

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

School Year: 2019-20

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

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

Independent School Name:	Hilton Head Prep
Independent School Contact Person:	Stephanie Pullon
Independent School Address:	8 Fox Grape Rd HHI, SC 29928
City, State, Zip Code:	Hilton Head Island, SC 29928
Independent School Telephone Number:	(843) - 671-2286
Independent School Fax Number:	(843) - 671-7624
Independent School E-mail Address:	
Independent School Website Address:	www.hhprep.org

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

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Signature: Stephanie Pullon

Date: 3.1.19

Print Name of Signature Above: Stephanie Pullon

Title: Director of Prep's Academic Support Services

Email: Stephanie.pullon@hhprep.school

**Document A
Grants Received**

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

Independent School Name: Hilton Head Prep

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

How many students in kindergarten through grade 12 were enrolled in your school in the prior school year? 397

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

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

	Total Number of Grants Received	Total Amount of Grants Received
#	<u>9</u>	<u>\$ 55,206.⁰⁰/xx</u>

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

Signature: Stephanie Pullon

Date: 8.12.19

Print Name of Signature Above: Stephanie Pullon

Title: Director of Prep's Academic Support Services

Email: spullon@hhprep.org

**Document B
Statement of Services**

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

Independent School Name: Hilton Head Prep

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

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

Please sign below and attach a statement of services.

Signature: Stephanie Pullon

Date: 8-12-19

Print Name of Signature Above: Stephanie Pullon

Title: Director of Prep Academic Support Services

Email: spullon@hhprep.org



Modifications and Accommodations for Learning Differences

Many students have learning differences that necessitate some accommodation to the regular academic program at Prep. Our intent is to have an accurate assessment of strengths in order to understand areas of weakness or differences. With this critical information, a helpful modification plan can be established that will potentially enhance the student's learning process in the classroom. Our policy is based on a document developed by the Educational Testing Service (ETS) Consortium whose mission was to develop standard criteria for documenting ADD/ADHD and learning differences. ETS is currently using these criteria for determining appropriate modifications and accommodations. *All paperwork must be submitted to the Learning Resource Specialist before any modifications or accommodations will be implemented.*

Diagnostic testing must be administered by a qualified professional such as a licensed school psychologist, clinical psychologist, educational psychologist, or neurologist. Only testing from such individuals will be used for modification purposes. ***Conforming to ETS standards, testing must be current within three years of the time of the requested modifications.***

Documentation should include all of the following:

- Diagnostic Interview –including an academic, developmental, and family history for the presence of learning difficulties.
- Relevant Testing –assessing aptitude/cognitive abilities, academic achievement, and continuous performance.
- Specific Diagnosis –based on diagnostic criteria.
- Actual Test Scores from standardized instruments.
- Recommendations made by the evaluator who describes the impact of the learning weaknesses and a rationale for the recommendations that are being made.
- An interpretative summary must be provided.

Reasonable accommodations may include one or more of the following:

- Extended time on assessments and in-class writing assignments.
- Testing in alternate locations.
- Use of a laptop in the classroom.
- Consideration of spelling errors on in-class essays or exams as less serious than on daily work or papers and essays that are word-processed or prepared outside of class.
- Use of books on tape.
- Oral testing
- Use of a scribe.

Prep expects the following from students and parents on modification or accommodation programs:

- Demonstration of a solid work ethic and a willingness to work with teachers to develop strategies to compensate for areas of difficulty.
- The parents will meet as requested with the teachers.
- Consistent and prompt attention to medication when prescribed.
- Periodic communication with all outside professionals and School personnel working with the child.

School Report

2019 Spring Stanford 10 SUMMARY (Reg Ed)



Report Criteria:

District: South Carolina Independent School Assoc
School: SCISA Hilton Head

Run By:

Kontz., Tricia
SCISA Hilton Head
Wednesday, November 20, 2019

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

STUDENT REPORTS

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

ABBREVIATIONS

AAC = Achievement/Ability Comparison	PHS = Post High School
AVG = Average	PK = Pre-Kindergarten
GE = Grade Equivalent	PR-S = Percentile Rank-Stamne
LVL = Level	Q1 = First Quartile
N % = Number Percent	Q3 = Third Quartile
NATL or NATL = National	NP/NANC = Number Possible/Number Attempted/Number Correct
NC = Number Correct	SAI = School Ability Index
NCE = Normal Curve Equivalent	SD or STANDARD DEV = Standard Deviation
N-COUNT = Number of Student	SS = Scaled Score
OLSAT = Otis-Lennon School Ability Test [®] , Eighth Edition	UG = Ungraded
P10 = 10th Percentile	
P90 = 90th Percentile	

GROUP REPORTS

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

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.	NA* = Not available because the student's grade was designated Ungraded.
E = Electronic (online) test administration	0 = A zero score yields no derived scores
HV = "Average," but the highest possible rating for this cluster for this grade.	P = Paper test administration.
INV = Invalidated subtest	• = Statistics do not include students with zero number correct (raw score).
Lv = "Average," but the lowest possible rating for this cluster for this grade.	• = Excludes students with missing or questionable ages.
NA = Scaled Scores not available for Battery.	• = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
NA ¹ = Not available because number correct (raw score) of zero does not yield any derived scores.	• = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.
NA ² = Not available because the student's age is unknown or out of range for the grade.	• = Summaries for the mean number correct cannot be provided as empirical research has shown that these scores for the paper and computer versions as well as for the Primary 3 answer document and booklet versions are not equivalent. An adjustment was made so that the scaled scores are equivalent
NA ³ = Norms do not exist for this grade because the test was given out of level	
NA ⁴ = Cluster performance ratings are available for national norms only.	
NA ⁵ = Number correct (raw score) not available for mixed levels.	

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

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

SCORES ON BATTERY TOTALS AND COMPOSITES

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

Refer to the Stanford 10 Test Manual for more information on the Stanford 10 Test Manual. Norms and other information are available in the manual.



Group Report | SCISA Hilton Head

National Comparison

SCHOOL: SCISA HILTON HEAD
DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 2
TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands						
							1	10	30	50	70	90	99
Total Reading	12	80.1	614	65-6	58.1	3.1	[Bar chart showing percentile bands]						
Word Study Skills	12	22.5	616	56-5	53.1	2.7	[Bar chart showing percentile bands]						
Reading Vocabulary	12	25.8	606	64-6	57.6	3.1	[Bar chart showing percentile bands]						
Reading Comprehension	12	31.8	624	70-6	61.2	3.6	[Bar chart showing percentile bands]						
Total Mathematics	12	58.3	592	65-6	58.4	3.3	[Bar chart showing percentile bands]						
Mathematics Problem Solving	12	33.1	594	62-6	56.6	2.9	[Bar chart showing percentile bands]						
Mathematics Procedures	12	25.2	597	70-6	60.8	3.3	[Bar chart showing percentile bands]						
Language	12	41.3	613	70-6	61.0	3.6	[Bar chart showing percentile bands]						
Spelling	12	30.5	591	56-5	53.3	2.8	[Bar chart showing percentile bands]						
Environment	12	31.0	615	60-6	55.5	3.4	[Bar chart showing percentile bands]						
Listening	12	26.4	603	53-5	51.8	2.4	[Bar chart showing percentile bands]						
Basic Battery	12	236.6	N/A	63-6	56.9	3.5	[Bar chart showing percentile bands]						
Complete Battery	12	267.6	N/A	63-6	56.8	3.4	[Bar chart showing percentile bands]						

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Word Study Skills	30	0	75	25	Mathematics Procedures (cont.)									
C Structural Analysis	12	8	92	0	C Computation with Whole Numbers	17	8	42	50					
C Consonant Sounds	9	8	67	25	P Computation in Context	8	17	75	8					
C Vowel Sounds	9	17	67	17	P Computation with Symbolic Notation	22	0	58	42					
Reading Vocabulary	30	0	75	25	Language	48	0	58	42					
C Synonyms	18	0	83	17	C Capitalization	8	8	33	58					
C Multiple Meaning Words	6	0	33	67	C Usage	8	0	83	17					
C Context Clues	6	8	42	50	C Punctuation	8	0	75	25					
Reading Comprehension	40	0	83	17	C Sentence Structure	7	0	100	0					
C Literary	14	0	83	17	C Prewriting	5	17	42	42					
C Informational	13	0	92	8	C Content and Organization	12	8	42	50					
C Functional	13	0	58	42	Spelling	36	0	83	17					
P Initial Understanding	8	8	25	67	C Sight Words	6	8	58	33					
P Interpretation	18	0	58	42	C Phonetic Principles	24	8	83	8					
P Critical Analysis & Strategies	14	0	75	25	C Structural Principles	6	0	100	0					
P Critical Analysis	8	0	58	42	Environment	40	17	42	42					
P Strategies	6	8	50	42	C History	5	8	50	42					
Mathematics Problem Solving	44	0	83	17	C Geography	5	17	42	42					
C Number Sense and Operations	24	0	58	42	C Political Science	5	17	75	8					
C Patterns/Relationships/Algebra	4	0	0	100	C Economics	5	17	58	25					
C Data, Statistics & Probability	6	0	0	100	C Life	7	0	92	8					
C Geometry and Measurement	10	75	25	0	C Earth	4	33	25	42					
P Communication and Representation	6	25	42	33	C Physical	6	8	75	17					
P Estimation	3	58	42	0	P Science Process Skills	3	33	67	0					
P Mathematical Connections	22	0	83	17	Listening	40	17	50	33					
P Reasoning and Problem Solving	13	0	42	58	C Vocabulary	10	33	33	33					
Mathematics Procedures	30	0	58	42	C Comprehension	30	25	50	25					
C Number Facts	13	0	83	17										

STANFORD LEVEL FORM: Primary 2/A
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster
Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.

Report Date: 11/20/2019 11:05 AM



Group Report | SCISA Hilton Head

National Comparison

SCHOOL: SCISA HILTON HEAD
DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 4
TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands					
							1	10	30	50	70	90
Total Reading	16	90.4	663	78-7	66.3	6.6	[Bar chart showing percentile bands]					
Word Study Skills	16	23.6	666	74-6	63.4	5.8	[Bar chart showing percentile bands]					
Reading Vocabulary	16	27.2	689	85-7	71.8	8.8	[Bar chart showing percentile bands]					
Reading Comprehension	16	39.6	657	73-6	62.8	7.1	[Bar chart showing percentile bands]					
Total Mathematics	16	64.5	666	84-7	71.1	7.3	[Bar chart showing percentile bands]					
Mathematics Problem Solving	16	38.3	668	85-7	71.5	7.7	[Bar chart showing percentile bands]					
Mathematics Procedures	16	26.3	661	80-7	67.4	6.9	[Bar chart showing percentile bands]					
Language	16	40.7	674	87-7	74.2	8.3	[Bar chart showing percentile bands]					
Language Mechanics	16	19.8	670	84-7	71.1	7.3	[Bar chart showing percentile bands]					
Language Expression	16	20.9	676	86-7	73.2	9.7	[Bar chart showing percentile bands]					
Spelling	16	32.0	671	84-7	70.8	8.1	[Bar chart showing percentile bands]					
Science	16	31.8	657	80-7	67.6	6.8	[Bar chart showing percentile bands]					
Social Science	16	32.1	657	82-7	69.3	7.8	[Bar chart showing percentile bands]					
Listening	16	30.8	650	81-7	68.5	6.8	[Bar chart showing percentile bands]					
Thinking Skills (C)	16	150.6	658	86-7	72.7	6.8	[Bar chart showing percentile bands]					
Basic Battery	16	258.3	N/A	81-7	68.8	7.8	[Bar chart showing percentile bands]					
Complete Battery	16	322.1	N/A	81-7	68.8	7.1	[Bar chart showing percentile bands]					

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Word Study Skills	30	13	38	50	Mathematics Procedures	32	6	31	63	Science (cont.)				
C Structural Analysis	12	0	69	31	C Computation w/Whole Numbers	18	0	44	56	P Form & Function	13	0	25	75
C Phonetic Analysis-Consonants	9	19	38	44	C Computation with Decimals	8	6	63	31	P Thinking Skills	20	6	50	44
C Phonetic Analysis-Vowels	9	13	50	38	C Computation with Fractions	6	6	25	69	C Social Science	40	0	31	69
Reading Vocabulary	30	0	38	63	P Computation in Context	16	6	19	75	C History	10	0	50	50
C Synonyms	12	0	25	75	P Computation/Symbolic Notation	16	6	44	50	C Geography	10	0	13	88
C Multiple Meaning Words	9	0	50	50	P Thinking Skills	16	6	19	75	C Political Science	10	0	44	56
C Context Clues	9	0	50	50	Language Mechanics	24	0	38	63	C Economics	10	0	81	19
P Thinking Skills	18	0	31	69	C Capitalization	8	6	44	50	P App. of Knowledge/Comp.	14	0	63	38
Reading Comprehension	54	0	50	50	C Usage	8	0	56	44	P Org., Summ & Interp. of Info.	15	0	0	100
C Literary	18	0	50	50	C Punctuation	8	6	19	75	P Determination of Cause/Effect	11	0	25	75
C Informational	18	13	56	31	Language Expression	24	0	31	69	P Thinking Skills	20	0	44	56
C Functional	18	0	44	56	C Sentence Structure	8	0	38	63	Listening	40	0	25	75
P Initial Understanding	12	13	63	25	C Prewriting	5	0	50	50	C Vocabulary	10	6	38	56
P Interpretation	20	0	56	44	C Content and Organization	11	0	25	75	C Comprehension	30	0	44	56
P Critical Analysis	12	0	50	50	P Thinking Skills	12	0	25	75	P Thinking Skills	22	0	0	100
P Strategies	10	13	31	56	Spelling	40	0	38	63	P Thinking Skills	190	0	31	69
P Thinking Skills	42	0	44	56	C Phonetic Principles	18	0	38	63					
Mathematics Problem Solving	48	0	38	63	C Structural Principles	10	0	50	50					
C Number Sense & Operations	24	0	38	63	C No Mistake	7	6	31	63					
C Patterns/Relationships/Algebra	6	0	13	88	C Homophones	5	0	19	81					
C Data, Statistics & Probability	9	0	6	94	Science	40	0	50	50					
C Geometry & Measurement	10	0	38	63	C Life	11	0	69	31					
P Communication & Representation	6	6	69	25	C Physical	11	0	38	63					
P Estimation	8	0	38	63	C Earth	11	0	50	50					
P Mathematical Connections	21	0	13	88	C Nature of Science	7	0	38	63					
P Reasoning & Problem Solving	13	0	25	75	P Models	14	0	56	44					
P Thinking Skills	40	0	25	75	P Constancy	13	0	38	63					

STANFORD LEVEL/FORM: Intermediate 1/A
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster
Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.

Report Date: 11/20/2019 11:05 AM



Group Report | SCISA Hilton Head



SCHOOL: SCISA HILTON HEAD
DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 5
TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands					
							1	10	30	50	70	90
Total Reading	24	64.6	670	74-6	63.8	6.9	[Bar chart showing percentile bands]					
Reading Vocabulary	24	25.9	682	77-7	65.4	7.2	[Bar chart showing percentile bands]					
Reading Comprehension	24	38.8	666	71-6	61.9	7.3	[Bar chart showing percentile bands]					
Total Mathematics	24	54.0	659	69-6	60.4	6.9	[Bar chart showing percentile bands]					
Mathematics Problem Solving	24	33.4	661	72-6	62.1	6.8	[Bar chart showing percentile bands]					
Mathematics Procedures	24	20.5	658	61-6	56.1	6.1	[Bar chart showing percentile bands]					
Language	24	37.2	664	74-6	63.5	6.9	[Bar chart showing percentile bands]					
Language Mechanics	24	19.0	666	72-6	62.4	6.9	[Bar chart showing percentile bands]					
Language Expression	24	18.2	665	73-6	63.0	7.6	[Bar chart showing percentile bands]					
Spelling	24	28.9	659	67-6	59.2	6.5	[Bar chart showing percentile bands]					
Science	24	25.4	652	67-6	59.5	6.8	[Bar chart showing percentile bands]					
Social Science	24	28.8	656	73-6	62.8	7.4	[Bar chart showing percentile bands]					
Listening	24	28.6	657	74-6	63.4	6.8	[Bar chart showing percentile bands]					
Thinking Skills (C)	24	134.5	657	74-6	63.5	6.5	[Bar chart showing percentile bands]					
Basic Battery	24	213.2	N/A	71-6	61.7	6.4	[Bar chart showing percentile bands]					
Complete Battery	24	267.4	N/A	71-6	61.5	6.7	[Bar chart showing percentile bands]					

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Reading Vocabulary	30	0	58	42	Mathematics Procedures (cont.)	40	4	58	38	Social Science	40	4	58	38
C Synonyms	12	0	63	38	P Computation in Context	16	4	75	21	C History	10	8	79	13
C Multiple Meaning Words	9	4	71	25	P Computation/Symbolic Notation	16	13	58	29	C Geography	10	0	79	21
C Context Clues	9	4	42	54	P Thinking Skills	16	4	75	21	C Political Science	10	4	54	42
P Thinking Skills	16	0	33	67	Language Mechanics	24	0	58	42	C Economics	10	8	17	75
Reading Comprehension	54	0	58	42	C Capitalization	8	4	79	17	P App. of Knowledge/Comp.	16	4	58	38
C Literary	18	0	63	38	C Usage	8	0	25	75	P Org. Summ. & Interp. of Info.	13	0	0	100
C Informational	18	8	42	50	C Punctuation	8	13	54	33	P Determination of Cause/Effect	11	4	83	13
C Functional	18	0	67	33	Language Expression	24	0	58	42	P Thinking Skills	20	4	75	21
P Initial Understanding	12	4	58	38	C Sentence Structure	9	0	46	54	Listening	40	8	50	42
P Interpretation	20	0	58	42	C Prewriting	5	8	46	46	C Vocabulary	10	0	63	38
P Critical Analysis	12	0	63	38	C Content and Organization	10	0	79	21	C Comprehension	30	13	46	42
P Strategies	10	0	67	33	P Thinking Skills	12	0	71	29	P Thinking Skills	22	8	58	33
P Thinking Skills	42	0	46	54	Spelling	40	8	63	29	Thinking Skills	191	0	63	38
Mathematics Problem Solving	48	4	46	50	C Phonetic Principles	18	8	54	38					
C Number Sense & Operations	24	8	46	46	C Structural Principles	10	8	67	25					
C Patterns/Relationships/Algebra	6	0	17	83	C No Mistake	7	13	42	46					
C Data, Statistics & Probability	8	0	4	96	G Homophones	5	4	75	21					
C Geometry & Measurement	10	0	54	46	Science	40	4	63	33					
P Communication & Representation	6	4	79	17	C Life	11	13	54	33					
P Estimation	10	4	38	58	C Physical	11	8	50	42					
P Mathematical Connections	19	4	58	38	C Earth	11	13	42	46					
P Reasoning & Problem Solving	13	4	54	42	C Nature of Science	7	25	54	21					
P Thinking Skills	41	4	46	50	P Models	14	4	63	33					
Mathematics Procedures	32	4	67	29	P Constancy	13	8	54	38					
C Computation w/Whole Numbers	10	21	46	33	P Form & Function	13	8	71	21					
C Computation with Decimals	12	4	63	33	P Thinking Skills	20	13	58	29					
C Computation with Fractions	10	4	67	29										

STANFORD LEVEL/FORM: Intermediate 2/A
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster
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Report Date: 11/20/2019 11:05 AM



Group Report | SCISA Hilton Head



SCHOOL: SCISA HILTON HEAD
DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 6
TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-5	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
Total Reading	24	65.3	682	71-6	61.5	9.0								
Reading Vocabulary	24	25.6	695	72-6	62.1	8.9								
Reading Comprehension	24	39.7	677	68-6	59.9	8.8								
Total Mathematics	24	53.8	683	73-6	63.1	8.9								
Mathematics Problem Solving	24	33.4	688	76-6	65.1	10.1								
Mathematics Procedures	24	20.4	677	65-6	57.9	8.2								
Language	24	37.0	670	66-6	58.6	8.2								
Language Mechanics	24	18.1	666	61-6	56.0	7.9								
Language Expression	24	18.9	677	69-6	60.6	9.4								
Spelling	24	28.6	667	63-6	57.2	8.2								
Science	24	30.7	678	82-7	69.1	9.5								
Social Science	24	27.8	672	76-6	65.0	9.4								
Listening	24	28.2	661	66-6	58.5	8.4								
Thinking Skills (C)	24	140.2	675	74-6	63.8	9.2								
Basic Battery	24	213.0	N/A	68-6	59.9	9.2								
Complete Battery	24	271.5	N/A	71-6	61.5	9.2								

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Reading Vocabulary	30	0	54	46	Mathematics Procedures (cont.)					Social Science	40	4	50	46
C Synonyms	12	0	50	50	P Computation in Context	16	4	75	21	C History	10	8	58	33
C Multiple Meaning Words	9	13	54	33	P Computation/Symbolic Notation	16	8	63	29	C Geography	10	13	63	25
C Context Clues	9	8	54	38	P Thinking Skills	16	13	67	21	C Political Science	10	4	38	58
P Thinking Skills	18	13	50	38	C Language Mechanics	24	4	83	13	C Economics	10	4	38	58
Reading Comprehension	54	4	58	38	C Capitalization	8	13	33	54	P App. of Knowledge/Comp.	17	0	58	42
C Literary	18	8	46	46	C Usage	8	0	71	29	P Org., Summ. & Interp. of Info.	13	0	0	100
C Informational	18	13	54	33	C Punctuation	8	13	71	17	P Determination of Cause/Effect	10	0	50	50
C Functional	18	4	63	33	C Language Expression	24	4	63	33	P Thinking Skills	21	0	63	38
P Initial Understanding	12	21	50	29	C Sentences Structure	10	8	50	42	P Listening	40	4	67	29
P Interpretation	20	8	42	50	C Prewriting	5	8	42	50	C Vocabulary	10	0	75	25
P Critical Analysis	12	13	29	58	C Content and Organization	9	8	46	46	C Comprehension	30	4	71	25
P Strategies	10	8	79	13	P Thinking Skills	12	4	58	38	P Thinking Skills	22	13	21	67
P Thinking Skills	42	8	33	58	Spelling	40	4	75	21	Thinking Skills	192	4	46	50
Mathematics Problem Solving	48	8	38	54	C Phonetic Principles	18	8	79	13					
C Number Sense & Operations	22	8	25	67	C Structural Principles	10	4	63	33					
C Patterns/Relationships/Algebra	7	0	8	92	C No Mistake	7	17	58	25					
C Data, Statistics & Probability	8	0	8	92	C Homophones	5	0	71	29					
C Geometry & Measurement	11	4	67	29	C Science	40	0	38	63					
P Communication & Representation	5	17	58	25	C Life	11	4	88	8					
P Estimation	10	4	50	46	C Physical	11	0	29	71					
P Mathematical Connections	21	4	42	54	C Earth	11	4	21	75					
P Reasoning & Problem Solving	12	13	38	50	C Nature of Science	7	0	54	46					
P Thinking Skills	41	8	25	67	P Models	14	0	33	67					
Mathematics Procedures	32	4	63	33	P Constancy	13	4	25	71					
C Computation w/Whole Numbers	10	8	58	33	P Form & Function	13	4	63	33					
C Computation with Decimals	10	4	79	17	P Thinking Skills	20	0	38	63					
C Computation with Fractions	12	8	50	42										



Group Report | SCISA Hilton Head



SCHOOL: SCISA HILTON HEAD
 DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 7
 TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands						
							1	10	30	50	70	90	99
Total Reading	38	65.6	699	77-7	65.4	10.1	[Bar chart showing percentile bands]						
Reading Vocabulary	38	25.9	724	80-7	67.8	10.8	[Bar chart showing percentile bands]						
Reading Comprehension	38	39.7	690	73-6	63.0	10.1	[Bar chart showing percentile bands]						
Total Mathematics	38	51.4	696	76-6	64.7	10.4	[Bar chart showing percentile bands]						
Mathematics Problem Solving	38	31.8	702	80-7	67.8	10.7	[Bar chart showing percentile bands]						
Mathematics Procedures	38	19.6	690	65-6	58.2	9.8	[Bar chart showing percentile bands]						
Language	38	37.0	681	69-6	60.4	10.2	[Bar chart showing percentile bands]						
Language Mechanics	38	17.8	675	61-6	56.0	8.2	[Bar chart showing percentile bands]						
Language Expression	38	19.2	691	75-6	64.2	11.0	[Bar chart showing percentile bands]						
Spelling	38	29.5	690	74-6	63.9	9.7	[Bar chart showing percentile bands]						
Science	38	29.2	685	77-7	65.9	10.4	[Bar chart showing percentile bands]						
Social Science	38	25.2	677	72-6	62.3	10.1	[Bar chart showing percentile bands]						
Listening	38	28.0	666	64-6	57.4	9.0	[Bar chart showing percentile bands]						
Thinking Skills (C)	38	136.0	685	76-6	65.1	10.5	[Bar chart showing percentile bands]						
Basic Battery	38	211.5	N/A	73-6	62.7	10.3	[Bar chart showing percentile bands]						
Complete Battery	38	265.9	N/A	73-6	63.0	10.7	[Bar chart showing percentile bands]						

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Reading Vocabulary	30	0	50	50	Mathematics Procedures (cont.)	40	8	50	42	Social Science	40	8	50	42
C Synonyms	12	0	39	61	C Computation with Integers	4	0	71	29	C History	10	3	39	58
C Multiple Meaning Words	9	3	55	42	P Computation in Context	16	8	42	50	C Geography	10	16	50	34
C Context Clues	9	3	66	32	P Computation/Symbolic Notation	16	8	71	21	C Political Science	10	16	45	39
P Thinking Skills	18	3	53	45	P Thinking Skills	17	8	50	42	C Economics	10	5	42	53
Reading Comprehension	54	3	55	42	Language Mechanics	24	5	71	24	P App. of Knowledge/Comp	12	5	45	50
C Literary	18	5	61	34	C Capitalization	8	29	39	32	P Org., Summ & Interp. of Info	16	0	0	100
C Informational	18	3	50	47	C Usage	8	5	66	29	P Determination of Cause/Effect	12	13	42	45
C Functional	18	3	53	45	C Punctuation	8	13	58	29	P Thinking Skills	21	8	37	55
P Initial Understanding	12	5	74	21	Language Expression	24	11	32	58	Listening	40	5	63	32
P Interpretation	20	0	53	47	C Sentence Structure	10	18	37	45	C Vocabulary	10	5	50	45
P Critical Analysis	12	0	50	50	C Prewriting	5	3	42	55	C Comprehension	30	11	58	32
P Strategies	10	3	63	34	C Content and Organization	9	5	37	58	P Thinking Skills	22	13	53	34
P Thinking Skills	42	5	42	53	P Thinking Skills	12	16	34	50	Thinking Skills	193	0	47	53
Mathematics Problem Solving	48	0	37	63	Spelling	40	8	47	45					
C Number Sense & Operations	18	8	37	55	C Phonetic Principles	12	8	50	42					
C Patterns/Relationships/Algebra	9	0	3	97	C Structural Principles	12	8	50	42					
C Data, Statistics & Probability	9	0	11	89	C No Mistake	7	11	63	26					
C Geometry & Measurement	12	3	53	45	C Homophones	9	0	39	61					
P Communication & Representation	7	3	58	39	Science	40	0	47	53					
P Estimation	8	3	53	45	C Life	11	3	50	47					
P Mathematical Connections	20	0	47	53	C Physical	11	5	47	47					
P Reasoning & Problem Solving	13	5	37	58	C Earth	11	11	63	26					
P Thinking Skills	41	0	37	63	C Nature of Science	7	5	29	66					
Mathematics Procedures	32	3	63	34	P Models	14	8	34	58					
C Computation/Whole Numbers	4	8	55	37	P Constancy	13	3	50	47					
C Computation with Decimals	10	16	55	29	P Form & Function	13	5	55	39					
C Computation with Fractions	14	11	58	32	P Thinking Skills	20	0	45	55					



Group Report | SCISA Hilton Head



SCHOOL: SCISA HILTON HEAD
 DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC
 Grade: 8
 TEST DATE: 04/19

About This Group's Performance:

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

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Median Grade Equivalent	National Grade Percentile Bands					
							1	10	30	50	70	90
Total Reading	35	67.0	709	78-7	66.5	11.6	[Bar chart showing performance at ~85th percentile]					
Reading Vocabulary	35	25.7	730	80-7	67.4	11.3	[Bar chart showing performance at ~75th percentile]					
Reading Comprehension	35	41.2	701	76-6	64.8	PHS	[Bar chart showing performance at ~65th percentile]					
Total Mathematics	35	54.5	721	83-7	70.4	11.8	[Bar chart showing performance at ~90th percentile]					
Mathematics Problem Solving	35	34.1	729	86-7	73.2	11.3	[Bar chart showing performance at ~75th percentile]					
Mathematics Procedures	35	20.4	713	75-6	64.4	11.3	[Bar chart showing performance at ~65th percentile]					
Language	35	36.8	690	69-6	60.6	10.9	[Bar chart showing performance at ~60th percentile]					
Language Mechanics	35	18.1	687	63-6	57.2	10.2	[Bar chart showing performance at ~55th percentile]					
Language Expression	35	18.7	697	73-6	62.8	11.1	[Bar chart showing performance at ~65th percentile]					
Spelling	35	28.9	692	68-6	59.7	10.5	[Bar chart showing performance at ~60th percentile]					
Science	35	26.5	696	81-7	68.7	PHS	[Bar chart showing performance at ~75th percentile]					
Social Science	35	27.4	706	85-7	72.2	11.6	[Bar chart showing performance at ~85th percentile]					
Listening	35	28.0	677	72-6	62.5	PHS	[Bar chart showing performance at ~65th percentile]					
Thinking Skills (C)	35	144.2	703	82-7	69.2	PHS	[Bar chart showing performance at ~75th percentile]					
Basic Battery	35	215.2	N/A	76-6	64.7	PHS	[Bar chart showing performance at ~65th percentile]					
Complete Battery	35	269.2	N/A	78-7	66.0	11.5	[Bar chart showing performance at ~80th percentile]					

Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each			Clusters	Number of Items	Percent in Each		
		Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg
Reading Vocabulary	30	0	51	49	Mathematics Procedures (cont.)	16	3	37	60	Social Science	40	3	23	74
C Synonyms	12	6	49	46	P Computation in Context	16	3	60	37	C History	10	3	20	77
C Multiple Meaning Words	9	11	51	37	P Computation/Symbolic Notation	16	9	37	54	C Geography	10	0	43	57
C Context Clues	9	0	57	43	P Thinking Skills	18	9	37	54	C Political Science	10	3	31	66
P Thinking Skills	16	6	40	54	C Language Mechanics	24	3	71	26	C Economics	10	11	37	51
Reading Comprehension	54	0	46	54	C Capitalization	8	9	46	46	P App. of Knowledge/Comp.	11	0	29	71
C Literary	16	3	37	60	C Usage	8	0	83	17	P Org., Summ. & Interp. of Info.	15	0	0	100
C Informational	18	6	54	40	C Punctuation	8	23	46	31	P Determination of Cause/Effect	14	6	34	60
C Functional	18	3	49	49	C Language Expression	24	11	40	49	P Thinking Skills	21	6	31	63
P Initial Understanding	10	3	46	51	C Sentence Structure	10	11	49	40	Listening	40	6	51	43
P Interpretation	20	3	34	63	C Prewriting	5	23	34	43	C Vocabulary	10	3	51	46
P Critical Analysis	14	0	57	43	C Content and Organization	9	9	51	40	C Comprehension	30	11	51	37
P Strategies	10	6	40	54	P Thinking Skills	12	9	31	60	P Thinking Skills	22	11	57	31
P Thinking Skills	44	3	31	66	Spelling	40	3	71	26	Thinking Skills	200	0	43	57
Mathematics Problem Solving	48	0	34	66	C Phonetic Principles	12	11	71	17					
C Number Sense & Operations	18	3	34	63	C Structural Principles	12	3	77	20					
C Patterns/Relationships/Algebra	9	0	3	97	C No Mistake	7	3	40	57					
C Data, Statistics & Probability	9	0	6	94	C Homophones	9	6	37	57					
C Geometry & Measurement	12	0	49	51	C Science	40	3	34	63					
P Communication & Representation	6	6	51	43	C Life	11	3	31	66					
P Estimation	10	0	31	69	C Physical	11	0	34	66					
P Mathematical Connections	18	0	26	74	C Earth	11	17	43	40					
P Reasoning & Problem Solving	14	6	40	54	C Nature of Science	7	6	57	37					
P Thinking Skills	41	0	20	80	P Models	14	6	40	54					
Mathematics Procedures	32	3	51	46	P Constancy	13	3	49	49					
C Computation with Decimals	10	6	34	60	P Form & Function	13	6	34	60					
C Computation with Fractions	14	11	49	40	P Thinking Skills	24	9	37	54					
C Computation with Integers	8	6	51	43										

STANFORD LEVEL/FORM: Advanced 2/A
 NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster
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Report Date: 11/20/2019 11:05 AM



Independent Accountant's Report

We have examined Hilton Head Preparatory School's compliance with Act 247 of 2019 for school year 2018-19. Management is responsible for Hilton Head Preparatory School's compliance with those requirements. Our responsibility is to express an opinion on Hilton Head Preparatory School's compliance based on our examination.

The term compliance refers to a determination of whether Hilton Head Preparatory School in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program. We confirm that:

1. the independent school can document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2018-19 were for eligible children enrolled in the school;
2. the independent school can document the total amount of each grant per child from Exceptional SC;
3. the independent school can document that no grant exceeded \$11,000 during school year 2018-19;
4. the independent school returned a prorated amount of the grant to Exceptional SC if any student withdrew during the school year; and
5. the total amount of each grant was used for tuition which is defined as "the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation."

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, respectfully, on the records of and procedures applied by Hilton Head Preparatory School related to the Educational Credit for Exceptional Needs Children program. 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 Hilton Head Preparatory School and the SC Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.


Pamela June, CPA
June CPA
June 5, 2019