

**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 NEW Schools to Participate 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.

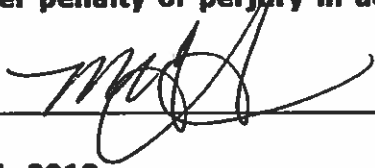
Independent School Name:	St. Martin de Porres Catholic School
Independent School Contact Person:	Michael F. Acquilano
Independent School Address:	2225 Hampton Street
City, State, Zip Code:	Columbia, SC 29204
Independent School Telephone Number:	(843) – 261-0535
Independent School Fax Number:	(843) – 804-9462
Independent School E-mail Address:	macquilano@charlestondiocese.org
Independent School Website Address:	www.saintmartindepores.net

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is located in this state.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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.	<input type="checkbox"/>	<input checked="" 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. By June 30, 2019, will your school submit a compilation, review, or compliance audit of the school's financial statements as relating to the grants received and conducted by a certified public accounting firm if you receive grants from Exceptional SC between July 1, 2018 and June 30, 2019? Please complete Document D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws.

Signature: _____



Date: June 1, 2018

Print Name of Signature Above: Michael F. Acquilano, J.D.

Title: Director

Email: macquilano@charlestondiocese.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

Name of Catholic school	Number of students applying	Please list the documented disabilities of the children your school plans to serve in the 2016/17 school year.	Please list the academic supports (resource room, specifically designed program, accommodations, staff, etc.) provided to these children.
Bishop England High School	51	ADHD, LD-AP, LD-NOS, Anxiety, LD-M, Visual Impairment, AP, LD-R, Autism, Ectodermal Dysplasia, LD-WE, Aspergers, Cognitive Disability, Dyslexia, Dysgraphia and Executive Function	The school provides a separate program, Options Program, for students with Cognitive Disability or other severe learning disabilities. We provide accommodations for students with a diagnosed disability, and also provide extra assistance through a learning lab and math tutors. All staff receives additional training yearly to assist with student with learning differences.
Blessed Sacrament Catholic School	19	speech/language, ADHD, selective mutism, Anxiety Disorder, Post Traumatic Strss Disorder, Hyperactivity, Dyslexia, Oppositional Defiant Disorder, Hypertopia, Supertropia superior oblique palsy, dfect in binocular usia, Learning disabilities	Resource Room, Specific Program, Accommodations for classroom and outside assistance available.
Cardinal Newman School	72	Down Syndrome; Autism; Dyslexia; Dysgraphia; hearing impaired; ADHD with executive functioning difficulties; math and reading disabilities; Asperger's Syndrome; Tourette's Syndrome	Specific Program for cognitively challenged (DeLaSalle Program); resource room; special education certified teacher; accommodations for learning challenges; all staff trained in implementing accommodations; all staff trained in differentiated instruction
Christ Our King-Stella Maris Catholic School	30	Dysgraphia, Dyslexia, Downs Syndrome, Hearing Impairments, ADHD, Processing Disorders	Resource Room, academic accommodations, extended testing time, study skills class, individualized study sessions, teacher support, resource immersion and reading support
Divine Redeemer Catholic School	2	Deaf/Hard of Hearing & Speech or Language Impairment, ADD, Autism Spectrum Disorder	We make accommodations as possible after consultation with parents. Tutoring outside the classroom from trained staff and outside professionals.
Holy Trinity Catholic School	9	Autism Spectrum Disorder(3), Hearing Impaired(1) Specific Learning Disability(1)	2 resource staff, accommodation plans for each student followed by resource staff and teachers

John Paul II Catholic School	21	ADHD, Specific Learning Disabilities, Dyslexia, Visual and Hearing Impairments, Physical Disabilities, Spectrum Disorders	Inclusionary classrooms, Modified instruction, Certified Special Education teacher, Math tutor, Provision of accommodations such as extended time, small testing environment, extra assistance, audio books, voice recognition software and other accommodations and modification designed for specific students.
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Nativity Catholic School	7	Developmental Delay (Downs Syndrome)	Resource room; 1 staff member; accommodations for support plan
Our Lady of Peace Catholic School	33	ADHD, Speech and language, Developmental delay, Occupational therapy, legally blind, Autism, Fanconi anemia, orthopedic deformity, adjustment disorder (depression/anxiety), Tourette's disorder, Anxiety disorder, Coordination disorder, Congenital Club Foot, Sensory processing disorder, Learning disability	Resource teacher, Instructional Extension classes for reading and math, tutorial programs, accommodations by teacher and staff, professional development for teachers to teach students with special needs
Our Lady of the Rosary Catholic School	32	Hearing Impaired, Down's Syndrome, ADHD, Dyslexia, Autism, and all areas covered in the Arrowsmith Program.	Arrowsmith Program, Inclusion Program with support staff, accommodations provided using a Student Academic Plan
Prince of Peace Catholic School	20	ADHD, Specific Learning Disabilities, Dyslexia, Visual and Hearing Impairments, Physical Disabilities, Spectrum Disorders	Resource room, specifically named program, professional development for teachers
Saint John Catholic School, North Charleston	35	Autism Spectrum Disorders, Cognitive conflicts, Processing conflicts, Attention conflicts, Behavioral conflicts, Skill and Strategy conflicts, Attention Deficit Disorder - with hyperactivity, -without hyperactivity, -selective attention, - passive inattention, dyslexia, processing problems, retrieval problems, output problems, modality problems, memory problems, ADHD, separation anxiety	Newly constructed sensory room, K4 -K5 limited to 15 students, Grades 1 - 8 class size is 10 students or less, curr. flexibility to meet the needs of our students, accommodations based on student need, carefully revised and newly purchased playground equipment, teacher support staff as needed
St Anthony of Padua Catholic School	15	Speech and Hearing, ADHD, Autism Spectrum	speech and hearing pathologist Special education teacher student support team
St. Andrew Catholic School	30	Dyslexia, Cerebral Palsy, ADHD and emotional disorder, brain tumor.	Dyslexia Tutors, Shadow for the Cerebral Palsy student and student with severe learning disability and ADHD, Learning Ally-textbooks by audio device, one reading resource specialist, one certified LD teacher to work as the shadow, two part-time, certified nurses, a resource room for tutoring for shadows to accommodate individualized learning, the parish rectory being transformed into a tutor center for children diagnosed with dyslexia.
St. Anne St. Jude Catholic School, Sumter	2	Dyslexia, ADD, ADHD, Autism	Accommodations within the classroom; tutoring outside of the classroom from staff.

St. Anne Catholic School, Rock Hill	37	Autism Spectrum Disorder, Specific Learning Disability (both reading and math), Other Health Impaired, Dyslexia	Resource Room, Reading Intervention Program, Leveled Literacy Intervention, Barton Reading System, Special Education Teacher, Reading Interventionist, Guidance Counselor, Classroom Aids, Students may be pulled out for up to an hour a day for special education services or related assistance, teachers provide accommodations and modifications to the regular curriculum
St. Anthony Catholic School, Florence	13	Attention Deficit Hyperactivity Disorder, Fine Motor Delay, Expressive Language Disorder, Delayed Milestone, Visual Impairment, Short Term Memory Disorder, ADD/ ADHD, Speech disorder, Expressive Speech Delay, ADHD, Autism, OHI, Specific Learning Disability	Resource Room, Full-Time Exceptional Education Teacher, one-on-one pull out services, small group testing, collaborative teaching, classroom accommodations from classroom teachers, environmental accommodations, social group, supportive technology
St. Elizabeth Ann Seton High School	4	Expressive Language Disorder, Delayed Milestone, Short Term Memory Disorder, ADD/ ADHD, Speech disorder, Expressive Speech Delay, ADHD, Autism, OHI, Specific Learning Disability	Accommodations within the classroom; tutoring outside of the classroom from staff.
St. Francis Catholic School	9	Dyslexia, ADD, ADHD, Autism	Learning Center that manages in class modifications and accommodations
St. Francis Xavier Catholic School	3	Mild Autism, OHI	Learning Center that manages in class modifications and accommodations
St. Gregory the Great Catholic School	5	ADHD, Speech and Hearing, Autism Spectrum	Accommodations within the classroom; tutoring outside of the classroom from staff.
St. John Neumann Catholic School	37	ADHD, Autism, Speech, Pachyria, Cognitive delays, language delays, working memory issues, hearing loss, cerebral palsy	Learning Center with teacher with masters in learning disability, counselor, speech pathologist, Discovery Center
St. Joseph Catholic School, Anderson	10	Other health impairments, Autism, Dyslexia	Accommodations through Student Academic Plan, Orton- Gillingham trained support staff
St. Joseph Catholic School, Greenville	43	Autism spectrum disorders, ADD, Dyslexia, Generalized Anxiety Disorder, ADHD, Oppositional Defiance Disorder, Specific Learning Disability in Reading, Cerebral Palsy	1.5 rooms dedicated to academic accommodations; one full-time and one part time teachers with certification in academic coaching and special education, several accommodation plans tailored to individual students; in-house tutoring/coaching

St. Joseph Catholic School, Columbia	38	ADHD, SLD, LD, Dysgraphia, OHI	Speech therapy -private therapist, Director of Student Success (interventionist), teaching assistants for classroom support, school counselor, professional development for classroom teachers, Student Assistance Plans for all students with documented needs
St. Mary Help of Christians Catholic School	12	ADHD, Intellectual Disability, OHI, SLD, Specific Learning Disability, Executive Functioning, Orthopedically Handicapped, Visually Impaired	Resource Room, Paraprofessional one-on-one assistance as prescribed in student plan, twice-yearly meetings with parents to review/revise plans, course modifications, classroom accommodations, Counseling. Several teachers are special education certified. Principal and assistant principal have special education certifications.
St. Michael Catholic School	13	ADHD, Speech and language, Developmental delay, Occupational therapy, Autism, Tourette's disorder, Anxiety disorder	Resource room, specifically named program, professional development for teachers
St. Peter Catholic School, Beaufort	10	Health Impairment, Delays in Reading, Dyslexia, Emotionally Disturbed, Specific Learning Disability, Speech & Language Delays, Autism Spectrum, Sensory Integration Dysfunction, Expressive Language Disorders	We have a well established Learning/Resource Center
St. Peter Catholic School, Columbia	21	Autism, ADHD, ADD, CP, Speech,	Classroom accommodations made by classroom teachers and resource room.
Summerville Catholic School	10	Autism spectrum disorders, ADD, Dyslexia, Generalized Anxiety Disorder, ADHD, Specific Learning Disability in Reading	Learning Center that manages in class modifications and accommodations
The Charleston Catholic School	42	Autism, ADHD, Learning Disorder in Reading & Written Expression, Developmental Delay, Speech & Language Impairment, Anxiety Disorder, Developmental Coordination Delay & Sensory Integration, Tourette's Syndrome, Intractable Chronic Migraines, Dysgraphia	Student Success Program, Student Success Director, and Student Success Classroom



INCLUSION FRAMEWORK

There are many definitions of inclusion associated with the field of special education. The Individuals with Disabilities Education Act of 2004 (IDEA) identifies 13 types of disabilities that can be diagnosed for the purposes of receiving special education and related/support services. In the Catholic Schools of the Diocese of Charleston, inclusion means engaging a school community in a developmental process of all stakeholders to support and sustain the continuum of inclusive practices, thereby helping schools serve the diversity of families that desire a Catholic education.

For inclusion to be successful, it must be based on a total learning environment that reflects equitability for all students. Essential components of this environment include visionary leadership, a collaborative culture and support of effective instructional practices, a refocused use of assessment, professional growth and adequate funding.

CONTINUUM OF SERVICES

INFORMAL

- Accepts student with minimal special needs
- No specialized school-based support services
- Accommodations on testing
- Possible curricular modifications and supports available to all students
- May recommend outside tutoring and counseling

DEVELOPING

- Resource allocation for defined programs and services
- Faculty includes individual/s with specialized expertise
- Students receive direct support and consultative services
- School staff professional development on learning differences and related instructional practice

RESPONSIVE

- Expanded curricula
- Direct support services
- Preparatory curriculum
- Special education and academic teachers collaborate
- May have modified curriculum for functional and life skills development

Through reflection and self-examination, guided by the teachings of Catholic social justice, each school community determines where it currently stands on the inclusion continuum.

Maintaining Inclusive Practices

- **Assignment of teachers and students that reflect organizational needs for operational flexibility and classroom needs for instructional complexity.**
- **Construct the curriculum around diverse knowledge that reflects a pluralistic cultural heritage.**
- **Teaching and learning fits the demands of personal, interactive relationships between teachers and students.**
- **Planning is participatory that involves teachers, parents, students and administrators in collaboration to achieving desirable outcomes for the immediate and long-term future.**
- **Decision making processes require professional staff to identify and select a range of alternative options consistent with principles of teaching and learning and the mission of the school.**
- **Assessment is a collaborative process between teachers and students in order to understand and embrace student learning and possibilities for student growth.**
- **The school's work is evaluated through regularized assessments of educational processes, professional practices, and student outcomes by professional staff, students, parents and other stakeholders.**

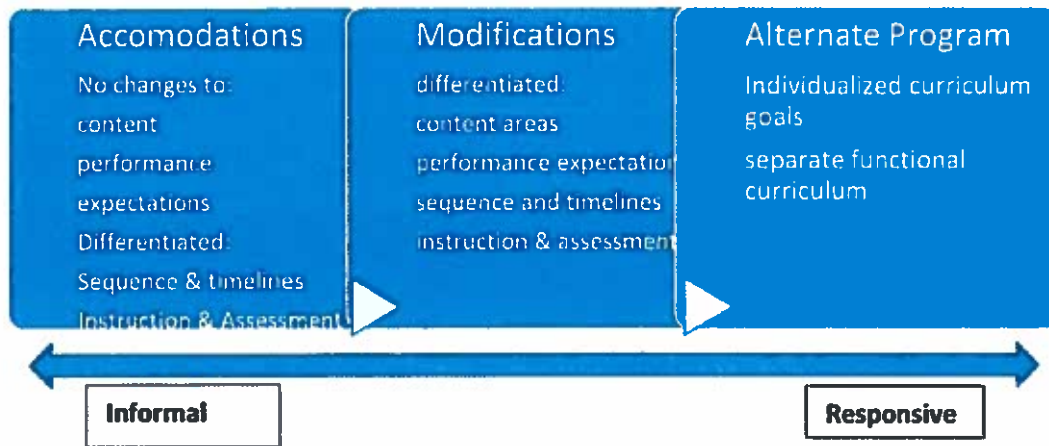
Accommodations and Modifications

Accommodations – Services or supports that help a student successfully access the subject matter and instruction to demonstrate knowledge. Accommodations do not lower academic standards.

- **Content enhancements**
- **Alternative acquisition**
- **Physical changes**
- **Alternative responses**

Modifications – Curriculum change made when a student is either taught something different from the rest of the class or taught the same information but at a different level of complexity.

- **Teaching less content**
- **Teaching different content**
- **Performance expectations**



Support services are most effective when the special educator works with the student's teachers to collaborate in determining important skills and concepts in the curriculum that are essential for academic achievement. These services should focus on development of skills and strategies required to learn across content areas as well as key concepts. Accommodations are most effective when students receive direct instruction and ongoing support in learning how to use accommodations identified as most appropriate for their individual learning needs.

Presentation accommodations - allow students to work with instructional materials to eliminate or reduce the need to read standard print.

- Large print materials
- Use of visual cues to highlight important information
- Written notes, outlines, and instructions
- Braille
- Graphic organizers
- Computer or human reader
- Electronic audio materials
- Amplification devices
- Video materials

Response accommodations – allow students to work in alternate ways to present, organize or solve problems.

- Dictate to a scribe
- Type on or speak to word processor or recorder
- Type on Braille
- Calculation devices
- Spelling and grammar assistive devices
- Visual organizers

- **Graphic organizers**

Timing accommodations – allow students to work in alternate ways to present, organize or solve problems.

- **Extended time**
- **Multiple or frequent breaks**
- **Change schedule or order of activities**
- **Divide long term assignments into segments**

Setting accommodations – change where a student receives instruction either within the classroom or by offering an out of class location for the student.

- **Change location to reduce distractions**
- **Change location so student does not distract others**
- **Change location to increase physical access**
- **Change location to access special equipment**

Responsive Schools

Responsive schools are to be prepared to engage students with a broad range of learning needs with a variety of options in curriculum instruction and support services. A school support team that includes administration, counselors, general and special education teachers develops these services, based on individual students' assessed strengths and needs. The team's goal is to collaborate on strategies to assist teachers to meet the needs of the school's diverse student population.

Inclusion in responsive schools means support services are provided in and out of class for the integration of instructional accommodations and student centered instructional practices. This may mean adding a curriculum domain to a course of study to develop a wide range of skills needed to be a successful learner. Three skill areas where students may need specific instruction and support to develop their ability to manage the general curriculum are personal development skills, process skills and expression skills.

- **Personal development skills – competencies that focus on time management, organization and personal discipline.**
- **Process skills – competencies that help students engage in activities associated with school learning.**
- **Expression skills – allow students to demonstrate their learning by successfully responding to tests and assignments.**

Modification types in responsive schools include reducing required work, simplifying instructional materials, teaching less content and teaching different content.

CONTINUUM OF ASSESSMENT

Inclusive assessment practices require each adult to support the understanding that every student can access the curriculum, and that a quality assessment program will provide the

evidence. It is important to articulate assessment practices to the public through its mission, discuss regularly in faculty meetings and to inform parent and students thoroughly of the assessment's components.

INFORMAL

- Assessment data used to inform the instruction of the entire class. Tools selected broadly on the learning objectives of the call as a whole.
- Assessment is limited to tools and methods available to individual teachers with no specialists available, therefore, possibly less systemic.

DEVELOPING

- IN ADDITION TO THE INFORMAL STRATEGIES
- Consult with the learning specialist to use assessment data to tweak individual learning plans for students with special needs to determine accommodations or modifications.
- Consultation with learning specialist for alternative authentic assessment methods best suited to individual student characteristics.

RESPONSIVE

- IN ADDITION TO THE INFORMAL AND DEVELOPING STRATEGIES
- Assessment data used for systematic planning for students with disabilities to include interventions.
- Additional staff, resources and assistive technology available. Accommodations tailored to student needs to better-set future goals.

CONTINUUM OF PROFESSIONAL DEVELOPMENT

Upon initiating an inclusive program, the first step is to evaluate the readiness of the school to carry out this initiative, establish goals, and then begin strategically planning the implementation. A key component of the planning process must include a substantial professional development plan that addresses the multiple needs of the entire faculty. Professional development is critical for teachers with students with "hidden disabilities", such as learning disabilities, emotional disabilities and attention deficit/hyperactivity disorder. Because of the nature of these disabilities, determining the needs and assistance required can be a challenge for parents, educators and students.

For a professional development program to be effective, it must be responsive to the needs of the faculty and occur over an extended period. Some topics for inclusion professional development are broad while others very specific depending on the environment and situation. Specific topics may include medication concerns, priority-scheduling, length of exams, course load, uniforms, and organizational demands.

INFORMAL

- Educate the faculty of students with disabilities in the school whether formally diagnosed or not.

- Plan effectively for successful student outcomes.
- Motivate faculty regarding their responsibility to respond to the needs of the students with disabilities as part of the school's mission, values and beliefs.
- Clarify the role of the classroom teacher in educating students with disabilities, including identification of possible disabilities.

DEVELOPING

- Increase the faculty's collaboration, communication and comfort level with educating students with disabilities.
- Build understanding among faculty, through collaboration and cooperation, as to how the specific needs of the students with disabilities can be achieved with and without specialized training.
- Connect inclusion special services provided by the school to its Catholic identity, mission, values and beliefs.
- Expand teachers' curricular planning and instructional methodology skills to improve not only those students with special needs, but also all students.

RESPONSIVE

- Make sure new faculty members have the necessary information to participate fully in the education of students with special needs.
- Assurance of on-going access to research, participation in quality professional development opportunities and professional reading to ensure the success of the services offered the school.
- Contribute to the school's mission of inclusion of all students in the learning environment through communication, collaboration and leadership activities.

SUMMARY

It takes all, not one, to make inclusion successful in a Catholic school. Administration, faculty, staff, parents and students must work together to engage the entire school community in embracing the philosophy that supports and sustains the inclusive practices. The Inclusive School has an important ministry, beyond the ministry of Catholic education, to serve the diversity of families that desire a Catholic education for their children.

Many thanks to Juliana M. Taymans, Ph.D. and Michael Termini, Psy.D for their insightful work on *Inclusive Catholic Schools: A Matter of Possibilities*

**Document B
Grants Received**

**Application for NEW Schools to Participate in
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019**

Independent School Name: **St. Martin de Porres Catholic School**

An independent school participating 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, which should apply to NEW schools participating in the ECENC program, please indicate with "0" grants received and "\$0" in total amount of grants received.

Total Number of Grants Received	Total Amount of Grants Received
0	\$0

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 NEW Schools to Participate in
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019**

Independent School Name: **St. Martin de Porres Catholic School**

By state law, schools participating in the Educational Credit for Exceptional Needs Children Program are required to submit the following:

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)

Therefore, schools applying for participation in the ECENC Program for the first time in 2018-19 must provide the following to the EOC by **December 31, 2018**:

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. Since your school did not participate in the ECENC program in the prior school year, 2017-18, you are **not** required to submit **individual student test scores** on national achievement tests.

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? 66

The following is a **template** that you may use for reporting purposes. For questions, please 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
All Diocese of Charleston schools use MAP testing.		



ROMAN CATHOLIC
DIOCESE
OF **CHARLESTON**

June 1, 2018

Education Oversight Committee
Attn: Melanie Barton, Executive Director
P.O. Box 11867
502 Brown Building
Columbia, SC 29211

Dear Mrs. Barton:

Per your request, please note the testing requirements for our Catholic schools within the Diocese of Charleston.

Grades: K – 10th grade: MAP Testing
Grades 7th – 12th grade: MAP with PSAT/SAT/ACT

As you would expect with some students, a PSAT in 7th grade is too early. In our system, we do our best to test students in the higher grades according to their positioning and expected path for the coming year(s). We do not solely test to track yearlong performance, but test to assist in adjusting our teaching methods to each individual student. MAP testing is the most widely used test through 10th grade in our Diocese.

If you have any questions or concerns, please contact me directly at (843) 261-0535 or macquilano@catholic-doc.org.

Sincerely In Christ,

Michael F. Acquilano, J.D.
Director

Cc: Ms. Hope Johnson-Jones, Executive Assistant

Document D
Compilation, Review or Compliance Audit

**Application for NEW Schools to Participate in
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019**

Independent School Name: **St. Martin De Porres Catholic School**

An independent school applying to participate in the Educational Credit for Exceptional Needs Children Program is required to submit the following information:

a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm. (Section 12-6-3790)

By law the compilation, review or compliance audit will be posted online at www.eoc.sc.gov.

Please answer the following questions:

	YES	NO
Did your school receive from Exceptional SC any grants in the prior fiscal year, between July 1, 2017 and June 30, 2018?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If Yes , will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received during the prior fiscal year and conducted by a certified public accounting firm by December 30, 2018 ? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input type="checkbox"/>	N/A
If No , will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received and conducted by a certified public accounting firm by June 30, 2019 if you receive grants from Exceptional SC between July 1, 2018 and June 30, 2019? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>