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:	St. John's Christian Academy
Independent School Contact Person:	Eric M. Denton, Ed.D.
Independent School Address:	204 W. Main St.
City, State, Zip Code:	Moncks Corner, SC 29461
Independent School Telephone Number:	(843) - 761-8539
Independent School Fax Number:	(843) - 899-5514
Independent School E-mail Address:	info@sjcacavaliers.com
Independent School Website Address:	www.sjcacavaliers.com

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

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	☑	☐
2. Does not discriminate on the basis of race, color, or national origin.	☑	☐
3. Is located in this State.	☑	☐
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.	☑	☐
5. Has school facilities that are subject to applicable federal, state, and local laws.	☑	☐
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.	☑	☐
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.	☑	☐

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.	☑	☐
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.	☑	☐
3. Your school will submit to the EOC by November 15, 2019 the school-level 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.	☑	☐
4. If your school received grants from Exceptional SC in school year 2018-19, the school will submit by November 15, 2019 individual student test scores on national achievement or state standardized tests for any student in grades one through twelve who received a grant from the program during 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.	☑	☐
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.	☑	☐

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: Eric M. Denton

Date: 2/21/19

Print Name of Signature Above: Eric M. Denton

Title: Headmaster

Email: eric.denton@sjcacavaliers.com

Document A
Grants Received

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

Independent School Name: St. John's Christian Academy

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? 274

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
# 19	$ 50,901.00

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: Eric M. Denton

Date: 8/15/19

Print Name of Signature Above: Eric M. Denton

Title: Headmaster

Email: eric.denton@sjcacaveliers.com

Document B
Statement of Services

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

Independent School Name: St. John's Christian Academy

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: Eric M. Denton

Date: 8/15/19

Print Name of Signature Above: Eric M. Denton

Title: Headmaster

Email: eric.denton@sjcacavaliers.com

ST. JOHN'S
CHRISTIAN ACADEMY

August 16, 2019

Dear Education Oversight Committee:

St. John's Christian Academy provides the following accommodations, services, and support to students with special needs:

- We provide small classes with an average student-teacher ratio of 13-1.
- We diagnose students' learning needs and offer necessary accommodations, instruction, and remediation.
- We offer after-school and summer tutoring and remediation for students.
- We offer tutoring and extended instruction for middle school students during the school day on an as-needed basis.
- We create and implement 504 Accommodation Plans.
- We offer small group and individual testing for students with special needs.
- We provide preferential seating.
- We allow the use of electronic devices for students with organizational and writing needs.
- We help parents to locate tutors for their children.

These are the most common examples of accommodations, services, and support that we offer students with special needs; however, this is not an exhaustive list. We endeavor to do all that we can to meet the needs of each of our students.

Sincerely,

Eric M. Denton

Eric M. Denton, Ed.D.
Headmaster

204 West Main Street • Moncks Corner, SC 29461 • 843-761-8539 • Fax 843-899-5514
info@sjcacavaliers.com • www.sjcacavaliers.com

School Report

2019 Spring Stanford 10 SUMMARY (Reg Ed)

Report Criteria:

District: South Carolina Independent School Assoc
School: SCISA St. John's Christian Academy

Run By:

Denton, Eric
SCISA St. John's Christian Academy
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
AVG = Average
GE = Grade Equivalent
LVL = Level
N, % = Number, Percent
NAT'L or NATL = National
NC = Number Correct
NCE = Normal Curve Equivalent
N-COUNT = Number of Student
OLSAT = *Otis-Lennon School Ability Test®*, Eighth Edition
P10 = 10th Percentile
P90 = 90th Percentile
PHS = Post High School
PK = Pre-Kindergarten
PR-S = Percentile Rank-Stanine
Q1 = First Quartile
Q3 = Third Quartile
NP/NA/NC = Number Possible/NumberAttempted/Number Correct
SAI = School Ability Index
SD or STANDARD DEV = Standard Deviation
SS = Scaled Score
UG = Ungraded

GROUP REPORTS

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

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.
E = Electronic (online) test administration
H✓ = "Average," but the highest possible rating for this cluster for this grade.
INV = Invalidated subtest.
L✓ = "Average," but the lowest possible rating for this cluster for this grade.
NA = Scaled Scores not available for Battery.
NA[1] = Not available because number correct (raw score) of zero does not yield any derived scores.
NA[2] = Not available because the student's age is unknown or out of range for the grade.
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.
NA[9] = Not available because the student's grade was designated Ungraded.
0[1] = A zero score yields no derived scores.
P = Paper test administration.
[1] = Statistics do not include students with zero number correct (raw score).
[2] = Excludes students with missing or questionable ages.
[3] = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
[4] = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.
* = Summaries for the mean number correct cannot be provided as empirical research has shown that these scores for the paper and computer versions as well as for the Primary 3 answer document and booklet versions are not equivalent. An adjustment was made so that the scaled scores are equivalent.

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

Score	Description	Comparable Across			
		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 Spring Multilevel Norms Book or the Stanford 10 Fall Multilevel Norms Book for detailed explanations and guidance related to scores.

STANFORD10 O·N·L·I·N·E

with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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	Percent in Each AAC Range L	M	H	National Grade Percentile Bands 1 10 30 50 70 90 99
Total Reading	26	80.2	617	67-6	59.5	3.8	11	37	53	
Word Study Skills	26	22.3	615	54-5	52.3	3.0	30	40	30	
Reading Vocabulary	26	26.4	616	71-6	61.5	3.7	20	35	45	
Reading Comprehension	26	31.6	626	72-6	62.3	3.8	10	55	35	
Total Mathematics	26	60.9	606	76-6	64.8	3.9	5	47	47	
Mathematics Problem Solving	26	34.6	608	72-6	62.2	3.6	5	48	48	
Mathematics Procedures	26	26.3	611	78-7	66.1	3.7	0	32	68	
Language	26	42.8	629	80-7	67.4	4.3	0	33	67	
Spelling	26	30.4	593	58-5	54.1	3.2	18	55	27	
Environment	26	34.1	637	82-7	69.3	3.9	0	35	65	
Listening	26	29.6	620	70-6	61.3	4.1	20	25	55	
Basic Battery	26	243.8	N/A	70-6	60.9	3.9	5	37	58	
Complete Battery	26	277.9	N/A	71-6	61.8	3.8	0	47	53	

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands 1 10 30 50 70 90 99
Total	25[3]	41.0	103	57-5	582	59-5	
Verbal	25[3]	19.4	102	55-5	570	55-5	
Nonverbal	25[3]	21.6	106	65-6	597	61-6	

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Word Study Skills	30	8	77	15
C	Structural Analysis	12	12	88	0
C	Consonant Sounds	9	15	46	38
C	Vowel Sounds	9	27	50	23
	Reading Vocabulary	30	0	58	42
C	Synonyms	18	4	65	31
C	Multiple Meaning Words	6	0	54	46
C	Context Clues	6	4	35	62
	Reading Comprehension	40	8	54	38
C	Literary	14	12	50	38
C	Informational	13	4	69	27
C	Functional	13	0	62	38
P	Initial Understanding	8	19	27	54
P	Interpretation	18	8	65	27
P	Critical Analysis & Strategies	14	0	42	58
P	Critical Analysis	8	4	35	62
P	Strategies	6	0	23	77
	Mathematics Problem Solving	44	4	50	46
C	Number Sense and Operations	24	8	54	38
C	Patterns/Relationships/Algebra	4	0	0	100
C	Data, Statistics & Probability	6	0	0	100
C	Geometry and Measurement	10	15	50	35
P	Communication and Representation	6	23	23	54
P	Estimation	3	27	73	0
P	Mathematical Connections	22	0	50	50
P	Reasoning and Problem Solving	13	8	50	42
	Mathematics Procedures	30	4	50	46
C	Number Facts	13	4	62	35
	Mathematics Procedures (cont.)				
C	Computation with Whole Numbers	17	0	50	50
P	Computation in Context	8	8	35	58
P	Computation with Symbolic Notation	22	0	62	38
	Language	48	0	42	58
C	Capitalization	8	0	31	69
C	Usage	8	0	73	27
C	Punctuation	8	0	54	46
C	Sentence Structure	7	8	92	0
C	Prewriting	5	8	42	50
C	Content and Organization	12	0	50	50
	Spelling	36	12	73	15
C	Sight Words	6	19	54	27
C	Phonetic Principles	24	15	58	27
C	Structural Principles	6	12	88	0
	Environment	40	0	31	69
C	History	5	12	35	54
C	Geography	5	8	31	62
C	Political Science	5	12	35	54
C	Economics	5	4	58	38
C	Life	7	12	54	35
C	Earth	4	0	38	62
C	Physical	6	0	62	38
P	Science Process Skills	3	12	88	0
	Listening	40	8	50	42
C	Vocabulary	10	12	46	42
C	Comprehension	30	8	50	42

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

OLSAT Level/Form: C/5
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10 O·N·L·I·N·E

with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
DISTRICT: SOUTH CAROLINA INDEPENDENT SCHOOL ASSOC

Grade: 3
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	Percent in Each AAC Range L	M	H	National Grade Percentile Bands 1 10 30 50 70 90 99
Total Reading	16	86.1	639	67-6	59.5	5.0	25	50	25	
Word Study Skills	16	21.2	634	54-5	52.1	4.4	29	64	7	
Reading Vocabulary	16	22.7	632	64-6	57.5	4.8	23	46	31	
Reading Comprehension	16	42.2	652	74-6	63.3	5.9	8	58	33	
Total Mathematics	16	57.9	631	71-6	61.5	5.5	8	75	17	
Mathematics Problem Solving	16	36.4	638	71-6	61.4	5.3	0	69	31	
Mathematics Procedures	16	21.6	626	68-6	59.8	4.9	8	62	31	
Language	16	38.8	650	77-7	65.3	5.6	8	33	58	
Spelling	16	26.4	630	72-6	62.5	5.3	15	46	38	
Science	16	29.8	640	70-6	61.2	6.0	8	77	15	
Social Science	16	31.4	648	80-7	67.7	6.7	0	21	79	
Listening	16	31.5	638	73-6	63.2	5.6	0	69	31	
Thinking Skills (C)	16	133.0	635	74-6	63.3	5.6	0	50	50	
Basic Battery	16	240.7	N/A	69-6	60.6	5.5	0	50	50	
Complete Battery	16	301.9	N/A	71-6	61.4	5.7	0	50	50	

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands 1 10 30 50 70 90 99
Total	16[3]	43.4	108	69-6	605	67-6	
Verbal	16[3]	22.4	108	69-6	604	66-6	
Nonverbal	16[3]	21.0	107	67-6	607	65-6	

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Word Study Skills	30	19	63	19
C	Structural Analysis	12	19	38	44
C	Phonetic Analysis-Consonants	9	13	56	31
C	Phonetic Analysis-Vowels	9	31	63	6
	Reading Vocabulary	30	13	63	25
C	Synonyms	15	19	50	31
C	Multiple Meaning Words	6	31	44	25
C	Context Clues	9	13	38	50
P	Thinking Skills	15	25	38	38
	Reading Comprehension	54	0	63	38
C	Literary	18	6	63	31
C	Informational	18	0	56	44
C	Functional	18	6	56	38
P	Initial Understanding	12	6	25	69
P	Interpretation	20	0	56	44
P	Critical Analysis	12	6	50	44
P	Strategies	10	13	56	31
P	Thinking Skills	42	0	63	38
	Mathematics Problem Solving	46	6	50	44
C	Number Sense & Operations	25	6	50	44
C	Patterns/Relationships/Algebra	5	0	6	94
C	Data, Statistics & Probability	6	0	0	100
C	Geometry & Measurement	10	13	38	50
P	Communication & Representation	7	6	75	19
P	Estimation	6	0	69	31
P	Mathematical Connections	21	13	44	44
P	Reasoning & Problem Solving	12	6	56	38
P	Thinking Skills	39	6	50	44

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Mathematics Procedures	30	13	50	38
C	Number Facts	6	6	44	50
C	Computation w/Whole Numbers	16	13	63	25
C	Computation with Decimals	8	6	56	38
P	Computation in Context	14	6	63	31
P	Computation/Symbolic Notation	16	19	38	44
P	Thinking Skills	14	13	50	38
	Language	48	0	63	38
C	Capitalization	8	0	69	31
C	Usage	8	0	69	31
C	Punctuation	8	0	69	31
C	Sentence Structure	7	6	25	69
C	Prewriting	5	6	56	38
C	Content and Organization	12	6	63	31
P	Thinking Skills	6	13	75	13
	Spelling	38	13	38	50
C	Sight Words	3	6	56	38
C	Phonetic Principles	18	19	38	44
C	Structural Principles	8	19	19	63
C	No Mistake	9	6	50	44
	Science	40	6	50	44
C	Life	11	13	69	19
C	Physical	11	6	38	56
C	Earth	11	6	63	31
C	Nature of Science	7	0	69	31
P	Models	14	13	38	50
P	Constancy	13	0	56	44
P	Form & Function	13	6	63	31

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Science (cont.)				
P	Thinking Skills	20	6	50	44
	Social Science	40	0	44	56
C	History	10	0	50	50
C	Geography	10	13	63	25
C	Political Science	10	0	38	63
C	Economics	10	25	44	31
P	App. of Knowledge/Comp.	16	0	19	81
P	Org., Summ. & Interp. of Info.	13	0	0	100
P	Determination of Cause/Effect	11	6	75	19
P	Thinking Skills	19	13	56	31
	Listening	40	13	44	44
C	Vocabulary	10	6	44	50
C	Comprehension	30	6	44	50
P	Thinking Skills	19	6	56	38
	Thinking Skills	174	0	63	38

STANFORD LEVEL/FORM: Primary 3/A
NORMS: 2002 National Spring

OLSAT Level/Form: D/5
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10 ONLINE

with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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	Percent in Each AAC Range L	M	H
Total Reading	17	93.8	671	83-7	70.1	8.6	17	42	42
Word Study Skills	17	24.2	674	77-7	65.8	8.7	23	38	38
Reading Vocabulary	17	26.1	674	78-7	66.1	7.5	14	36	50
Reading Comprehension	17	43.5	673	84-7	71.0	9.6	7	53	40
Total Mathematics	17	60.1	653	77-7	65.8	6.9	25	25	50
Mathematics Problem Solving	17	36.7	660	81-7	68.2	7.8	21	36	43
Mathematics Procedures	17	23.4	645	70-6	60.9	6.0	23	62	15
Language	17	39.1	662	82-7	69.7	8.7	17	42	42
Language Mechanics	17	19.2	662	80-7	67.5	7.2	0	67	33
Language Expression	17	19.9	667	81-7	68.8	9.1	17	42	42
Spelling	17	29.7	658	77-7	65.6	5.9	25	42	33
Science	17	32.6	664	84-7	70.9	7.6	0	46	54
Social Science	17	30.5	648	76-6	64.9	7.6	23	38	38
Listening	17	31.4	656	84-7	71.2	8.5	0	46	54
Thinking Skills (C)	17	149.3	656	85-7	72.3	8.1	17	50	33
Basic Battery	17	253.9	N/A	79-7	67.3	8.5	17	50	33
Complete Battery	17	317.0	N/A	80-7	67.4	8.4	8	58	33

National Grade Percentile Bands: 1 10 30 50 70 90 99

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S
Total	16[2]	51.3	118	87-7	645	89-8
Verbal	16[2]	25.6	115	83-7	640	85-7
Nonverbal	16[2]	25.7	118	87-7	652	90-8

National Grade Percentile Bands: 1 10 30 50 70 90 99

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Word Study Skills	30	6	41	53
C	Structural Analysis	12	6	59	35
C	Phonetic Analysis-Consonants	9	12	41	47
C	Phonetic Analysis-Vowels	9	6	29	65
	Reading Vocabulary	30	0	35	65
C	Synonyms	12	0	41	59
C	Multiple Meaning Words	9	6	41	53
C	Context Clues	9	6	47	47
P	Thinking Skills	18	0	29	71
	Reading Comprehension	54	6	24	71
C	Literary	18	6	18	76
C	Informational	18	6	35	59
C	Functional	18	0	24	76
P	Initial Understanding	12	0	65	35
P	Interpretation	20	0	35	65
P	Critical Analysis	12	0	47	53
P	Strategies	10	6	24	71
P	Thinking Skills	42	6	24	71
	Mathematics Problem Solving	48	0	29	71
C	Number Sense & Operations	24	12	29	59
C	Patterns/Relationships/Algebra	6	0	0	100
C	Data, Statistics & Probability	8	0	0	100
C	Geometry & Measurement	10	6	24	71
P	Communication & Representation	6	0	65	35
P	Estimation	8	12	41	47
P	Mathematical Connections	21	0	35	65
P	Reasoning & Problem Solving	13	0	35	65
P	Thinking Skills	40	0	29	71

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Mathematics Procedures	32	12	35	53
C	Computation w/Whole Numbers	18	6	47	47
C	Computation with Decimals	8	29	24	47
C	Computation with Fractions	6	12	47	41
P	Computation in Context	16	6	65	29
P	Computation/Symbolic Notation	16	18	29	53
P	Thinking Skills	16	6	65	29
	Language Mechanics	24	6	29	65
C	Capitalization	8	12	41	47
C	Usage	8	6	41	53
C	Punctuation	8	6	35	59
	Language Expression	24	6	24	71
C	Sentence Structure	8	6	35	59
C	Prewriting	5	12	35	53
C	Content and Organization	11	6	29	65
P	Thinking Skills	12	6	35	59
	Spelling	40	6	47	47
C	Phonetic Principles	18	18	35	47
C	Structural Principles	10	6	47	47
C	No Mistake	7	12	35	53
C	Homophones	5	0	35	65
	Science	40	0	35	65
C	Life	11	0	65	35
C	Physical	11	6	41	53
C	Earth	11	6	24	71
C	Nature of Science	7	12	6	82
P	Models	14	0	47	53
P	Constancy	13	0	35	65

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Science (cont.)				
P	Form & Function	13	0	41	59
P	Thinking Skills	20	6	29	65
	Social Science	40	0	41	59
C	History	10	12	18	71
C	Geography	10	0	47	53
C	Political Science	10	0	41	59
C	Economics	10	12	59	29
P	App. of Knowledge/Comp.	14	0	53	47
P	Org., Summ. & Interp. of Info.	15	0	0	100
P	Determination of Cause/Effect	11	6	29	65
P	Thinking Skills	20	0	35	65
	Listening	40	0	18	82
C	Vocabulary	10	0	24	76
C	Comprehension	30	6	24	71
P	Thinking Skills	22	6	6	88
	Thinking Skills	190	0	29	71

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

OLSAT Level/Form: E/5
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10
O·N·L·I·N·E
with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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	Percent in Each AAC Range L	M	H	National Grade Percentile Bands 1 10 30 50 70 90 99
Total Reading	27	62.4	664	70-6	60.8	7.4	21	42	37	
Reading Vocabulary	27	25.2	677	73-6	63.2	7.0	5	47	47	
Reading Comprehension	27	37.3	661	67-6	59.2	7.3	17	52	30	
Total Mathematics	27	58.0	669	77-7	65.6	8.5	0	50	50	
Mathematics Problem Solving	27	35.3	668	78-7	66.1	8.2	0	33	67	
Mathematics Procedures	27	22.7	671	72-6	62.5	7.9	0	70	30	
Language	27	35.0	651	64-6	57.6	6.8	12	59	29	
Language Mechanics	27	18.8	661	70-6	61.0	7.4	6	53	41	
Language Expression	27	16.2	645	57-5	53.9	6.8	24	59	18	
Spelling	27	30.2	666	73-6	62.8	7.2	0	59	41	
Science	27	26.2	654	71-6	61.6	7.4	12	47	41	
Social Science	27	27.9	651	70-6	60.9	7.1	6	53	41	
Listening	27	27.2	646	66-6	58.8	6.5	16	53	32	
Thinking Skills (C)	27	134.9	656	74-6	63.8	6.7	6	53	41	
Basic Battery	27	212.8	N/A	71-6	61.5	7.3	0	71	29	
Complete Battery	27	266.9	N/A	71-6	61.4	7.2	0	71	29	

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands 1 10 30 50 70 90 99
Total	26[3]	46.8	107	67-6	628	60-6	
Verbal	26[3]	24.1	107	67-6	629	61-6	
Nonverbal	26[3]	22.7	105	62-6	627	57-5	

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Reading Vocabulary	30	4	56	41
C	Synonyms	12	4	52	44
C	Multiple Meaning Words	9	7	67	26
C	Context Clues	9	4	63	33
P	Thinking Skills	18	4	44	52
	Reading Comprehension	54	7	59	33
C	Literary	18	7	48	44
C	Informational	18	7	56	37
C	Functional	18	0	67	33
P	Initial Understanding	12	4	74	22
P	Interpretation	20	7	59	33
P	Critical Analysis	12	7	52	41
P	Strategies	10	7	59	33
P	Thinking Skills	42	11	37	52
	Mathematics Problem Solving	48	0	41	59
C	Number Sense & Operations	24	4	59	37
C	Patterns/Relationships/Algebra	6	0	0	100
C	Data, Statistics & Probability	8	0	0	100
C	Geometry & Measurement	10	0	52	48
P	Communication & Representation	6	4	67	30
P	Estimation	10	7	48	44
P	Mathematical Connections	19	0	37	63
P	Reasoning & Problem Solving	13	0	56	44
P	Thinking Skills	41	0	33	67
	Mathematics Procedures	32	0	59	41
C	Computation w/Whole Numbers	10	11	52	37
C	Computation with Decimals	12	15	44	41
C	Computation with Fractions	10	4	41	56

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Mathematics Procedures (cont.)				
P	Computation in Context	16	0	67	33
P	Computation/Symbolic Notation	16	7	56	37
P	Thinking Skills	16	0	67	33
	Language Mechanics	24	0	52	48
C	Capitalization	8	11	74	15
C	Usage	8	4	30	67
C	Punctuation	8	0	70	30
	Language Expression	24	19	56	26
C	Sentence Structure	9	11	70	19
C	Prewriting	5	11	63	26
C	Content and Organization	10	7	81	11
P	Thinking Skills	12	19	63	19
	Spelling	40	4	52	44
C	Phonetic Principles	18	4	56	41
C	Structural Principles	10	7	41	52
C	No Mistake	7	7	48	44
C	Homophones	5	19	52	30
	Science	40	4	56	41
C	Life	11	7	67	26
C	Physical	11	4	37	59
C	Earth	11	11	44	44
C	Nature of Science	7	7	78	15
P	Models	14	0	59	41
P	Constancy	13	15	44	41
P	Form & Function	13	7	56	37
P	Thinking Skills	20	7	59	33

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Social Science	40	4	59	37
C	History	10	7	78	15
C	Geography	10	4	74	22
C	Political Science	10	11	70	19
C	Economics	10	11	30	59
P	App. of Knowledge/Comp.	16	11	67	22
P	Org., Summ. & Interp. of Info.	13	0	0	100
P	Determination of Cause/Effect	11	7	52	41
P	Thinking Skills	20	4	63	33
	Listening	40	7	59	33
C	Vocabulary	10	15	52	33
C	Comprehension	30	11	59	30
P	Thinking Skills	22	7	63	30
	Thinking Skills	191	4	48	48

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

OLSAT Level/Form: E/6
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10
O·N·L·I·N·E
with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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-S	Mean National NCE	Median Grade Equivalent	Percent in Each AAC Range L	M	H
Total Reading	18	49.9	644	33-4	40.6	5.6	38	31	31
Reading Vocabulary	18	20.3	655	36-4	42.6	5.5	20	53	27
Reading Comprehension	18	29.7	640	33-4	40.8	5.5	33	33	33
Total Mathematics	18	31.2	632	24-4	35.5	5.2	31	69	0
Mathematics Problem Solving	18	18.9	632	25-4	35.7	5.2	40	60	0
Mathematics Procedures	18	12.3	631	26-4	36.4	5.1	15	77	8
Language	18	27.5	632	30-4	38.9	5.2	23	62	15
Language Mechanics	18	14.9	638	35-4	41.7	5.3	31	54	15
Language Expression	18	12.6	625	28-4	37.6	4.4	31	62	8
Spelling	18	25.8	657	53-5	51.4	5.7	15	54	31
Science	18	21.8	637	33-4	41.0	5.8	50	21	29
Social Science	18	16.1	619	23-4	34.3	3.8	54	46	0
Listening	18	22.1	633	33-4	40.9	5.2	25	63	13
Thinking Skills (C)	18	93.4	631	24-4	35.1	5.3	31	38	31
Basic Battery	18	156.6	N/A	33-4	40.9	5.4	15	77	8
Complete Battery	18	194.4	N/A	32-4	40.2	5.3	23	69	8

National Grade Percentile Bands: 1 10 30 50 70 90 99

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S
Total	18[3]	30.0	93	33-4	611	27-4
Verbal	18[3]	15.2	96	40-5	612	32-4
Nonverbal	18[3]	14.8	91	29-4	607	23-4

National Grade Percentile Bands: 1 10 30 50 70 90 99

Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
Reading Vocabulary	30	39	50	11
C Synonyms	12	39	56	6
C Multiple Meaning Words	9	22	50	28
C Context Clues	9	33	50	17
P Thinking Skills	18	33	50	17
Reading Comprehension	54	28	61	11
C Literary	18	39	44	17
C Informational	18	22	67	11
C Functional	18	33	61	6
P Initial Understanding	12	50	39	11
P Interpretation	20	28	72	0
P Critical Analysis	12	17	56	28
P Strategies	10	44	56	0
P Thinking Skills	42	33	56	11
Mathematics Problem Solving	48	56	33	11
C Number Sense & Operations	22	50	39	11
C Patterns/Relationships/Algebra	7	0	17	83
C Data, Statistics & Probability	8	0	33	67
C Geometry & Measurement	11	44	50	6
P Communication & Representation	5	28	67	6
P Estimation	10	44	44	11
P Mathematical Connections	21	44	44	11
P Reasoning & Problem Solving	12	50	44	6
P Thinking Skills	41	61	28	11
Mathematics Procedures	32	56	39	6
C Computation w/Whole Numbers	10	33	50	17
C Computation with Decimals	10	50	50	0
C Computation with Fractions	12	50	44	6
Mathematics Procedures (cont.)				
P Computation in Context	16	56	33	11
P Computation/Symbolic Notation	16	50	50	0
P Thinking Skills	16	61	28	11
Language Mechanics	24	28	61	11
C Capitalization	8	22	56	22
C Usage	8	33	56	11
C Punctuation	8	56	33	11
Language Expression	24	39	56	6
C Sentence Structure	10	39	44	17
C Prewriting	5	56	28	17
C Content and Organization	9	50	39	11
P Thinking Skills	12	56	33	11
Spelling	40	17	56	28
C Phonetic Principles	18	44	33	22
C Structural Principles	10	0	78	22
C No Mistake	7	17	56	28
C Homophones	5	6	83	11
Science	40	33	50	17
C Life	11	33	67	0
C Physical	11	28	61	11
C Earth	11	39	39	22
C Nature of Science	7	61	22	17
P Models	14	39	39	22
P Constancy	13	44	39	17
P Form & Function	13	28	67	6
P Thinking Skills	20	44	39	17
Social Science	40	56	44	0
C History	10	50	44	6
C Geography	10	72	28	0
C Political Science	10	33	50	17
C Economics	10	50	50	0
P App. of Knowledge/Comp.	17	44	50	6
P Org., Summ. & Interp. of Info.	13	0	6	94
P Determination of Cause/Effect	10	67	28	6
P Thinking Skills	21	56	44	0
Listening	40	44	44	11
C Vocabulary	10	28	61	11
C Comprehension	30	33	50	17
P Thinking Skills	22	50	33	17
Thinking Skills	192	56	39	6

STANFORD LEVEL/FORM: Intermediate 3/A
NORMS: 2002 National Spring

OLSAT Level/Form: F/5
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10 O·N·L·I·N·E

with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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	Percent in Each AAC Range L	M	H	National Grade Percentile Bands 1 10 30 50 70 90 99
Total Reading	16	63.9	694	73-6	63.2	10.1	36	45	18	
Reading Vocabulary	16	24.8	720	77-7	65.8	10.1	9	55	36	
Reading Comprehension	16	39.1	686	71-6	61.5	10.4	27	55	18	
Total Mathematics	16	49.5	692	72-6	62.4	10.8	18	55	27	
Mathematics Problem Solving	16	30.3	694	75-6	64.3	11.1	15	54	31	
Mathematics Procedures	16	19.3	689	65-6	58.0	9.9	27	64	9	
Language	16	37.1	683	71-6	61.6	11.4	21	43	36	
Language Mechanics	16	18.6	683	68-6	59.7	10.0	21	50	29	
Language Expression	16	18.6	687	72-6	62.4	10.0	7	71	21	
Spelling	16	28.6	683	71-6	61.5	9.1	8	69	23	
Science	16	27.6	677	70-6	61.0	9.3	8	83	8	
Social Science	16	23.6	671	65-6	58.2	9.3	46	38	15	
Listening	16	27.4	662	60-6	55.4	11.0	36	55	9	
Thinking Skills (C)	16	130.9	680	71-6	61.8	10.9	27	45	27	
Basic Battery	16	206.5	N/A	70-6	61.2	10.8	0	82	18	
Complete Battery	16	257.7	N/A	70-6	60.8	10.6	0	91	9	

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands 1 10 30 50 70 90 99
Total	16[3]	49.9	112	77-7	666	79-7	
Verbal	16[3]	23.9	111	75-6	661	76-6	
Nonverbal	16[3]	26.0	112	77-7	675	81-7	

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Reading Vocabulary	30	6	50	44
C	Synonyms	12	0	44	56
C	Multiple Meaning Words	9	6	56	38
C	Context Clues	9	6	69	25
P	Thinking Skills	18	6	56	38
	Reading Comprehension	54	13	44	44
C	Literary	18	6	44	50
C	Informational	18	6	56	38
C	Functional	18	6	44	50
P	Initial Understanding	12	13	69	19
P	Interpretation	20	0	44	56
P	Critical Analysis	12	6	25	69
P	Strategies	10	13	56	31
P	Thinking Skills	42	13	31	56
	Mathematics Problem Solving	48	6	38	56
C	Number Sense & Operations	18	13	38	50
C	Patterns/Relationships/Algebra	9	0	0	100
C	Data, Statistics & Probability	9	0	13	88
C	Geometry & Measurement	12	6	31	63
P	Communication & Representation	7	19	50	31
P	Estimation	8	13	25	63
P	Mathematical Connections	20	6	31	63
P	Reasoning & Problem Solving	13	6	25	69
P	Thinking Skills	41	6	38	56
	Mathematics Procedures	32	0	75	25
C	Computation w/Whole Numbers	4	0	50	50
C	Computation with Decimals	10	6	56	38
C	Computation with Fractions	14	6	63	31
	Mathematics Procedures (cont.)				
C	Computation with Integers	4	6	56	38
P	Computation in Context	16	6	50	44
P	Computation/Symbolic Notation	16	13	69	19
P	Thinking Skills	17	6	56	38
	Language Mechanics	24	13	50	38
C	Capitalization	8	25	38	38
C	Usage	8	6	75	19
C	Punctuation	8	6	38	56
	Language Expression	24	13	25	63
C	Sentence Structure	10	13	31	56
C	Prewriting	5	0	50	50
C	Content and Organization	9	13	25	63
P	Thinking Skills	12	19	31	50
	Spelling	40	6	56	38
C	Phonetic Principles	12	13	75	13
C	Structural Principles	12	6	69	25
C	No Mistake	7	6	50	44
C	Homophones	9	0	44	56
	Science	40	0	63	38
C	Life	11	6	44	50
C	Physical	11	19	50	31
C	Earth	11	6	81	13
C	Nature of Science	7	0	50	50
P	Models	14	0	63	38
P	Constancy	13	6	63	31
P	Form & Function	13	6	56	38
P	Thinking Skills	20	0	63	38
	Social Science	40	19	50	31
C	History	10	13	38	50
C	Geography	10	25	50	25
C	Political Science	10	19	38	44
C	Economics	10	31	19	50
P	App. of Knowledge/Comp.	12	19	50	31
P	Org., Summ. & Interp. of Info.	16	0	0	100
P	Determination of Cause/Effect	12	13	44	44
P	Thinking Skills	21	19	38	44
	Listening	40	13	63	25
C	Vocabulary	10	0	44	56
C	Comprehension	30	19	56	25
P	Thinking Skills	22	25	56	19
	Thinking Skills	193	13	31	56

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

OLSAT Level/Form: F/5
NORMS: 2002 National Spring

C = Content Cluster P = Process Cluster

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Report Date: 11/20/2019 10:47 AM

STANFORD10

O·N·L·I·N·E

with Otis-Lennon School Ability Test® Eighth Edition

Group Report | SCISA St. John's Christian Academy

National Comparison

SCHOOL: SCISA ST. JOHN'S CHRISTIAN ACADEMY
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 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	Percent in Each AAC Range L	M	H	National Grade Percentile Bands 1 10 30 50 70 90 99
Total Reading	23	62.3	696	67-6	59.5	10.2	12	41	47	
Reading Vocabulary	23	24.0	714	69-6	60.4	10.5	12	53	35	
Reading Comprehension	23	38.3	689	66-6	58.6	10.0	12	47	41	
Total Mathematics	23	41.6	689	61-6	55.7	10.3	12	65	24	
Mathematics Problem Solving	23	24.5	688	60-6	55.2	9.5	18	65	18	
Mathematics Procedures	23	17.1	692	60-6	55.6	10.1	16	68	16	
Language	23	36.3	691	69-6	60.6	11.0	16	42	42	
Language Mechanics	23	18.5	695	70-6	60.8	11.9	11	53	37	
Language Expression	23	17.8	687	66-6	58.9	10.3	21	32	47	
Spelling	23	28.6	693	67-6	59.4	10.3	16	42	42	
Science	23	23.0	681	66-6	58.9	10.0	11	37	53	
Social Science	23	20.4	674	59-5	54.6	10.2	11	74	16	
Listening	23	26.3	668	63-6	56.9	10.4	6	72	22	
Thinking Skills (C)	23	122.3	681	61-6	55.9	10.0	18	59	24	
Basic Battery	23	195.0	N/A	65-6	58.1	10.3	0	76	24	
Complete Battery	23	238.4	N/A	64-6	57.8	10.3	6	71	24	

Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands 1 10 30 50 70 90 99
Total	23[3]	48.0	107	67-6	658	64-6	
Verbal	23[3]	24.7	109	71-6	663	71-6	
Nonverbal	23[3]	23.3	103	57-5	655	60-6	

	Clusters	Number of Items	Percent in Each Below Avg	Avg	Above Avg
	Reading Vocabulary	30	9	52	39
C	Synonyms	12	9	57	35
C	Multiple Meaning Words	9	9	74	17
C	Context Clues	9	13	57	30
P	Thinking Skills	18	13	61	26
	Reading Comprehension	54	4	65	30
C	Literary	18	9	52	39
C	Informational	18	0	65	35
C	Functional	18	4	70	26
P	Initial Understanding	10	4	61	35
P	Interpretation	20	9	39	52
P	Critical Analysis	14	0	74	26
P	Strategies	10	0	61	39
P	Thinking Skills	44	4	61	35
	Mathematics Problem Solving	48	4	65	30
C	Number Sense & Operations	18	9	70	22
C	Patterns/Relationships/Algebra	9	0	9	91
C	Data, Statistics & Probability	9	0	13	87
C	Geometry & Measurement	12	9	78	13
P	Communication & Representation	6	13	83	4
P	Estimation	10	13	57	30
P	Mathematical Connections	18	4	52	43
P	Reasoning & Problem Solving	14	13	65	22
P	Thinking Skills	41	9	57	35
	Mathematics Procedures	32	13	57	30
C	Computation with Decimals	10	9	70	22
C	Computation with Fractions	14	22	52	26
C	Computation with Integers	8	13	57	30
	Mathematics Procedures (cont.)				
P	Computation in Context	16	22	52	26
P	Computation/Symbolic Notation	16	13	61	26
P	Thinking Skills	18	22	57	22
	Language Mechanics	24	13	43	43
C	Capitalization	8	13	57	30
C	Usage	8	0	57	43
C	Punctuation	8	13	35	52
	Language Expression	24	17	30	52
C	Sentence Structure	10	9	57	35
C	Prewriting	5	17	35	48
C	Content and Organization	9	9	57	35
P	Thinking Skills	12	17	39	43
	Spelling	40	13	48	39
C	Phonetic Principles	12	26	52	22
C	Structural Principles	12	4	61	35
C	No Mistake	7	26	26	48
C	Homophones	9	17	26	57
	Science	40	9	65	26
C	Life	11	17	22	61
C	Physical	11	22	52	26
C	Earth	11	17	52	30
C	Nature of Science	7	9	87	4
P	Models	14	4	74	22
P	Constancy	13	9	48	43
P	Form & Function	13	13	57	30
P	Thinking Skills	24	9	57	35
	Social Science	40	9	61	30
C	History	10	9	57	35
C	Geography	10	17	48	35
C	Political Science	10	22	43	35
C	Economics	10	17	65	17
P	App. of Knowledge/Comp.	11	9	61	30
P	Org., Summ. & Interp. of Info.	15	0	0	100
P	Determination of Cause/Effect	14	17	57	26
P	Thinking Skills	21	17	43	39
	Listening	40	9	65	26
C	Vocabulary	10	0	70	30
C	Comprehension	30	13	65	22
P	Thinking Skills	22	13	65	22
	Thinking Skills	200	9	57	35

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

OLSAT Level/Form: F/5
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Report Date: 11/20/2019 10:47 AM

BURKETT
BURKETT & BURKETT
Certified Public Accountants, P.A.

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

To the Board of Directors and Management of
St. John's Christian Academy
204 West Main Street
Moncks Corner, SC 29461

We have performed the procedures enumerated below, which were agreed to by the Board of Directors and management of St. John's Christian Academy ("the School"), solely to assist you with respect to certain requirements of the SC Education Oversight Committee in its determination of the School's eligibility to participate in the Educational Credit for Exceptional Needs Children Program for the fiscal year ended June 30, 2019, in the areas addressed. St. John's Christian Academy's management is responsible for compliance with the requirements of the Educational Credit for Exceptional Needs Children Program. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures and associated findings are as follows:

1) We verified that all grants received under the Educational Credit for Exceptional Needs Children Program were for eligible children enrolled in the school by vouching the list of students who received grants for the fiscal year ended June 30, 2019 to the School's attendance records.

   No findings noted.

2) We inspected the copies of checks from the Scholarship Funding Organization to determine the total amount of the grant per child from every Scholarship Funding Organization.

   No findings noted.

3) We inspected the copies of checks from the Scholarship Funding Organization to determine that no grant exceeded $11,000 during the fiscal year ended June 30, 2019.

   No findings noted.

4) We inspected the School's documentation that it returned a prorated amount of the grant to the Scholarship Funding Organization when any student withdrew during the school year.

   No findings noted.

5) We verified that the total amount of the grant was used for tuition, which is defined as the "total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation," by inspecting the students' tuition records both before and after application of the grant during the fiscal year ended June 30, 2019.

   For one student, grants received exceeded related tuition and fees by $150. The School should contact the SC Education Oversight Committee regarding issuing a refund check for this amount.

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 School's compliance with the requirements of 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 St. John's Christian Academy and the SC Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

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BURKETT BURKETT & BURKETT
Certified Public Accountants, P.A.
West Columbia, South Carolina
November 15, 2019