled Score Range = 475 - 977
 Mean Score = 717.8
 Standard Deviation = 101.8

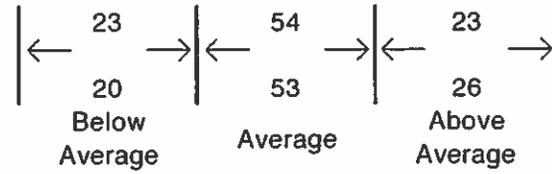
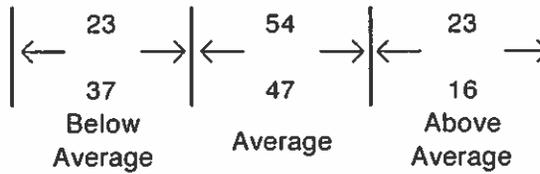
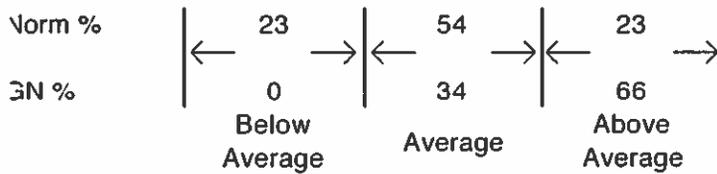
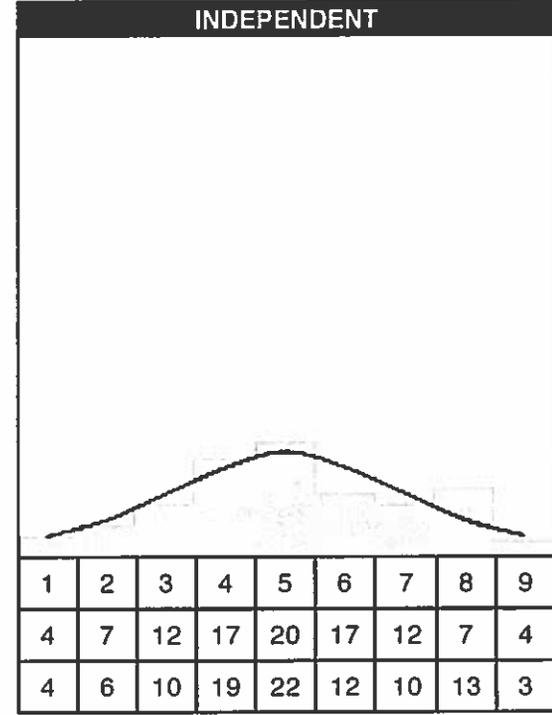
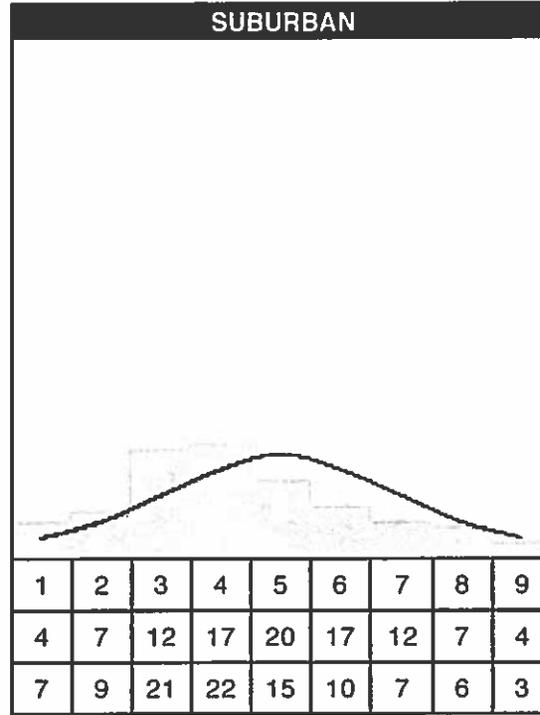
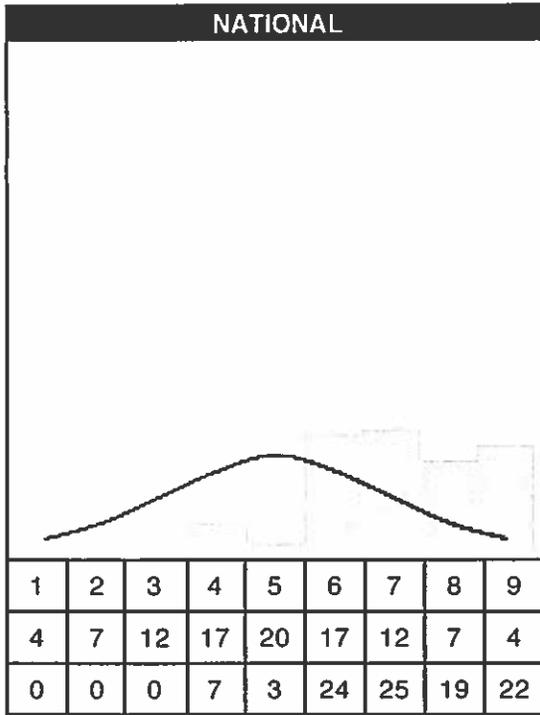
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	746	954	886	864	90	8	99	9	78	7	88	7
75th	674	846	802	775	75	6	93	8	42	5	67	6
50th	622	798	722	710	50	5	85	7	24	4	45	5
25th	568	721	659	642	25	4	60	6	6	2	19	3
10th	522	662	610	588	10	2	30	4	2	1	5	2



Writing Concepts & Skills

of students who took this test = 68
 Scaled Score Range = 520 - 1010
 Mean Score = 721.6
 Standard Deviation = 113.8

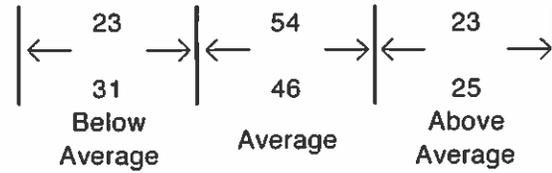
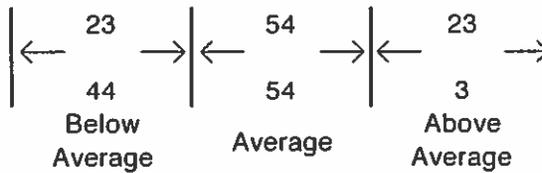
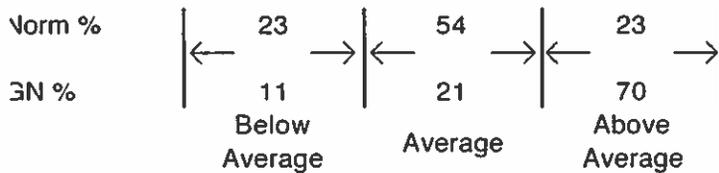
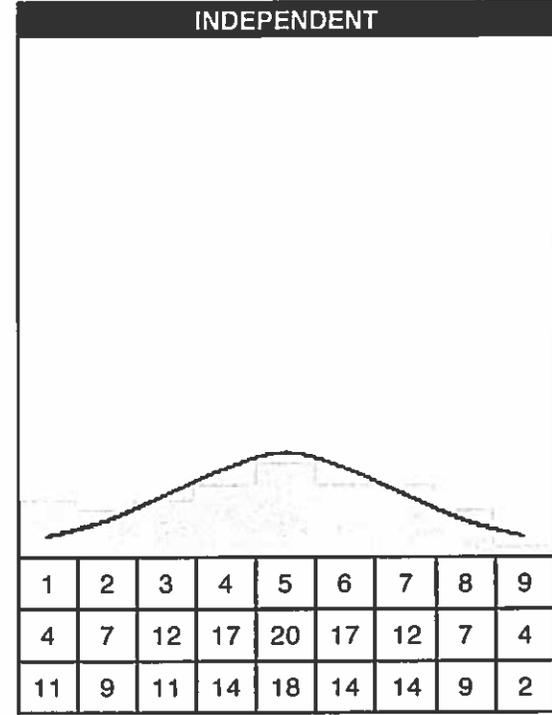
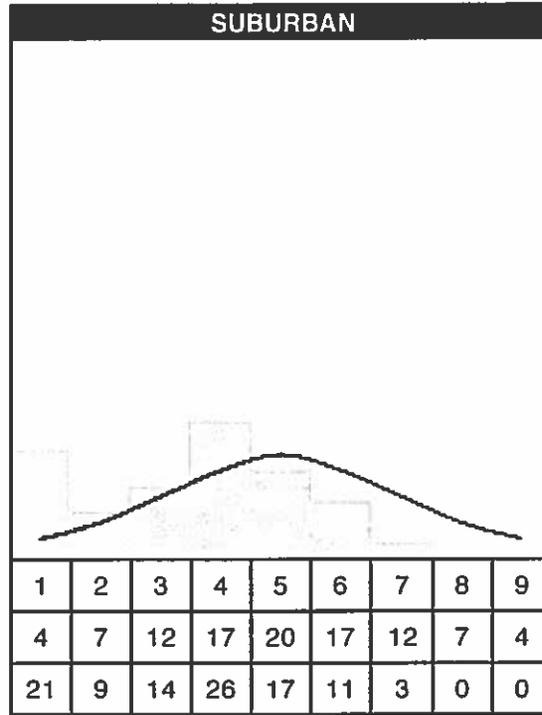
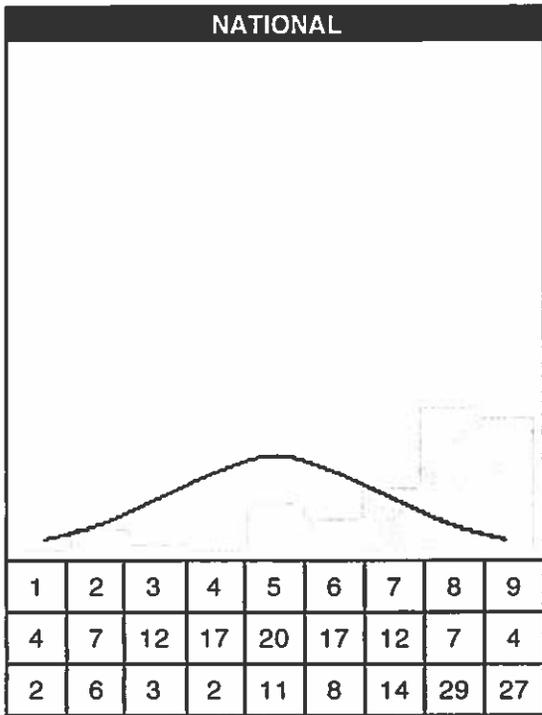
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	740	908	856	871	90	8	98	9	87	7	91	8
75th	655	828	791	794	75	6	95	8	65	6	78	7
50th	582	747	713	690	50	5	83	7	28	4	41	5
25th	511	682	647	643	25	4	72	6	16	3	24	4
10th	437	623	590	582	10	2	50	5	7	2	9	2



Quantitative Reasoning

of students who took this test = 66
 Scaled Score Range = 478 - 970
 Mean Score = 712.0
 Standard Deviation = 117.9

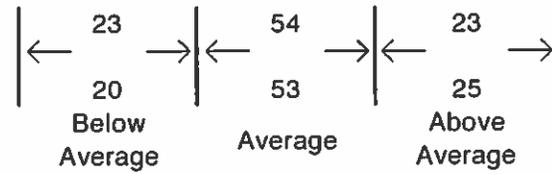
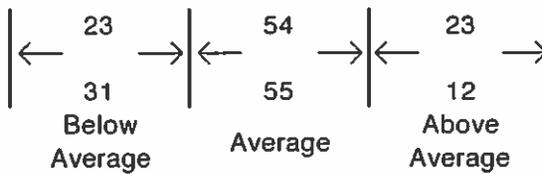
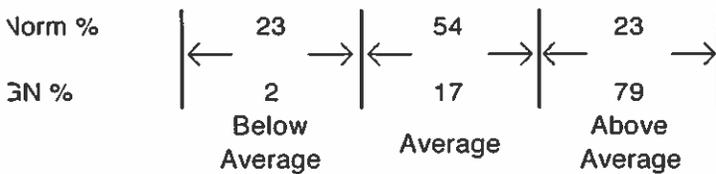
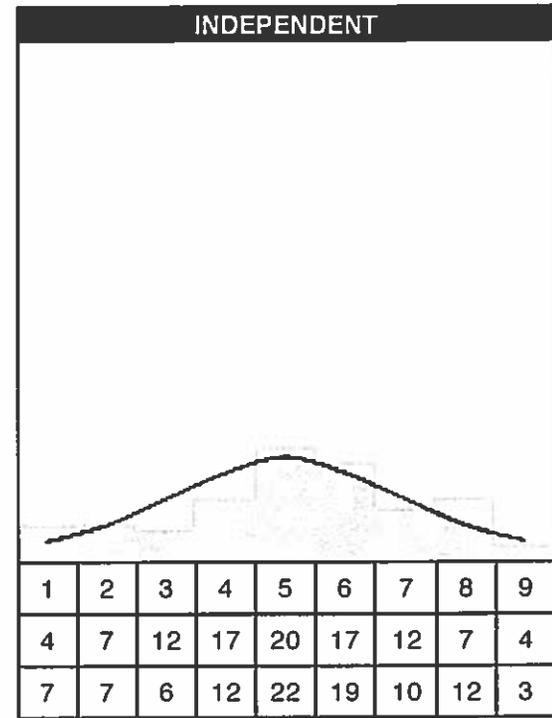
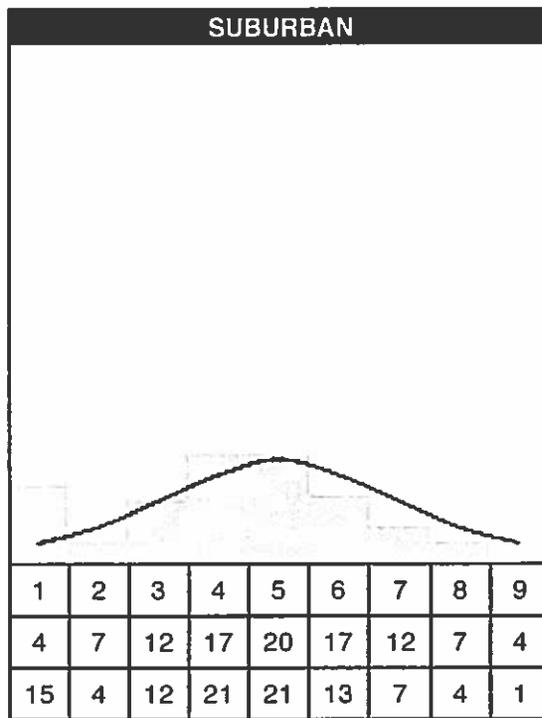
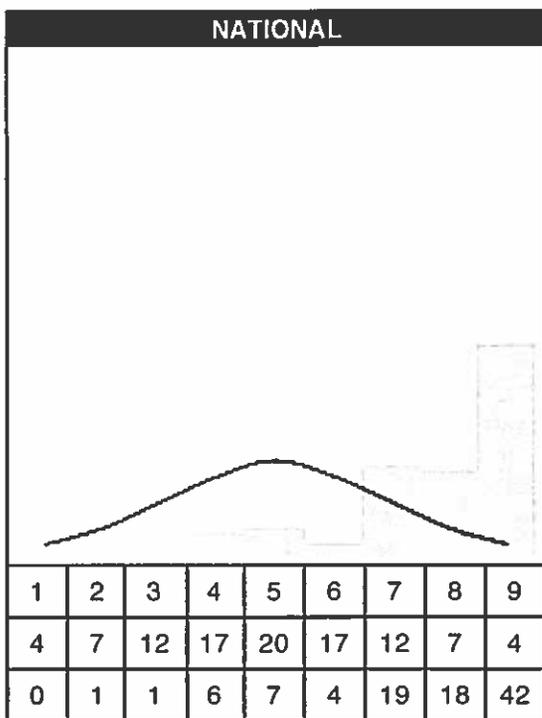
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	710	1026	889	871	90	8	99	9	61	6	88	7
75th	638	936	798	795	75	6	97	9	46	5	74	6
50th	596	811	718	699	50	5	90	8	26	4	44	5
25th	561	696	645	611	25	4	62	6	6	2	14	3
10th	536	642	597	547	10	2	14	3	1	1	2	1



Mathematics 1&2

of students who took this test = 67
 Scaled Score Range = 536 - 1028
 Mean Score = 736.7
 Standard Deviation = 114.3

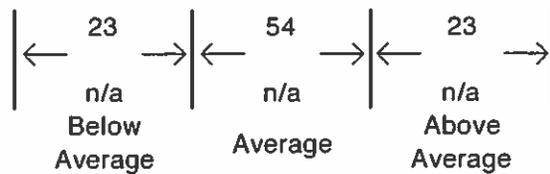
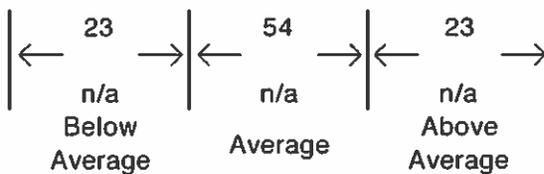
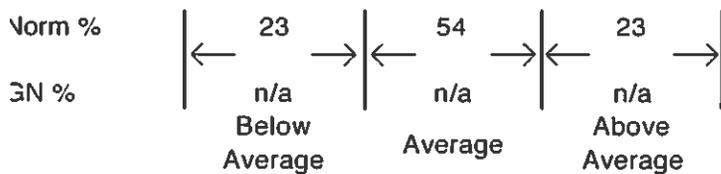
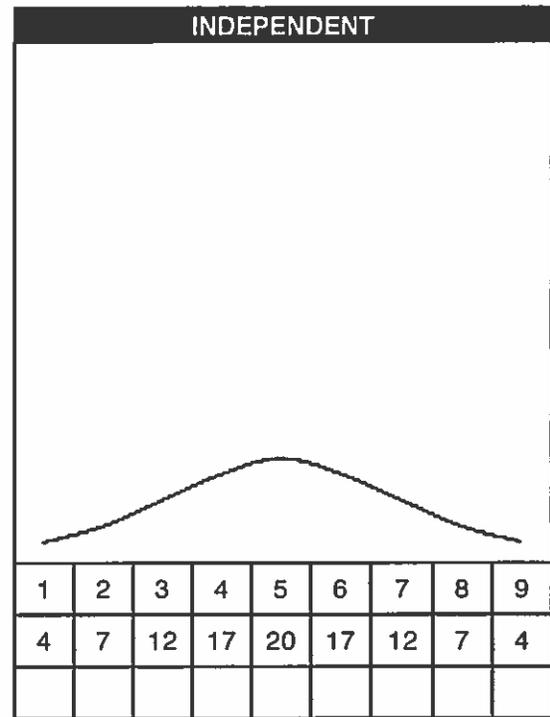
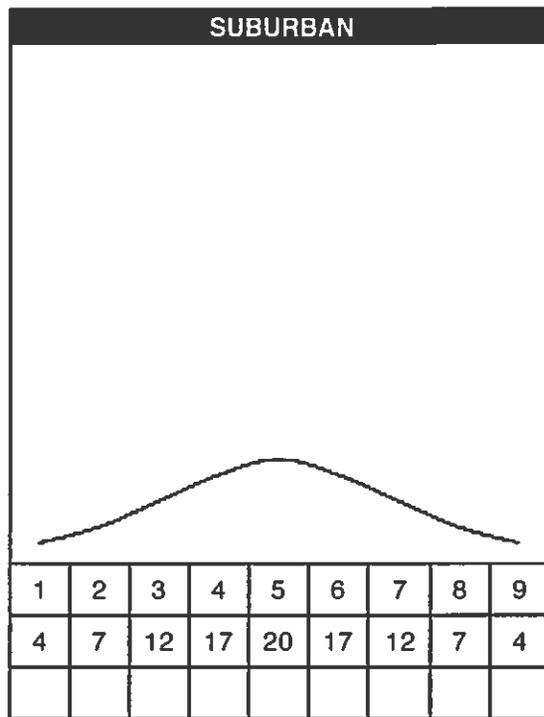
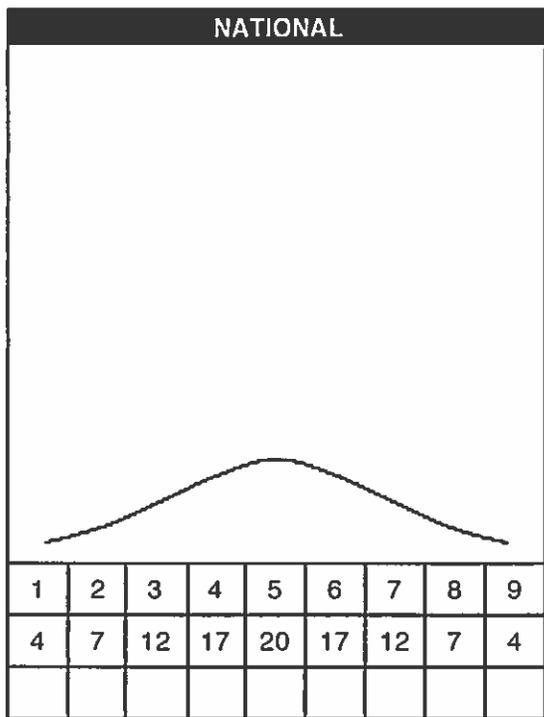
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS	SS	%ile	S	%ile	S	%ile	S	%ile	S
90th	707	947	892	905	90	8	99	9	81	7	92	8
75th	645	872	799	799	75	6	98	9	60	6	75	6
50th	596	764	716	726	50	5	93	8	38	4	54	5
25th	562	686	650	665	25	4	82	7	18	3	31	4
10th	538	630	602	580	10	2	40	5	2	1	5	2



Algebra 1

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

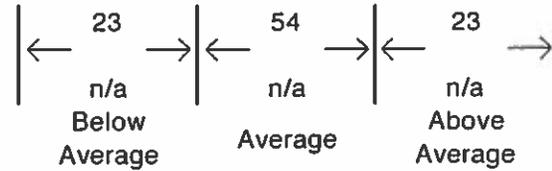
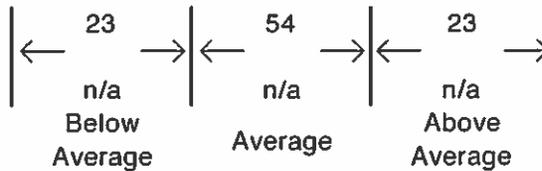
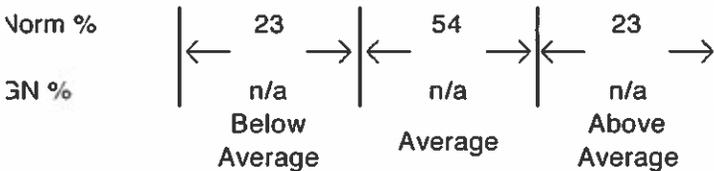
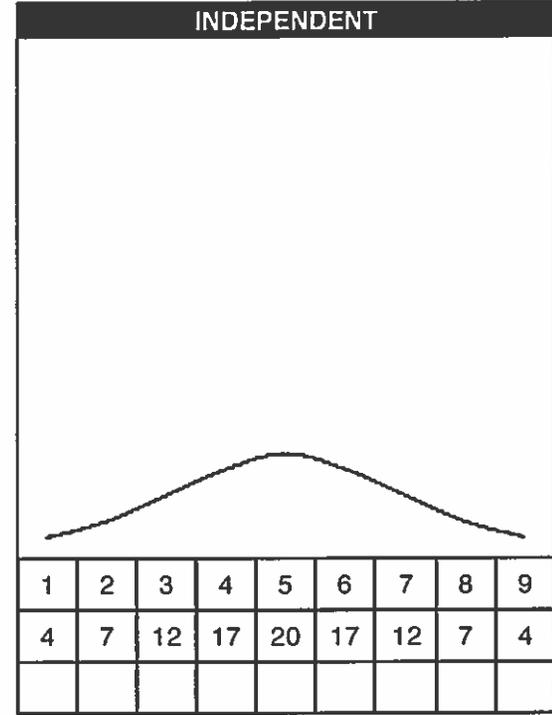
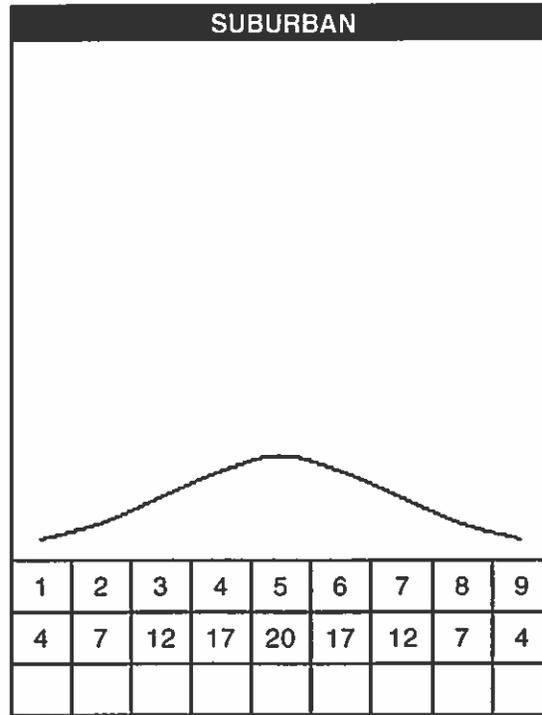
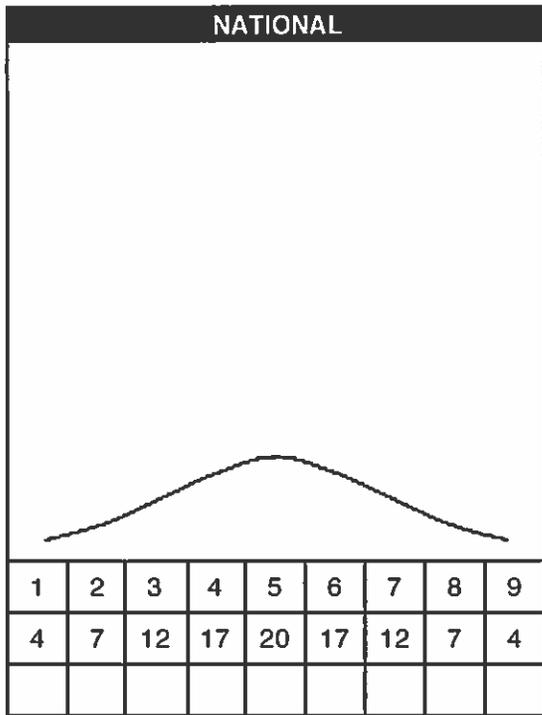
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th					90	8						
75th					75	6						
50th					50	5						
25th					25	4						
10th					10	2						



Science

of students who took this test = 0
 Scaled Score Range = n/a
 Mean Score = n/a
 Standard Deviation = n/a

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching GN Scale Scores								
Percentile	NN	SN	IN	GN	GN		NN		SN		IN	
	SS	SS	SS		SS	%ile	S	%ile	S	%ile	S	%ile
90th					90	8						
75th					75	6						
50th					50	5						
25th					25	4						
10th					10	2						



Heathwood Hall Episcopal School
2017-2018

SAT Averages:

Srs: 1204.11

Jrs: 1246.67

Soph: 1330.00

Fr: none taken

ACT Averages:

Sr: 24.7

Jr: none in our records

Soph: 28

Fr: none

PSAT Averages

Srs- didn't take this year.

Jr:1147

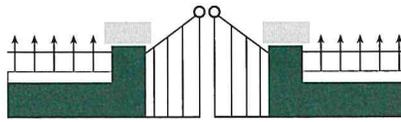
Soph:1073

FR: 1053

INDEPENDENT ACCOUNTANTS' REPORT
ON
APPLYING AGREED-UPON PROCEDURES

HEATHWOOD HALL EPISCOPAL SCHOOL

For the Program Year Ending June 30, 2018



1704 Laurel Street
Columbia, SC 29201

P.O. Box 2411
Columbia, SC 29202

The Hobbs Group

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS, PA

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

To the Audit Committee of Heathwood Hall Episcopal School
3000 S Beltline Blvd
Columbia, South Carolina 29201

We have performed the procedures enumerated below, based on the requirements of the Educational Credit for Exceptional Needs Children ("ECENC") program, which were agreed to by the Heathwood Hall Episcopal School (the "School") solely to assist you with an evaluation of the School's compliance. The School's management is responsible for its financial records, internal controls, and compliance with laws and regulations for the program year ending June 30, 2018. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures enumerated 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 confirmed the School did document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2017-18 were for eligible children enrolled in the school.

We noted no exceptions as a result of our procedure.

- We verified the School did document the total amount of each grant per child from every scholarship funding organization (SFO).

We noted no exceptions as a result of our procedure.

- We verified the School did document that no grant exceeded \$11,000 during school year 2017-18.

We noted no exceptions as a result of our procedure.

- We inquired concerning students that withdrew during the school year to verify, if any, the School returned a prorated amount of the grant to the SFO.

No students withdrew during the school year.

- We verified the total amount of each grant was used for tuition which is defined as "the total amount of money charged for the cost of 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 procedure.

Let

This 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 subject matter for the program year ending June 30, 2018. 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 the School and the South Carolina Education Oversight Committee and is not intended to be and should be used by anyone other than these specified parties.

July 6, 2018
Columbia, South Carolina

The Hollar Group, P.A.