

## AGENDA

### SC Education Oversight Full Committee Meeting

Monday, June 9, 2025  
1:00 p.m.  
Room 521, Blatt Building

- I. Welcome.....Dr. Brian Newsome
- II. Approval of Minutes of April 14, 2025 .....Dr. Brian Newsome
- III. Academic Standards & Assessments Subcommittee Reports.....Dr. Patty Tate
  - Action Items:
    - SC Tiered Credential System ..... Dana Yow
    - Evaluation of Biology I, Spring 2024
      - End-of-Course Exam ..... Dr. Matthew Lavery;  
Dr. Matthew Madison,  
Assistant Professor,  
Department of Educational Psychology; &  
Heather Bolinger, Co-Director;  
Tracy Davenport, Co-Director;  
K-12 Assessment Solutions,  
Mary Frances Early College of Education,  
University of Georgia
    - SCDE Response to Biology I Evaluation..... Dr. Matthew Ferguson, Esq.  
Deputy Superintendent  
& Chief Academic Officer
    - Educational Credit for Exceptional  
Needs Children (ECENC) Report..... Dr. Jenny May  
Director, Qualitative Research  
& Stakeholder Engagement
- IV. Information Items:
  - Educational Performance of Military-Connected Children  
In South Carolina, 2025 Report..... Dr. Patty Tate
  - EIA Budget Update ..... Dr. Bob Couch
  - Executive Director Update ..... Dana Yow
  - Action Item:
    - Report from the Nomination Committee..... Dr. Bob Couch

April Allen  
CHAIR  
Brian Newsome  
VICE CHAIR  
Terry Alexander  
Melanie Barton  
Russell Baxley  
Neal Collins  
Bob Couch  
Bill Hager  
Barbara B. Hairfield  
Sidney Locke  
Jeri McCumbee  
Melissa Pender  
Patty J. Tate  
C. Ross Turner, III  
Ellen Weaver

Dana Yow  
EXECUTIVE DIRECTOR

V. Adjournment

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Full Committee Meeting**  
Minutes of the Meeting  
April 14, 2025

**Members Present (in-person or remote):** April Allen, Representative Terry Alexander, Russell Baxley, Representative Neal Collins, Dr. Bob Couch, Representative Bill Hager, Barbara Hairfield, Melissa Pender, Dr. Patty Tate, Senator Ross Turner

**EOC Staff Present:** Tenell Felder, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May, Dana Yow

EOC Chair April Allen opened the meeting and asked for a motion to approve minutes from the February 10, 2025 full committee meeting. After the meeting minutes were approved, Allen noted there would be a change in the order of the agenda to accommodate a presenter and requested that EOC Academic Standards and Assessment (ASA) chair Patty Tate provide a report of the ASA subcommittee March 17, 2025 meeting.

Dr. Tate informed committee members that the subcommittee meeting had the following three information items: a special presentation by the Southern Regional Educational Board (SREB) on the Stackable Credentials System and its impact on College and Career Readiness, an update by EOC Communications Manager Tenell Felder on the EOC's Chronic Absenteeism Initiative, and a presentation by EOC Deputy Director Dr. Matthew Lavery on credit recovery analysis.

Concerning the Stackable Credential System, Dr. Tate informed committee members that the updated tiered credential system, if passed, would apply to 2024-2025 10<sup>th</sup> graders. Next, Dr. Tate shared that EOC staff is currently putting together a pilot public awareness campaign on chronic absenteeism that would kick off in late summer. Finally, Dr. Tate shared that the credit recovery analysis report provided by Dr. Lavery looked at the full credit recovery history of an entire ninth grade graduate cohort and showed subcommittee members its impact on post-secondary success.

At the conclusion of her report, Allen asked if there were any questions. EOC member Dr. Bob Couch asked when it would be determined what the three points would be for the stackable credential system. EOC Executive Director Dana Yow responded that those tiers would be coming to the ASA subcommittee meeting in May, and that the full committee would be informed of that information once the subcommittee voted in May.

Hairfield then commented that students in Charleston school district are receiving career readiness honor cords for graduation. She expressed hope that the tiered credential system might also motivate students to get certifications.

Following no more comments or questions, Allen called forward EOC Director of Qualitative Research and Stakeholder Engagement Dr. Jenny May to report on the State Funded Full Day 4K report for FY 2023-24 & 2024-25. Dr. May thanked the committee for the opportunity to present and EOC staff for assisting with the report. Next, Dr. May reviewed Proviso 1.47 which authorized the EOC to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by March first of each year. After reviewing common terms seen in the report, Dr. May highlighted the changes and proposed revisions to CERDEP legislation which includes access to waitlists in September rather than in November, and the South Carolina Department of Education providing a Sun ID number to all children who receive services from a public or private 4K provider. Dr. May then established that the report would answer the questions related to access to CERDEP, quality of CERDEP programming, and the impact of CERDEP participation on kindergarten readiness.

Next, Dr. May reviewed CERDEP participation numbers, noting that 18,069 four-year-olds were served by CERDEP in the 2023-24 school year, and were enrolled in public kindergarten in the 2024-25 school year. During the 2023-24 school year, there were approximately 18,342 students potentially eligible for CERDEP who were not enrolled in CERDEP or Head Start.

Dr. May then spoke about CERDEP access, noting that the report found that CERDEP 4K was available in all school districts except Beaufort, Greenville, Horry, York 2 and SC Public Charter School Districts. It was also reported that First Steps 4K was available in all counties except Abbeville, Allendale, Calhoun, Clarendon, Edgefield, Fairfield and McCormick counties. She noted that First Steps allows children to attend First Step 4K classrooms across counties.

At this point, Representative Terry Alexander asked why some counties did not offer 4K programs. Dr. May responded that sometimes there were not enough childcare centers for First Steps to recruit to participate, referring to them as childcare deserts. Dr. May also explained that there are extra demands on centers to meet the requirements that First Steps has for its centers, that centers might not be willing or able to meet.

She then noted an error in the printed documents committee members received – noting that Chester County does have First Steps centers while Calhoun does not.

Next, Dr. May began to discuss the number of children on a waitlist for CERDEP services. During the 2023-24 school year, 402 children were on the waitlist – which was an increase from 203 the previous year. Dr. May noted the increase might be due to an improvement in data collection and of being aware of more students who were placed on a waitlist. She then noted that the EOC would release a report in upcoming months that looked specifically at the CERDEP waitlist process.

Dr. May also reported that financially, South Carolina invested more than \$114 million in the 2023-24 fiscal year into CERDEP noting that it is the largest investment to date. She also noted this amount suggests the state is serving more children and families than in years past. The report states that South Carolina is 37<sup>th</sup> in financial investment in early childhood.

In relation to quality, Dr. May noted that South Carolina meets seven out of the ten NIEER benchmarks of quality. The three policies not met are screening and referral, assistant teacher degree, and teacher degree.

In relation to impact on readiness, the report showed that 35% of students who participated in CERDEP achieved demonstrating readiness on the KRA while only 25% of students who did not participate in CERDEP demonstrated readiness. Dr. May stated this suggests that CERDEP programming is helpful and worthy of time and attention.

The following recommendations were made in the report:

- Increase enrollment efficiency for eligible students
- Increase CERDEP infrastructure using data to prioritize piloting efforts
- Continue to increase quality by meeting NIEER benchmarks (screening and teacher qualifications)
- Recruit families for available seats using additional marketing strategies
- Work with SCDE to access additional details in attendance data
- Publish additional papers about CERDEP that provide more details on specific topics

Dr. May concluded her presentation by reiterating the need for universal hearing, vision and developmental screeners in 4K programs. She then asked if there were any questions.

Dr. Couch asked if the report took into account child development centers to which Dr. May responded that they do if they are a CERDEP program. She also suggested that Dr. Couch could speak with First Step representatives for more information of how child development centers could get connected with First Steps.



Representative Neal Collins then asked if there were childcare centers that had the capability of having more students.

Dr. May replied they do, but noted there are discrepancies in making sure that the student is eligible for services and finding a location that has a CERDEP program.

Collins asked if CERDEP had open enrollment and asked about cross-county enrollment for childcare deserts.

Dr. May replied that the data from the report indicates there are more opportunities than deserts making it unlikely the need for cross county enrollment.

Collins then asked if the recommendation was for better marketing to which Dr. May replied the recommendation was twofold – there needed to be better methods for connecting families with open seats and that they needed to recruit the seats that are open that need children to fill them.

Allen then asked if the proposed dashboard would have information on open seats and their locations. Dr. May clarified that the dashboard's purpose is to show academic outcomes but that there were a variety of websites started under the original preschool development grant whose purpose was to do just that. These websites include Palmetto Pre-K which shows 4K service opportunities for CERDEP, Head Start and First Steps, while also providing sign-up opportunities. Other such websites are First Five – which shows services for children from birth to age five, and the Child Care Resource and Referral website managed by the SC Department of Social Services.

Dr. May stated it would also be beneficial to have a designated person families could connect with to assist them through finding and understanding 4K programs for their child. This representative would be referred to as a 4K navigator.

Yow then stated that EOC staff was currently looking into the waitlist process for 4K programming – stating that the waitlist needed to be a dynamic process and allow for all state funded 4K programs to work in tandem to place children. She also stated the importance of pupils-in-poverty having access to 4K services.

Representative Alexander then asked Dr. May to clarify if there were approximately 5 counties where CERDEP was not being offered. Dr. May replied that was correct but specified that did not mean those counties were not offering *any* 4K services, but that they were not offering *state funded* 4K services. She also clarified that in order to participate in state funded 4K, a poverty threshold needed to be reached.

Representative Alexander asked if districts decided if they wanted to participate to which Dr. May replied yes.

Barbara Hairfield then asked Dr. May if these 4K programs such as Head Start and First Steps were attempting to recruit the same demographic of children. Dr. May confirmed this though distinguished that Head Start was a federal program and had a different poverty threshold from First Steps which was state funded.

Representative Alexander and Allen reiterated the need for 4K providers to best place and provide services for students and enrollment efficiency.

Dr. May agreed and restated that EOC staff was looking into that specific issue. Yow also clarified that they were working on getting the data to help answer those questions.

Following this, University of South Carolina Assistant Professor of Economics Dr. Jessica Brown was called forward to discuss the CERDEP 2024 cost report.

She stated the purpose of the report was to estimate the full cost of providing 4K programs and to evaluate the adequacy of the current reimbursement rates. She stated that Darla Moore School of Business researchers identified what drives the cost of 4K programs and what leads to variation in cost between providers. Dr. Brown then reviewed the methods used to assess per-pupil cost vs. reimbursement rates.

Next, Dr. Brown reviewed the four modeled provider types that were examined based on setting, teacher qualifications, teacher pay level, and numbers of students.

Dr. Brown then explained to committee members the factors that contributed to program costs – the largest being staffing which accounted for 40-60% of costs. Other cost drivers included teacher qualifications and compensation, class program and size and facility ownership.

Other findings from the report indicated that the less expensive costs of private 4K providers was due to lower teacher salaries. In relation to this finding, Dr. Brown stated that higher education requirements for public providers lead to higher wages/costs.

The following policy considerations were given in the report:

- Address teacher pay disparities
- Account for high vacancy rates
- Consider variable reimbursement rates and rate alignment with other public programs
- Align rates with inflation

The following recommendations were given in the report:

- Tie rates to teacher salaries/qualifications
- Assess causes of vacancies
- Differentiate by provider type and geography
- Continue supporting private providers with resources and training
- Update cost estimates annually
- Convene stakeholders to define fair reimbursement

Following this, Dr. Brown asked if there were any questions.

Representative Hagar thanked Dr. Brown for her presentation, then asked who pays the difference between the cost and reimbursement and stated he believed it would be taxpayers.

Dr. Brown replied that she believes the school districts would be covering that difference.

Yow then stated that there were different reimbursement rates for public and private centers. She also pointed out the nuance that reimbursement rates could differ due to a teacher's degree.

Representative Alexander then asked Dr. Brown if South Carolina had the lowest cost in the country for 4K providers to which Dr. Brown clarified that she was speaking of the lowest pay for childcare workers.

At the conclusion of questions for Dr. Brown's presentation, Allen called forward EOC Director of Strategic Innovation Dr. Rainey Knight to discuss the social studies standards cyclical review process. Dr. Knight provided committee members with background, a timeline of the process as well as letting them know they would receive a report in December 2025. She stated the report would include state and national recommendations. Dr. Knight reminded committee members that the EOC does not write the standards – just review and make recommendations to the State Department who would write the standards. The standards would then be up for public review and would return to the EOC to approve. Allen asked why the standards would not take effect until 2027 to which Yow replied that it takes a while for the standard process. Dr. Knight also replied that it was a monumental task and that it could take until 2027 to be in the classroom. Representative Hager then asked if the review committee had been finalized to which Yow replied the national review team had been finalized and that nomination letters for the state team had been sent out. Dr. Knight stated they were also still accepting nominations for the state team and could share those with Mrs. Yow or herself.

Next, Dr. May was called forward again to give an update in the Beating the Odds Investigative study – a multi-year study to examine why some schools with high poverty rates are able to beat the odds and have high achievement rates, excellent ratings on their school report cards with no unsatisfactory designation. The schools visited this year are as follows: West Pelzer Elementary School (Anderson One), Honea Path Elementary (Anderson Two), Flat Rock Elementary (Anderson Three), Kershaw Elementary (Lancaster), and Hopkins Elementary (Richland One). She stated that EOC staff was in the process of analyzing data from the most recent visit and would determine if updates were needed to the conclusions reached during the investigative stage of the study.

Dr. Tate asked if there were more schools that were added to the BTOIS schools to which Dr. May clarified that they visited new schools for the purpose of confirming the findings of the investigative stage.

With no further questions, Dana Yow was asked to give the executive director update. She informed members about the advisory group for the cyclical review of the accountability system stating that parents, high education, district, workforce and business representatives would be involved. She also showed committee members the timeline of the process and explained the focused convenings that would take place. She informed members that the dates for retreat would be August 10-11<sup>th</sup>.

Next, Dr. Couch presented an action item of creating the nomination committee for EOC Chair and Vice Chair. The nomination committee consists of Dr. Couch, Representative Hagar, Dr. Tate, and Senator Turner. Dr. Couch requested to meet with the committee following adjournment and stated that the committee would come forward with its recommendations during June's full committee meeting.

After a vote passing the formation of the nomination committee, the meeting was adjourned.

## EDUCATION OVERSIGHT COMMITTEE

DATE: June 9, 2025

### ACTION ITEM:

#### **Adoption of SC Tiered Credential System**

### PURPOSE/AUTHORITY

§SECTION 59-18-900(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement.

### CRITICAL FACTS

In SC's current accountability system, a student who is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community.

The current process for approval of Industry Certifications/Credentials for Inclusion in College- and Career-Ready Indicator on SC Report Card was adopted by the EOC on October 9, 2023: [Approval for Industry Cert Approval for SC Report Card.pdf](#)

Under the new tiered credential system, students **must earn at least three points** through one of the following combinations:

- One Tier 3 credential aligned with their career cluster.
- A combination of one Tier 2 and one Tier 1 credential within the same career pathway.
- A Universal Credential (e.g., OSHA 10) paired with a Tier 2 or higher credential within the student's career cluster.

It is important to note that students cannot mix and match credentials from different career pathways to meet the requirement. Credentials must align with the student's designated program of study to count toward career-ready status.

### TIMELINE/REVIEW PROCESS

ASA Subcommittee approved and adopted the tiered credential system on May 19, 2025.

### ECONOMIC IMPACT FOR EOC

Cost: no impact

### ACTION REQUEST

☒ For approval

☐ For information

### ACTION TAKEN BY SUBCOMMITTEE

☒ Approved  
☐ Not Approved

☐ Amended  
☐ Action deferred (explain)

Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
63	OSHA 10 General	1	<a href="https://www.osha.gov/training/outreach">https://www.osha.gov/training/outreach</a>	Yes	2010	13,596	12,858	17745	16662	63,164
262	FAA Part 107 UAV License	1	<a href="https://www.faa.gov/sites/faa.gov/files/2020-08/107%20UAV%20License%20Exam%20Blueprint.pdf">https://www.faa.gov/sites/faa.gov/files/2020-08/107%20UAV%20License%20Exam%20Blueprint.pdf</a>	No	2019	77	52	77	65	230
425	Skills USA Career Essentials Certification	1	<a href="https://www.careeressentials.org/certification">https://www.careeressentials.org/certification</a>	Yes	2020			4	4	4
427	Career and Life Essentials	1	<a href="https://www.softskillsaha.com/high-school-career-and-life-essentials">https://www.softskillsaha.com/high-school-career-and-life-essentials</a>	Yes	2021			302	252	302
428	Career Prep: A Virtual Career Guidance Center	1	Pending	Yes	2021					0
429	Soft Skills Pro-Industry Certificaion	1	<a href="https://www.softskillsaha.com/workforce-preparation">https://www.softskillsaha.com/workforce-preparation</a>	Yes	2021	24	24	410	353	434
430	Leadership Essentials	1	<a href="https://higherlogicdownload.s3.amazonaws.com/leadership-essentials">https://higherlogicdownload.s3.amazonaws.com/leadership-essentials</a>	Yes	2021			25	11	25
583	Critical Career Skills: Professional Communication	1	<a href="https://www.icevonline.com/career-skills">https://www.icevonline.com/career-skills</a>	No	2025					0
A78	Express Employment Professionals Career Preparedness Certification	1	<a href="https://certiport.filecamp.com/s/i/rk">https://certiport.filecamp.com/s/i/rk</a>	No	2017	7	7	75	42	202
A94	Microburst EmployABILITY Soft Skills Certification	1	<a href="https://www.microburstlearning.com">https://www.microburstlearning.com</a>	Yes	2017	9,599	8,474	10325	9254	40,478
<b>Total Certifications Administered and Earned</b>						23,303	21,415	18638	17389	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
AGR		<b>Agriculture, Food and Natural Resources CLUSTER Enrollment</b>					<b>15,697</b>				
AGR	34	Outdoor Power Equipment	3	<a href="#">Outdoor Power Equipment</a>	Yes	2010 or earlier	2	1			53
AGR	228	EETC Principles of Small Engine Technology Certification	2	<a href="#">Principles of Small Engine Technology</a>	Yes	2018	98	66	170	109	472
TRA	248	South Carolina Boater Education Certificate	2	<a href="https://www.boaterexam.com/usa/s">https://www.boaterexam.com/usa/s</a>	No	2019	37	37	78	73	189
AGR	260	Pesticide Applicators License	3	<a href="https://www.clemson.edu/public/re">https://www.clemson.edu/public/re</a>	Yes	2019	2	2			29
AGR	261	Veterinary Assistance Certification	3	<a href="https://kaduceus.com/high-school-c">https://kaduceus.com/high-school-c</a>	Yes	2019	1	1			13
AGR	420	Ducks Unlimited Ecology Conservation and Management	2	<a href="#">Ducks Unlimited: Ecology Conservati</a>	Yes	2020	60	55	163	125	308
AGR	421	Agricultural Mechanics and Technology	2	<a href="#">Agricultural Mechanics and Technolo</a>	No	2020	14	10	22	21	59
AGR	422	Environmental and Natural Resources	2	<a href="#">Environmental and Natural Resource</a>	No	2020	71	53	39	32	214
AGR	423	Horticulture	2	<a href="#">Introduction to Horticulture Course S</a>	No	2020	31	17	74	65	117
AGR	424	Plant and Animal Systems	2	<a href="#">Agricultural and Biosystems Science</a>	No	2020	102	94	86	67	249
AGR	431	NHJTCA Equine Management and Evaluation Certification	2	<a href="#">NHJTCA Equine Management &amp; Eval</a>	Yes	2021	29	27	48	43	77
AGR	432	Hunter Education	1	<a href="https://www.hunter-ed.com/southca">https://www.hunter-ed.com/southca</a>	No	2021			1385	1314	1,385
AGR	447	American Meat Science Association (AMSA) Culinary Meat Selections &	3	<a href="https://www.icevonline.com/culinar">https://www.icevonline.com/culinar</a>	Yes	2021					0
AGR	454	Snap-on/NC3: Wheel Service and Alignment Certification	2	<a href="#">Battery, Starting, &amp; Charging System</a>	Yes	2021					0
AGR	503	YouScience Industry Certification: Veterinary Assistant I	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2023			12	12	12
AGR	504	YouScience Industry Certification: Veterinary Assistant II	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2023			2	2	2
AGR	577	NRCS Fundamentals of Conservation & sustainability in Agirculture	2	<a href="#">Fundamentals of Conservation &amp; Sus</a>	No	2024					0
AGR	A79	AMSA Food Safety and Science Certification	3	<a href="#">AMSA Food Safety and Science</a>	Yes	2017	0	0	1	1	14
AGR	A80	BASF Plant Science Certification	3	<a href="#">BASF Plant Science Certification</a>	Yes	2017	167	147	155	133	635
AGR	A81	Elanco Fundamentals of Animal Science Certification	3	<a href="#">Elanco Fundamentals of Animal Scier</a>	Yes	2017	310	301	331	282	1,523
AGR	A82	Benz School of Floral Design-Principles of Floral Design Certification	2	<a href="#">Benz Principles of Floral Design</a>	Yes	2017	24	24	16	16	60
AGR	A83	AMSA Meat Evaluation Certification	3	<a href="#">AMSA Meat Evaluation</a>	Yes	2017	12	12	2	4	40
AGR	A84	NCLCA Principles of Livestock Selection & Evaluation Certification	2	<a href="#">NCLCA Principles of Livestock Selecti</a>	Yes	2017	27	27	37	27	173
AGR	A85	Southwest Airlines Professional Communications Certification	1	<a href="#">Southwest Airlines Professional Com</a>	No	2017	80	62	60	44	284
AGR	A86	Elanco Veterinary Medical Applications Certification	3	<a href="#">Elanco Veterinary Medical Applicatio</a>	Yes	2017	246	244	321	311	1,000
<b>Total Certs</b>	<b>25</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>447</b>	<b>363</b>	<b>3,004</b>	<b>2,679</b>	





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ART		Arts, Audio-Video Technology and Communications CLUSTER Enrollment					7,856				
ART	72	Fashion, Textiles, and Apparel	3	<a href="https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Fashion%20Textiles%20and%20Apparel.pdf">https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Fashion%20Textiles%20and%20Apparel.pdf</a>	Yes	2010	6	5	7	7	17
ART	73	Interior Design Fundamentals	3	<a href="https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Interior%20Design%20Fundamentals.pdf">https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Interior%20Design%20Fundamentals.pdf</a>	Yes	2010	0	0	4	4	7
ART	80	Adobe Certified Associate – Visual Design using Adobe Photoshop	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Associate%20-%20Visual%20Design%20using%20Adobe%20Photoshop.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Associate%20-%20Visual%20Design%20using%20Adobe%20Photoshop.pdf</a>	Yes	2011	541	351	874	587	1942
ART	81	Adobe Certified Professional – Web Communication with Adobe Dreamweaver	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Communication%20with%20Adobe%20Dreamweaver.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Communication%20with%20Adobe%20Dreamweaver.pdf</a>	Yes	2011	0	0	16	10	42
ART	83	Adobe Certified Professional – Video Communication with Adobe Premiere Pro	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Communication%20with%20Adobe%20Premiere%20Pro.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Communication%20with%20Adobe%20Premiere%20Pro.pdf</a>	Yes	2011	70	64	110	106	288
ART	227	Certified Technology Specialist (CTS)	3	<a href="https://www.avixa.org/certification-cts/">https://www.avixa.org/certification-cts/</a>	Yes	2018	1	1			1
ART	312	Flexography First Operator Certification FTA1	3	<a href="https://www.flexography.org/trainin">https://www.flexography.org/trainin</a>	Yes	2018	7	7	8	8	44
ART	313	YouScience Industry Certification: Commercial Art 2	1	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Art-2.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Art-2.pdf</a>	No	2019	5	5	32	32	42
ART	314	YouScience Industry Certification: Digital Print Design	2	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Print-Design.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Print-Design.pdf</a>	No	2019	14	13	95	85	98
ART	316	YouScience Industry Certification: Commercial Photography 1	2	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Photography-1.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Photography-1.pdf</a>	No	2019	20	20	113	89	109
ART	317	YouScience Industry Certification: Digital Media 2	2	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-2.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-2.pdf</a>	No	2019	48	40	173	103	190
ART	318	YouScience Industry Certification: Digital Media, Advanced	2	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-Advanced.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-Advanced.pdf</a>	Yes	2019	8	8			16
ART	319	YouScience Industry Certification: Advanced Digital Media	2	<a href="https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Advanced-Digital-Media.pdf">https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Advanced-Digital-Media.pdf</a>	No	2019	0	0	10	10	16
ART	357	AutoDesk: Auto CAD	2	<a href="https://certiport.filecamp.com/s/PP3/AutoCAD%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/PP3/AutoCAD%20-%20Marketing%20Resource%20Library.pdf</a>	No	2020	34	34	25	25	69
ART	358	AutoDesk: Inventor	2	<a href="https://certiport.filecamp.com/s/8C/AutoCAD%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/8C/AutoCAD%20-%20Marketing%20Resource%20Library.pdf</a>	No	2020	0	0	16	16	17
ART	359	AutoDesk Maya	2	<a href="https://certiport.filecamp.com/s/PP3/AutoCAD%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/PP3/AutoCAD%20-%20Marketing%20Resource%20Library.pdf</a>	No	2020					0
ART	372	YouScience Industry Certification: 3D Animation	2	<a href="https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-3D-Animation.pdf">https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-3D-Animation.pdf</a>	No	2020	34	8	37	17	25
ART	373	YouScience Industry Certification: Sports and Outdoor Product Design I	1	<a href="https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-I.pdf">https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-I.pdf</a>	No	2020					0
ART	374	YouScience Industry Certification: Sports and Outdoor Product Design II	2	<a href="https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-II.pdf">https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-II.pdf</a>	No	2020					0
ART	375	YouScience Industry Certification: Television Broadcasting I	2	<a href="https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-I.pdf">https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-I.pdf</a>	No	2020	0	0	88	65	65
ART	376	YouScience Industry Certification: Television Broadcasting II	2	<a href="https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-II.pdf">https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-II.pdf</a>	No	2020					
ART	460	Adobe Certified Professional (ACP) Using Adobe Animate	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Using%20Adobe%20Animate.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Using%20Adobe%20Animate.pdf</a>	Yes	2021	112	44	255	92	180
ART	461	Adobe Certified Professional (ACP) Visual Effects & Motion Graphics Using Adobe	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Effects%20and%20Motion%20Graphics%20Using%20Adobe.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Effects%20and%20Motion%20Graphics%20Using%20Adobe.pdf</a>	Yes	2021	18	17	53	47	83
ART	462	Adobe Certified Professional Video Design Specialist	3	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Design%20Specialist.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Design%20Specialist.pdf</a>	Yes	2021	16	16	17	17	38
ART	463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)=Photoshop	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Design%20Specialist%20-%20Photoshop.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Design%20Specialist%20-%20Photoshop.pdf</a>	Yes	2021	38	38	62	62	110
ART	464	Adobe Certified Professional Web Design Specialist (ACP-WD)	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Design%20Specialist.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Design%20Specialist.pdf</a>	Yes	2021	0	0	6	6	6
ART	505	AutoDesk Certified Professional in AutoCAD for Design and Drafting	3	<a href="https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf">https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf</a>	Yes	2023			1	1	1
ART	506	AutoDesk Certified Professional in Civil 3D for Infrastructural Design	3	<a href="https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf">https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf</a>	Yes	2023					0
ART	507	AutoDesk Certified Professional in Revit for Architectural Design	3	<a href="https://certiport.filecamp.com/s/mh/Revit%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/mh/Revit%20-%20Marketing%20Resource%20Library.pdf</a>	Yes	2023					0
ART	508	AutoDesk Certified Professional in Revit for Electrical Design	3	<a href="https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf">https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf</a>	Yes	2023					0
ART	509	AutoDesk Certified Professional in Revit for Mechanical Design	3	<a href="https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf">https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf</a>	Yes	2023					0
ART	510	AutoDesk Certified Professional in Revit for Structural Design	3	<a href="https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf">https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesk_asset/content/original/presentation/autocad_certification_exam.pdf</a>	Yes	2023					0
ART	511	AutoDesk Certified User: 3DS Max	2	<a href="https://certiport.filecamp.com/s/AC/AutoCAD%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/AC/AutoCAD%20-%20Marketing%20Resource%20Library.pdf</a>	No	2023					0
ART	512	AutoDesk Certified User: Fusion 360	2	<a href="https://certiport.filecamp.com/s/i/Fusion%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/i/Fusion%20-%20Marketing%20Resource%20Library.pdf</a>	No	2023			37	22	22
ART	513	AutoDesk Certified User: Revit Architecture	2	<a href="https://certiport.filecamp.com/s/i/Revit%20-%20Marketing%20Resource%20Library.pdf">https://certiport.filecamp.com/s/i/Revit%20-%20Marketing%20Resource%20Library.pdf</a>	No	2023			36	34	34
ART	584	TOSA Autodesk AutoCAD Certification Exam	3	<a href="https://www.tosa.com/autodesk-autocad-certification-exam/">Tosa Autodesk AutoCAD® skills certification exam</a>	Yes	2025					0
ART	A39	Adobe Certified Professional – Print & Digital Media Publication with Adobe InDesign	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Print%20and%20Digital%20Media%20Publication%20with%20Adobe%20InDesign.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Print%20and%20Digital%20Media%20Publication%20with%20Adobe%20InDesign.pdf</a>	Yes	2014	125	28	173	105	422
ART	A40	Adobe Certified Professional – Graphic Design & Illustration with Adobe Illustrator	2	<a href="https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Graphic%20Design%20and%20Illustration%20with%20Adobe%20Illustrator.pdf">https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Graphic%20Design%20and%20Illustration%20with%20Adobe%20Illustrator.pdf</a>	Yes	2014	184	126	173	130	577
Total Certs	38	Total Certifications Administered and Earned for the Cluster					1,281	699	2,248	1,550	

Cstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
BUS		<b>Business Management and Administration CLUSTER Enrollment</b>					<b>24,355</b>				
BUS	19	IC 3 (Internet and Computer Core Certification)	1	<a href="https://certiport.pearsonvue.com/Ce">https://certiport.pearsonvue.com/Ce</a>	Yes	2010 or earlier	6	5	564	277	584
ART	80	Adobe Certified Associate – Visual Communication with Adobe	2	<a href="https://certiport.filecamp.com/s/d/A">https://certiport.filecamp.com/s/d/A</a>	Yes	2011	63	33	98	68	1,446
ART	81	Adobe Certified Associate – Web Communication with Adobe	2	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	Yes	2011	0	0			111
BUS	158	QuickBooks Certified User	3	<a href="https://certiport.filecamp.com/s/i/In">https://certiport.filecamp.com/s/i/In</a>	Yes	2018	2	1	9	8	22
BUS	168	Entrepreneurship and Small Business Certification	2	<a href="https://certiport.filecamp.com/s/i/E">https://certiport.filecamp.com/s/i/E</a>	No	2015	130	90	216	137	696
BUS	307	CIW Ecommerce Service Specialist	2	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	No	2023					0
BUS	315	YouScience Industry Certification: Desktop Publishing 1	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2019	125	85	245	118	370
BUS	332	CTECS: Administrative Services	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	4	0	2	1	16
BUS	333	CTECS: Business Information Management	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	15	6	85	20	121
BUS	334	CTECS: General Management	2	<a href="https://www.ed.sc.gov/instruction/c">https://www.ed.sc.gov/instruction/c</a>	No	2020	51	30	81	51	186
BUS	335	CTECS: Human Resource Management	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	3	3	7	7	10
BUS	336	CTECS: Operations Management	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	3	1			3
BUS	349	YouScience Industry Certification: Business Leadership I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	6	3			6
BUS	377	YouScience Industry Certification: Accounting I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	63	56	16	10	118
BUS	379	YouScience Industry Certification: Business Communications I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	139	93	133	87	281
BUS	380	YouScience Industry Certification: Business Management	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	25	10	8	8	60
BUS	381	YouScience Industry Certification: Digital Business Applications	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	8	0	95	57	103
BUS	382	YouScience Industry Certification: Exploring Business & Marketing	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	0	0	198	150	251
BUS	383	YouScience Industry Certification: General Financial Literacy	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	176	161	22	18	202
BUS	384	YouScience Industry Certification: Personal Financial Responsibility	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	55	39	7	4	163
BUS	414	YouScience Industry Certification: Desktop Publishing 2	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	18	18	1	1	19
BUS	434	PMI Project Management Ready	2	Certiport - Marketing Resource Libra	Yes	2021	0	0	2	2	2
BUS	435	MOS: Microsoft Office Access Expert 2019	2	<a href="https://arch-center.azureedge.net/Lg">https://arch-center.azureedge.net/Lg</a>	Yes	2021	0	0	1	1	1
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	<a href="https://arch-center.azureedge.net/Lg">https://arch-center.azureedge.net/Lg</a>	Yes	2021	0	0	38	9	39
BUS	437	MOS: Microsoft Office PowerPoint Associate 2019	2	<a href="https://arch-center.azureedge.net/Lg">https://arch-center.azureedge.net/Lg</a>	Yes	2021	2	0	140	57	143
BUS	438	MOS: Microsoft Office Word Associate 2019	2	<a href="https://arch-center.azureedge.net/Lg">https://arch-center.azureedge.net/Lg</a>	Yes	2021	0	0	124	46	125
BUS	439	MOS: Microsoft Office Word Expert 2019	2	<a href="https://arch-center.azureedge.net/Lg">https://arch-center.azureedge.net/Lg</a>	Yes	2021	0	0	4	2	4
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	<a href="https://learn.microsoft.com/en-us/c">https://learn.microsoft.com/en-us/c</a>	Yes	2020	2	2	2	1	6
BUS	442	TOSA DigComp	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2021	1	1			1
BUS	444	TOSA Illustrator	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2021	8	8	19	19	27
BUS	445	TOSA Photoshop	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2021	10	10	9	9	19
BUS	519	TOSA CyberCitizen	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023					0
BUS	520	TOSA-Google Docs	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023					0
BUS	521	TOSA-Google Sheets	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023					0
BUS	522	TOSA-Google Slides	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023					0
BUS	523	TOSA PowerPoint 2019	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023			4	1	4
BUS	524	TOSA VBA Excel 2019	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023					0
BUS	525	TOSA Word 2019	2	<a href="https://static.tosa.org/tosaorg_1/pd">https://static.tosa.org/tosaorg_1/pd</a>	Yes	2023			5	0	5
BUS	536	YouScience Industry Certification: Business Law	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2023					0
BUS	537	YouScience Industry Certification: Entrepreneurship	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2023			323	238	323
BUS	539	CIW Multimedia Specialist Exam Objective	2	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2023					0
BUS	585	TOSA Microsoft Excel	2	<a href="https://www.tosa.org/EN/microsoft-">https://www.tosa.org/EN/microsoft-</a>	Yes	2025					0
ART	A39	Adobe Certified Associate – Print & Digital Media Publication with	2	<a href="https://certiport.filecamp.com/s/i/In">https://certiport.filecamp.com/s/i/In</a>	Yes	2014	20	3	77	43	455
ART	A40	Adobe Certified Associate – Graphic Design & Illustration with	2	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	Yes	2014	10	4	19	1	459
BUS	A77	Express Employment Professionals Business Office Technology	2	Express Employment Professionals -	No	2017	6	6			19
AGR	A85	Southwest Airlines Professional Communications Certification	1	<a href="https://southwestairlines.com/professional-communications-certification">Southwest Airlines Professional Con</a>	No	2017	5	5	9	8	115

Clstr 1	Cert ID <i>(SRPG)</i>	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
Total Certs	46	Total Certifications Administered and Earned for the Cluster					935	668	2,554	1,451	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
EDU		Education and Training CLUSTER Enrollment					4,811				
EDU	40	American Red Cross-Babysitting	1	<a href="https://www.redcross.org">https://www.redcross.org</a>	No	2010 or earlier	31	29	31	31	62
HLTH	44	First Aid/CPR/AED	2	<a href="https://www.heart.org/">https://www.heart.org/</a>	No	2010 or earlier	66	66	74	74	13,888
EDU	49	ServSafe Food Handler	1	<a href="https://servsafe.com">https://servsafe.com</a>	Yes	2010 or earlier	31	31	60	60	124
EDU	59	South Carolina Early Childhood Credential	3	<a href="https://scendeavors.org/professiona">https://scendeavors.org/professiona</a>	Yes	2008	1	1	21	21	138
EDU	67	Early Childhood Education	3	<a href="https://www.aafcs.org/credentialing">https://www.aafcs.org/credentialing</a>	Yes	2010	39	22	59	27	410
EDU	70	Education Fundamentals	2	<a href="https://www.aafcs.org/credentialing">https://www.aafcs.org/credentialing</a>	Yes	2010	3	2	5	2	48
EDU	267	SC 15-Hour Health and Safety Pre-Service Certificate	3	<a href="https://scendeavors.org/">https://scendeavors.org/</a>	Yes	2019	174	149	223	220	650
EDU	268	Praxis Core	3	<a href="https://www.ets.org/praxis/sc/test-t">https://www.ets.org/praxis/sc/test-t</a>	Yes	2019	13	13	1	1	19
EDU	385	YouScience Industry Certification Exams: Child Develop	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2021	20	20	54	45	84
HLTH	418	First Aid	2	<a href="https://www.redcross.org">https://www.redcross.org</a>	No	2020	0	0	1	1	188
EDU	A17	ParaPro Assessment	3	<a href="https://www.ets.org/parapro.html">https://www.ets.org/parapro.html</a>	Yes	2012	21	21	27	18	74
EDU	A64	Advanced Child Care Training	1	<a href="https://www.redcross.org">https://www.redcross.org</a>	Yes	2015	5	5	18	18	37
Total Certs	12	Total Certifications Administered and Earned for the Cluster					404	359	574	518	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
FIN		Finance CLUSTER Enrollment					16,200				
BUS	158	QuickBooks Certified User	3	<a href="https://certipoint.filecamp.com/s/i/Intuit_Online_OD_1123.pdf">https://certipoint.filecamp.com/s/i/Intuit_Online_OD_1123.pdf</a>	Yes	2017	18	10	60	44	89
FIN	246	SC Property and Casualty Producer License	3	<a href="https://www.pearsonvue.com/us/en/sc/insurance.html">https://www.pearsonvue.com/us/en/sc/insurance.html</a>	Yes	2018					
FIN	322	Center for Financial Responsibility Personal Financial	1	<a href="#">Center for Financial Responsibility: Personal Financial Literacy</a>	No	2020	46	24	310	289	367
FIN	337	CTECS: Accounting	2	<a href="https://ed.sc.gov/sites/scdoe/assets/2023-SCAccounting-2.pdf">https://ed.sc.gov/sites/scdoe/assets/2023-SCAccounting-2.pdf</a>	No	2020	14	13	17	11	55
FIN	338	CTECS: Business Finance	2	<a href="https://ed.sc.gov/instruction/career-and-technical-education/pr">https://ed.sc.gov/instruction/career-and-technical-education/pr</a>	No	2020	27	1	30	2	70
BUS	349	YouScience Industry Certification: Business	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Bu">https://www.youscience.com/wp-content/uploads/2024/07/Bu</a>	No	2020	3	0			3
BUS	377	YouScience Industry Certification: Accounting I	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Ac">https://www.youscience.com/wp-content/uploads/2024/07/Ac</a>	No	2020	11	11	90	63	140
FIN	378	YouScience Industry Certification: Accounting II	2	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Ac">https://www.youscience.com/wp-content/uploads/2024/07/Ac</a>	No	2020	0	0	4	4	14
BUS	379	YouScience Industry Certification: Business	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Bu">https://www.youscience.com/wp-content/uploads/2024/07/Bu</a>	No	2021	3	2			12
BUS	382	YouScience Industry Certification: Exploring	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Ex">https://www.youscience.com/wp-content/uploads/2024/07/Ex</a>	No	2020					53
BUS	383	YouScience Industry Certification: General Financial	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Ge">https://www.youscience.com/wp-content/uploads/2024/07/Ge</a>	No	2020	0	0	445	298	449
BUS	384	YouScience Industry Certification: Personal	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Pe">https://www.youscience.com/wp-content/uploads/2024/07/Pe</a>	No	2021	0	0	450	291	551
FIN	387	YouScience Industry Certification: Banking and Finan	1	<a href="https://www.youscience.com/wp-content/uploads/2024/07/Ba">https://www.youscience.com/wp-content/uploads/2024/07/Ba</a>	No	2021	5	5	42	7	48
BUS	435	MOS: Microsoft Office Access Expert 2019	2	<a href="https://arch-center.azureedge.net/Learning/Credentials/exam-n">https://arch-center.azureedge.net/Learning/Credentials/exam-n</a>	Yes	2021	0	0			0
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	<a href="https://arch-center.azureedge.net/Learning/Credentials/microsc">https://arch-center.azureedge.net/Learning/Credentials/microsc</a>	Yes	2021	0	0	1	0	2
FIN	517	Intuit Certified Bookkeeping Professional	2	<a href="https://certipoint.filecamp.com/s/i/Intuit_Bookkeeper_OD_0123.p">ertipoint.filecamp.com/s/i/Intuit_Bookkeeper_OD_0123.p</a>	Yes	2023					0
FIN	558	Bloomberg 101 Market Concepts Certification	3	<a href="https://www.bloomberg.com/professional/products/bloomberg">https://www.bloomberg.com/professional/products/bloomberg</a>	Yes	2024					0
FIN	585	TOSA Microsoft Excel	2	<a href="https://www.tosa.org/EN/microsoft-excel-certification?sbi_id=3">https://www.tosa.org/EN/microsoft-excel-certification?sbi_id=3</a>	Yes	2025					0
FIN	586	Intuit Personal Finance	1	<a href="https://certipoint.filecamp.com/s/i/Intuit_Personal_Finance_OD">https://certipoint.filecamp.com/s/i/Intuit_Personal_Finance_OD</a>	No	2025					0
FIN	A10	WISE – Financial Literacy Certification Program (FLC)	1	<a href="https://www.wise-nv.org/programs-services/financial-literacy/fi">https://www.wise-nv.org/programs-services/financial-literacy/fi</a>	No	2012	258	228	779	392	10,561
FIN	A30	Financial Literacy	1	<a href="https://everfi.com/courses/k-12/financial-literacy-high-school/">https://everfi.com/courses/k-12/financial-literacy-high-school/</a>	No	2014	1,598	1,252	1435	1253	7,404
AGR	A85	Southwest Airlines Professional Communications	1	<a href="https://www.icevonline.com/professional-communications">https://www.icevonline.com/professional-communications</a>	No	2017	0	0			144
Total Certs	27	Total Certifications Administered and Earned for the Cluster					1,983	1,546	1,449	1,009	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
GOV		<b>Government and PA CLUSTER Enrollment</b>					<b>22</b>				
GOV	349	YouScience Industry Certification by YouScience: Busine	1	<a href="https://www.youscience.com/">https://www.youscience.com/</a>	No	2020	100	6			100
GOV	350	YouScience Industry Certification: Business Leadership	2	<a href="https://www.youscience.com/">https://www.youscience.com/</a>	No	2020					0
GOV	434	PMI Project Management Ready	2	<a href="#">Certiport - Marketing Resource</a>	Yes	2021					0
GOV	618	NOCTI-JROTC Leadership and Employability Skills	1	<a href="https://www.nocti.org/wp-con">https://www.nocti.org/wp-con</a>	No	2025					0
LAW	A70	National Incident Management System Certification	3	<a href="https://training.fema.gov/nims">https://training.fema.gov/nims</a>	Yes	2016	0	0			632
<b>Total Certs</b>	<b>3</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>100</b>	<b>6</b>	<b>0</b>	<b>0</b>	

Cistr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
HLTH		<b>Health Science CLUSTER Enrollment</b>					<b>32,305</b>				
HLTH	12	Certified Nurse Aide (CNA)	3	<a href="#">South Carolina Nurse Aide Certification</a>	Yes	2010 or earlier	800	740	641	596	4,743
HLTH	15	Emergency Medical Technician (EMT) Certification	3	<a href="https://www.nremt.org/EMT/Certification">https://www.nremt.org/EMT/Certification</a>	Yes	2010 or earlier	22	22	44	41	139
HLTH	18	First Responder Certification	2	<a href="https://his.com">https://his.com</a>	Yes	2010 or earlier	41	41	42	33	541
HLTH	24	National Health Science Certificate (NHSC)	2	<a href="https://healthscienceconsortium.org">https://healthscienceconsortium.org</a>	Yes	2010 or earlier	1,333	775	1357	850	7,730
HLTH	35	Certified Pharmacy Technician (CPHT)	3	<a href="https://www.ptcb.org/">https://www.ptcb.org/</a>	Yes	2010 or earlier	100	76	86	55	379
HLTH	44	First Aid/CPR/AED	2	<a href="https://www.redcross.org">https://www.redcross.org</a>	No	2010 or earlier	2,445	2,375	2733	2693	18,926
HLTH	51	Certified EKG Technician (CET)	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2010 or earlier	144	131	249	206	642
HLTH	52	Certified Phlebotomy Technician	3	<a href="#">American Society of Phlebotomy Technicians</a>	Yes	2010 or earlier	31	29	46	41	171
HLTH	166	Certified Clinical Medical Assistant	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2018	96	76	182	168	388
HLTH	215	Biotechnician Assistant Credentialing Exam (BACE)	3	<a href="https://biotility.research.ufl.edu/bace">https://biotility.research.ufl.edu/bace</a>	Yes	2018	0	0			67
HLTH	251	Direct Support Professional	3	<a href="https://nadsp.org/services/certification">https://nadsp.org/services/certification</a>	Yes	2019	14	14	17	17	64
HLTH	263	Sudden Cardiac Arrest	2	<a href="https://nfhslearn.com/courses/sudden-cardiac-arrest">https://nfhslearn.com/courses/sudden-cardiac-arrest</a>	No	2019	626	604	650	623	1,985
HLTH	264	Sports Nutrition Certificate	2	<a href="https://nfhs.org/">https://nfhs.org/</a>	No	2019	482	450	601	548	1,653
HLTH	265	Certified Personal Trainer Certification	3	<a href="https://www.acsm.org/certification/">https://www.acsm.org/certification/</a>	Yes	2019	0	0			19
HLTH	266	Physical Therapy Aide Yes	3	<a href="https://www.amcaexams.com/wp-content/uploads/2019/01/PTA-Certification-Exam-Blueprint-2019.pdf">https://www.amcaexams.com/wp-content/uploads/2019/01/PTA-Certification-Exam-Blueprint-2019.pdf</a>	Yes	2019	38	26	44	34	110
HLTH	399	YouScience Industry Certification: Exercise Science and Sports Medicine	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2020	47	7	39	19	111
HLTH	400	YouScience Industry Certification: Health Science Fundamentals	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2020	73	41	60	44	228
HLTH	401	YouScience Industry Certification: Medical Anatomy and Physiology	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2020	3	2	13	5	25
HLTH	406	YouScience Industry Certification: Medical Forensics	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2020	46	43	104	81	191
HLTH	407	YouScience Industry Certification: Medical Terminology	2	<a href="http://www.youscience.com">www.youscience.com</a>	No	2020	59	29	198	119	268
HLTH	418	First Aid	2	<a href="https://www.redcross.org">https://www.redcross.org</a>	No	2021	311	311	339	329	837
HLTH	446	Stop the Bleed	1	<a href="https://www.stopthebleed.org">https://www.stopthebleed.org</a>	Yes	2021	1,364	1,345	3131	3073	5,119
HLTH	466	First Aide for Severe Trauma (FAST)	2	<a href="https://www.redcross.org/take-a-class">https://www.redcross.org/take-a-class</a>	Yes	2022	22	22	58	50	80
HLTH	467	Health Insurance Portability and Accountability Act - HIPAA	2	<a href="https://www.hipaatraining.com/">https://www.hipaatraining.com/</a>	Yes	2022	168	167	483	413	651
HUM	471	Teen Mental Health First Aid (tMHFA)	2	<a href="https://www.mentalhealthfirstaid.org/">https://www.mentalhealthfirstaid.org/</a>	No	2022					0
HLTH	551	Protecting Human Research Participants	1	<a href="#">What You'll Learn   PHRP Training</a>	No	2023					0
HLTH	552	Crisis Preventive Training	2	<a href="#">Nonviolent Crisis Intervention   CPI Training</a>	No	2023					0
HLTH	561	CEVO 5 Online	2	<a href="https://coachingsystems.com/products/cevo-5">https://coachingsystems.com/products/cevo-5</a>	No	2024					0
HLTH	562	Stretching and Flexibility Coach	2	<a href="https://www.nasm.org/continuing-education">https://www.nasm.org/continuing-education</a>	No	2024					0
HLTH	A50	Heads Up: Concussion in Youth Sports	1	<a href="https://nfhslearn.com">https://nfhslearn.com</a>	No	2014	763	754	926	897	3,389
HLTH	A51	Paid Feeding Assistants	2	<a href="https://www.scdhhs.gov/">https://www.scdhhs.gov/</a>	No	2014	26	26	93	93	426
HLTH	A60	Heat Illness Prevention	1	<a href="https://nfhslearn.com/courses/heat-illness-prevention">https://nfhslearn.com/courses/heat-illness-prevention</a>	No	2015	812	777	1134	1062	3,848
HLTH	A66	Certified Patient Care Technician (CPCT)	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2016	109	105	123	114	515
HLTH	A68	Community Emergency Response Team (CERT)	2	<a href="https://www.fema.gov/emergency-preparedness-response-recovery">https://www.fema.gov/emergency-preparedness-response-recovery</a>	No	2016	2	2	32	32	53
HLTH	A73	Certified Medical Administrative Assistant	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2017	32	26	47	40	128
HLTH	A74	Certified Medical Billing and Coding Specialist (CBCS)	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2017	7	7	15	15	47
HLTH	A75	Certified Electronic Health Records Specialist	3	<a href="https://www.nhanow.com">https://www.nhanow.com</a>	Yes	2017	0	0	1	0	2
HLTH	A93	Healthcare Providers Basic Life Support (BLS)	2	<a href="https://cpr.heart.org">https://cpr.heart.org</a>	Yes	2017	4,591	4,504	5248	5157	24,503
<b>Total Certs</b>	<b>42</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>42,314</b>	<b>9,016</b>	<b>13472</b>	<b>12,276</b>	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018	
<b>HOSP</b>		<b>Hospitality and Tourism CLUSTER Enrollment</b>					8,242					
HOSP	37	ProStart	3	<a href="#">South Carolina ProStart Program   N</a>	Yes	2010 or earlier	157	119	264	172	1,257	
HOSP	49	ServSafe® Food Handler	1	<a href="https://www.servsafe.com/access/SS">https://www.servsafe.com/access/SS</a>	Yes	2010 or earlier	2,694	2,539	3293	3087	14,152	
HOSP	69	Culinary Arts	2	<a href="https://higherlogicdownload.s3.am">https://higherlogicdownload.s3.am</a>	Yes	2010	27	13	20	16	157	
HOSP	207	Guest Service Gold® Making Connections	3	Pending	Yes	2018	0	0	17	16	17	
HOSP	208	Guest Service Gold® Golden Opportunities	3	Guest Service Gold®: Golden Opport	Yes	2018	0	0	1	1	1	
HOSP	209	Guest Service Gold®: Tourism	3	Resource Type: certification-exam, To	Yes	2018	13	12	35	33	49	
HOSP	210	Certified Guest Service Professional	3	<a href="https://shopahlei.servsafebrands.com">https://shopahlei.servsafebrands.com</a>	Yes	2018	0	0	15	15	22	
HOSP	269	Certified Culinarian® (CC®)	3	<a href="https://123ce.com/acf-certification/">https://123ce.com/acf-certification/</a>	Yes	2019	0	0			6	
HOSP	339	CTECS: Baking and Pastry	2	<a href="https://ed.sc.gov/sites/scdoe/assets">https://ed.sc.gov/sites/scdoe/assets</a>	No	2020					1	
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	<a href="#">HACCP Certification &amp; Online Compli</a>	Yes	2020					0	
HOSP	361	Food Manager Certification	3	<a href="#">Food Protection Manager Certificatio</a>	Yes	2020					0	
HOSP	415	YouScience Industry Certification: Event Planning &	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	0	0	2	0	2	
HOSP	416	YouScience Industry Certification: Lodging & Recreation	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	1	1			2	
HOSP	417	YouScience Industry Certification: Hospitality & Tourism	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	75	29	67	51	145	
HOSP	426	Certified Fundamentals Pastry Cook™ (CFPC™)	3	<a href="https://123ce.com/acf-certification/">https://123ce.com/acf-certification/</a>	No	2020	2	2			3	
HOSP	447	AMSA Culinary Meat Selection & Cookery Certification	3	<a href="https://www.icevonline.com/culinar">https://www.icevonline.com/culinar</a>	Yes	2021	4	4			4	
HOSP	468	Hospitality and Tourism Specialist (HTS) Credential	3	<a href="https://shopahlei.servsafebrands.com">https://shopahlei.servsafebrands.com</a>	Yes	2022	0	0			0	
HOSP	537	YouScience Industry Certification: Entrepreneurship	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2023			2	2	2	
HOSP	A14	Skills, Tasks, and Results Training (START) Certification	3	<a href="https://ahlei.servsafebrands.com/acf">https://ahlei.servsafebrands.com/acf</a>	Yes	2012	0	0	33	19	35	
HOSP	A15	ServSafe® Manager	3	<a href="https://www.servsafe.com/ServSafe">https://www.servsafe.com/ServSafe</a>	Yes	2012	431	332	401	328	1,996	
HOSP	A43	ACF Retail Commercial Baking	3	<a href="https://www.nocti.org/wp-content/u">https://www.nocti.org/wp-content/u</a>	Yes	2014	11	3	2	2	15	
HOSP	A71	S/P2 – Culinary Arts	2	<a href="https://store.certus.com/S-P2-Culina">https://store.certus.com/S-P2-Culina</a>	No	2016	8	8	2	2	87	
AGR	A79	AMSA Food Safety and Science Certification	3	<a href="#">amsa_culinary_brochure-partnerflye</a>	Yes	2017	0	0	16	16	29	
HOSP	A8	Secondary Culinary Graduate	3	<a href="https://www.acfchefs.org/ACF/Educa">https://www.acfchefs.org/ACF/Educa</a>	Yes	2012	1	1			3	
AGR	A83	AMSA Meat Evaluation Certification	3	<a href="#">amsa_meatevaluation_brochure.pdf</a>	Yes	2017			5	3	31	
HOSP	A9	Certified Fundamentals Cook® (CFC®)	3	<a href="https://www.nocti.org/wp-content/u">https://www.nocti.org/wp-content/u</a>	Yes	2012	11	11	11	11	22	
<b>Total Certs</b>	<b>26</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>584</b>	<b>416</b>	<b>4,186</b>	<b>3,774</b>		



Clsr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved (Phase out 2027)	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
<b>HUM</b>		<b>Human Services/Family and Consumer Sciences CLUSTER Enrollment</b>					<b>14,066</b>				
HUM	39	South Carolina Cosmetology License	3	<a href="https://www.llr.sc.gov/cosmo/exam/">https://www.llr.sc.gov/cosmo/exam/</a>	Yes	2010 or earlier	349	294	458	394	2314
HUM	40	American Red Cross-Babysitting	1	<a href="https://www.redcross.org/take-a-cla">https://www.redcross.org/take-a-cla</a>	No	2010 or earlier	0	0	103	92	103
HLTH	44	First Aid/CPR/AED	2	<a href="https://www.redcross.org/content/g">https://www.redcross.org/content/g</a>	No	2010 or earlier	202	201	119	118	14,069
HOSP	49	ServSafe® Food Handler	1	<a href="https://www.servsafe.com/ServSafe-">https://www.servsafe.com/ServSafe-</a>	Yes	2010 or earlier	398	373	469	450	9,032
HUM	55	South Carolina Nail Technician License	3	<a href="https://llr.sc.gov/cosmo/exam/NAIIS">https://llr.sc.gov/cosmo/exam/NAIIS</a>	Yes	2010 or earlier	38	38	31	30	290
HUM	66	Broad Field Family and Consumer Sciences	3	<a href="#">Broad Field Family and Consumer Sci</a>	Yes	2010	49	30	67	38	146
<b>HUM</b>	<b>68</b>	<b>Personal and Family Finance</b>	<b>3</b>	<a href="https://higherlogicdownload.s3.ama">https://higherlogicdownload.s3.ama</a>	<b>Yes</b>	<b>2010</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>ART</b>	<b>72</b>	<b>Fashion, Textiles, and Apparel</b>	<b>3</b>	<a href="https://higherlogicdownload.s3.ama">https://higherlogicdownload.s3.ama</a>	<b>Yes</b>	<b>2010</b>					<b>8</b>
<b>ART</b>	<b>73</b>	<b>Interior Design Fundamentals</b>	<b>3</b>	<a href="https://higherlogicdownload.s3.ama">https://higherlogicdownload.s3.ama</a>	<b>Yes</b>	<b>2011</b>					<b>9</b>
<b>HUM</b>	<b>74</b>	<b>Nutrition, Food, and Wellness</b>	<b>3</b>	<a href="https://higherlogicdownload.s3.ama">https://higherlogicdownload.s3.ama</a>	<b>Yes</b>	<b>2010</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>14</b>
ART	80	Adobe Certified Professional (ACP) – Visual Design using Photoshop	2	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	Yes	2011			12	6	1297
HLTH	264	Sports Nutrition Certificate	2	<a href="https://nfhslearn.com/courses/sport">https://nfhslearn.com/courses/sport</a>	No	2019	0	0	2	2	572
EDU	267	SC 15-Hour Health and Safety Pre-Service Certificate	3	<a href="https://www.prosolutionstraining.co">https://www.prosolutionstraining.co</a>	Yes	2019	25	19	37	37	315
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	<a href="#">HACCP Certification &amp; Online Compli</a>	Yes	2020					0
<b>HOSP</b>	<b>361</b>	<b>Food Manager Certification</b>	<b>3</b>	<a href="#">Food Protection Manager Certificatio</a>	<b>Yes</b>	<b>2020</b>					<b>0</b>
<b>EDU</b>	<b>385</b>	<b>YouScience Industry Certification: Child Development</b>	<b>2</b>	<a href="https://s3.amazonaws.com/pe-newc">https://s3.amazonaws.com/pe-newc</a>	<b>No</b>	<b>2021</b>	<b>4</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>29</b>
HLTH	418	First Aid	2	Not available	No	2021	12	12	6	6	205
HUM	448	Barbicide Certification	2	<a href="#">BARBICIDE® Certification – BARBICID</a>	No	2021	307	307	588	588	1117
HUM	449	Lucas-Cide Safe Space Certification	1	<a href="https://lucasproducts.com/lucas-cide">https://lucasproducts.com/lucas-cide</a>	No	2021	69	69	286	286	363
<b>ART</b>	<b>463</b>	<b>Adobe Certified Professional Visual Design Specialist (ACP-VDS)</b>	<b>2</b>	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	<b>Yes</b>	<b>2021</b>					<b>10</b>
HUM	469	School Mental Health Certification	2	<a href="https://drive.google.com/file/d/19a7">https://drive.google.com/file/d/19a7</a>	No	2022	0	0			0
HUM	470	Student Mental Health and Suicide Prevention	2	<a href="https://nfhslearn.com/courses/stude">https://nfhslearn.com/courses/stude</a>	No	2022	158	146	157	132	315
<b>HUM</b>	<b>471</b>	<b>Teen Mental Health First Aid (tMHFA)</b>	<b>2</b>	<a href="https://www.mentalhealthfirstaid.or">https://www.mentalhealthfirstaid.or</a>	<b>No</b>	<b>2022</b>	<b>0</b>	<b>0</b>			<b>0</b>
HUM	509	Autodesk Certified Professional in Revit for Mechanical Design	2	<a href="#">ACP_Revit-for-Mechanical-Design_02</a>	Yes	2023					0
HOSP	537	YouScience Industry Certification: Entrepreneurship	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2023			5	5	5
HOSP	A15	ServSafe® Manager	3	<a href="https://www.servsafe.com/ServSafe-">https://www.servsafe.com/ServSafe-</a>	Yes	2012	3	2	3	1	1,170
<b>HUM</b>	<b>A26</b>	<b>South Carolina Registered Barber License</b>	<b>3</b>	<a href="https://llr.sc.gov/bar/Files/Barber-In">https://llr.sc.gov/bar/Files/Barber-In</a>	<b>Yes</b>	<b>2013</b>	<b>5</b>	<b>2</b>			<b>28</b>
HUM	A27	South Carolina Hair Braiding Registration	2	<a href="https://www.llr.sc.gov/bar/forms/Ha">https://www.llr.sc.gov/bar/forms/Ha</a>	Yes	2013	66	66	112	112	375
HUM	A28	South Carolina Esthetician License	3	<a href="https://llr.sc.gov/cosmo/exam/ESTH">https://llr.sc.gov/cosmo/exam/ESTH</a>	Yes	2013	25	23	34	34	130
ART	A39	Adobe Certified Professional (ACP) Print & Digital Media Publication with	2	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	Yes	2014					358
ART	A40	Adobe Certified Professional (ACP) Graphic Design & Illustration with Adobe	2	<a href="https://certiport.filecamp.com/s/AC">https://certiport.filecamp.com/s/AC</a>	Yes	2014			6	5	436
<b>HUM</b>	<b>A42</b>	<b>South Carolina Master Hair Care License</b>	<b>3</b>	<a href="https://llr.sc.gov/bar/Files/EXBAR.as">https://llr.sc.gov/bar/Files/EXBAR.as</a>	<b>Yes</b>	<b>2014</b>	<b>9</b>	<b>5</b>	<b>14</b>	<b>6</b>	<b>30</b>
<b>EDU</b>	<b>A64</b>	<b>Advanced Child Care Training</b>	<b>1</b>	<a href="https://www.redcross.org/take-a-cla">https://www.redcross.org/take-a-cla</a>	<b>Yes</b>	<b>2015</b>			<b>1</b>	<b>1</b>	<b>15</b>
HUM	A72	S/P2 – Cosmetology	2	<a href="https://sp2.org/cosmetology-schools">https://sp2.org/cosmetology-schools</a>	No	2016	76	76	41	41	300
<b>AGR</b>	<b>A79</b>	<b>AMSA Food Safety and Science Certification</b>	<b>3</b>	<a href="https://www.icevonline.com/food-sa">https://www.icevonline.com/food-sa</a>	<b>Yes</b>	<b>2017</b>	<b>0</b>	<b>0</b>			<b>13</b>
<b>Total Certs</b>	<b>33</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>1,447</b>	<b>1,374</b>	<b>2,394</b>	<b>2,572</b>	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
IT		<b>Information Technology CLUSTER Enrollment</b>					<b>61,853</b>				
IT	1	CompTIA A+	3	<a href="https://www.comptia.org/certification">https://www.comptia.org/certification</a>	Yes	2010 or earlier	13	4	6	6	31
IT	14	Cisco Certified Network Associate	3	<a href="https://mkto.cisco.com/rs/564-WHY">https://mkto.cisco.com/rs/564-WHY</a>	Yes	2010 or earlier	1	1			5
IT	19	IC 3 (Internet and Computer Core Certification)	1	<a href="https://certipoint.pearsonvue.com/Ce">https://certipoint.pearsonvue.com/Ce</a>	Yes	2010 or earlier	474	319	79	72	553
IT	32	CompTIA Network+	3	<a href="https://www.comptia.org/certification">https://www.comptia.org/certification</a>	Yes	2010 or earlier	19	9	20	8	53
IT	47	Oracle	3	<a href="https://www.oracle.com/education/">https://www.oracle.com/education/</a>	Yes	2010 or earlier	16	5	6	2	29
IT	60	Cisco Certified Entry Networking Technician	3	<a href="https://www.cisco.com/c/en/us/trai">https://www.cisco.com/c/en/us/trai</a>	Yes	2008	6	6			75
ART	81	Adobe Certified Professional (ACP) Web Communication with	2	<a href="https://certipoint.filecamp.com/s/AC">https://certipoint.filecamp.com/s/AC</a>	Yes	2011			2	1	2
IT	160	ACE – Web Communications with Animate CC	3	Certiport - Marketing Resource Libra	Yes	2018	1	0			37
IT	167	CIW Web Security Associate	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	No	2018	0	0			55
IT	257	PCAP Certified Associate in Python Program	3	<a href="https://pythoninstitute.org/assets/6">https://pythoninstitute.org/assets/6</a>	No	2019	0	0	6	2	16
IT	275	CompTIA Cloud Essentials	3	<a href="https://www.comptia.org/certification">https://www.comptia.org/certification</a>	Yes	2019	0	0			14
IT	285	GSEC: GIAC Security Essentials	3	<a href="https://www.giac.org/certifications/">https://www.giac.org/certifications/</a>	Yes	2019	0	0	1	1	1
IT	288	TestOut Client Pro Certification	3	TestOut Client Pro Certification Objec	Yes	2019	0	0			3
IT	294	OCPJP: Oracle Certified Professional, Java SE8/SE 7 Programmer	3	<a href="https://education.oracle.com/java-se">https://education.oracle.com/java-se</a>	Yes	2019	0	0	2	2	2
IT	295	Linux Essentials	3	<a href="https://www.lpi.org/our-certification">https://www.lpi.org/our-certification</a>	Yes	2019	0	0	1	1	1
IT	296	LPIC-1 Certified Linux Administrator	3	<a href="https://www.lpi.org/our-certification">https://www.lpi.org/our-certification</a>	Yes	2019	1	1			1
IT	298	CIW Web Foundations Associate	3	Microsoft Word - 1D0-610_ ExamObj	Yes	2019	11	9	13	13	43
IT	299	CIW Internet Business Associate	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2019	0	0	39	29	39
IT	300	CIW Site Development Associate	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2019	64	6	26	10	170
IT	301	CIW Network Technology Associate	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2019	0	0	11	3	11
IT	302	CIW Advanced HTML5 & CSS3 Specialist	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2019	11	1	13	4	32
IT	304	CIW Social Media Strategist	3	Microsoft Word - SocialMedia_v2.0	Yes	2019	0	0			8
IT	305	CIW Data Analyst	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2019	0	0	3	2	3
IT	321	TestOut IT Fundamentals Pro	2	<a href="https://w3.testout.com/pro-certifica">https://w3.testout.com/pro-certifica</a>	No	2020	85	62	79	20	265
IT	340	CTECS: Computer Programming with C++	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020					0
IT	341	CTECS: Computer Programming with Visual Basic	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	4	4	34	8	42
IT	342	CTECS: Information Support and Services	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	1	1	12	1	21
IT	343	CTECS: Networking Systems	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	13	2	8	1	28
IT	344	CTECS: Web and Digital Communications	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	25	1	42	1	78
IT	410	YouScience Industry Certification: Computer Programming 2 C#	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2021	0	0	6	2	6
IT	411	YouScience Industry Certification: Computer Programming II	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2021					0
IT	412	YouScience Industry Certification: Computer Programming 2 Java	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2021	82	57	70	50	157
IT	413	YouScience Industry Certification: Computer Programming 2	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2021	64	58	228	206	317
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	<a href="https://learn.microsoft.com/en-us/c">https://learn.microsoft.com/en-us/c</a>	Yes	2021	0	0			2
IT	459	Swift (CERTIPORT): App Development with Swift Certification	3	Certiport - Marketing Resource Libra	Yes	2021					0
ART	460	Adobe Certified Professional (ACP) Using Adobe Animate	2	<a href="https://certipoint.filecamp.com/s/AC">https://certipoint.filecamp.com/s/AC</a>	Yes	2021	11	2	7	4	18
ART	463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	<a href="https://certipoint.pearsonvue.com/Ce">https://certipoint.pearsonvue.com/Ce</a>	Yes	2021	0	0	3	3	3
ART	464	Adobe Certified Professional Web Design Specialist (ACP-WD)	2	<a href="https://certipoint.pearsonvue.com/Ce">https://certipoint.pearsonvue.com/Ce</a>	Yes	2021	0	0	3	3	3
IT	472	App Development with Swift Associate	3	<a href="https://certipoint.filecamp.com/s/i/IV">https://certipoint.filecamp.com/s/i/IV</a>	Yes	2022	0	0			0
IT	473	App Development with Swift Certified User	3	<a href="https://certipoint.filecamp.com/s/i/W">https://certipoint.filecamp.com/s/i/W</a>	Yes	2022	0	0			0
IT	474	CEPP-Certified Expert in Python Programming	3	<a href="https://www.pearsonvue.com/us/en">https://www.pearsonvue.com/us/en</a>	Yes	2022	0	0			0
IT	475	CLA-C Programming Language Certified Associate Certification	3	<a href="https://cppinstitute.org/cla#exam-sy">https://cppinstitute.org/cla#exam-sy</a>	Yes	2022	0	0			0
IT	476	CLE-C Certified Entry-Level Programmer Certification	3	<a href="https://cppinstitute.org/cle#syllabus">https://cppinstitute.org/cle#syllabus</a>	Yes	2022	0	0			0
IT	477	CLP-C Certified Professional Programmer Certification	3	<a href="https://cppinstitute.org/clp#syllabus">https://cppinstitute.org/clp#syllabus</a>	Yes	2022	0	0			0
IT	478	CPA-C++ Certified Associate Programmer Certification	3	<a href="https://cppinstitute.org/cpa#syllabus">https://cppinstitute.org/cpa#syllabus</a>	Yes	2022	0	0			0
IT	479	CPE-C++ Certified Entry-Level Programmer Certification	3	<a href="https://cppinstitute.org/cpe#syllabus">https://cppinstitute.org/cpe#syllabus</a>	Yes	2022	0	0			0

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IT	480	CPP-C++ Certified Professional Programmer Certification	3	<a href="https://cppinstitute.org/cpp#syllabu">https://cppinstitute.org/cpp#syllabu</a>	Yes	2022	0	0			0
IT	481	Cybersecurity Level 1 Certified	3	<a href="https://codehs.com/uploads/c2ff8f7">https://codehs.com/uploads/c2ff8f7</a>	Yes	2022	3	3	6	6	9
IT	482	Cybersecurity Level 2 Certified	3	<a href="https://codehs.com/uploads/1a691c">https://codehs.com/uploads/1a691c</a>	Yes	2022	0	0			0
IT	483	Dell Client Foundation and Enterprise Self-Dispatch Certification	3	Pending	Yes	2022	127	121	130	127	257
IT	484	IT Automation with Python Certificate	3	<a href="https://www.coursera.org/professio">https://www.coursera.org/professio</a>	Yes	2022	0	0	1	1	1
IT	485	IT Support Certificate	3	<a href="https://www.coursera.org/professio">https://www.coursera.org/professio</a>	Yes	2022	0	0	35	35	35
IT	486	Java Level 1 Certified	3	<a href="https://codehs.com/uploads/b9d774">https://codehs.com/uploads/b9d774</a>	Yes	2022	0	0			0
IT	487	JavaScript Level 1 Certified	3	<a href="https://codehs.com/uploads/3ae261">https://codehs.com/uploads/3ae261</a>	Yes	2022	0	0			0
IT	488	PCEP-Certified Entry-Level Python Programmer	3	<a href="https://pythoninstitute.org/pcep-exa">https://pythoninstitute.org/pcep-exa</a>	Yes	2022	6	6	15	13	21
IT	489	PCPP1-Certified Professional in Python Programming 1	3	<a href="https://pythoninstitute.org/pcpp1-e">https://pythoninstitute.org/pcpp1-e</a>	Yes	2022	0	0			0
IT	490	PCPP2-Certified Professional in Python Programming 2	3	<a href="https://www.pearsonvue.com/us/en">https://www.pearsonvue.com/us/en</a>	Yes	2022	0	0			0
IT	491	YouScience Industry Certification: Computer Programming I	3	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	Yes	2023	92	86	100	97	192
IT	492	Python Level 1 Certified	3	<a href="https://codehs.com/uploads/1aa4e1">https://codehs.com/uploads/1aa4e1</a>	Yes	2022	0	0	81	35	81
IT	493	TestOut CyberDefense Pro Certifications	3	<a href="https://w3.testout.com/objectives/c">https://w3.testout.com/objectives/c</a>	Yes	2022	0	0			0
IT	494	Web Design Level 1 Certified	3	<a href="https://codehs.com/uploads/bf1b97">https://codehs.com/uploads/bf1b97</a>	Yes	2023	5	1	64	45	69
IT	495	Web Development Level 1 Certified	3	<a href="https://codehs.com/uploads/75ad0c">https://codehs.com/uploads/75ad0c</a>	Yes	2023	15	1	9	9	24
IT	514	Unity Certified User: Artist	3	<a href="https://images.response.unity3d.co">https://images.response.unity3d.co</a>	Yes	2023			13	5	13
IT	515	Unity Certified User: Programmer	3	<a href="https://images.response.unity3d.co">https://images.response.unity3d.co</a>	Yes	2023			29	13	29
IT	516	Unity Certified User: VR Developer	3	<a href="https://unity.com/products/unity-c">https://unity.com/products/unity-c</a>	Yes	2023					0
IT	527	TOSA Web Developer	2	<a href="https://webdeveloperv2.pdf">webdeveloperv2.pdf</a> (tosa.org)	Yes	2023					0
IT	528	TOSA Java Script	2	<a href="https://javascriptv2.pdf">javascriptv2.pdf</a> (tosa.org)	Yes	2023					0
IT	529	TOSA WordPress	2	<a href="https://wordpressv2.pdf">wordpressv2.pdf</a> (tosa.org)	Yes	2023					0
IT	541	Cisco Certified Support Technicians (CCST) Networking	3	<a href="https://www.cisco.com/site/us/en/I">https://www.cisco.com/site/us/en/I</a>	Yes	2023			29	28	29
IT	542	Cisco Certified Support Technicians (CCST) Cybersecurity	3	<a href="https://www.cisco.com/site/us/en/I">https://www.cisco.com/site/us/en/I</a>	Yes	2023			55	38	55
IT	569	YouScience Industry Certification: Algorithms and Data Structures	2	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	570	YouScience Industry Certification: Computer Programming Advanc	2	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	571	YouScience Industry Certification Computer Science Principles	1	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	572	You Science Industry Certification: Database Development	2	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	573	YouScience Industry Certification: Web Development I	1	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	574	YouScience Industry Certification: Web Development II	2	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	575	YouScience Industry Certification: 3D Animation I	1	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	576	YouScience Industry Certification: 3D Animation II	2	<a href="https://www.youscience.com/wp-c">https://www.youscience.com/wp-c</a>	No	2024					0
IT	582	Microsoft Certified: Azure AI Fundamentals Certifications	1	<a href="https://learn.microsoft.com/en-us/">https://learn.microsoft.com/en-us/</a>	No	2024					0
IT	589	AZ-900 - Microsoft Azure Fundamentals	2	<a href="https://learn.microsoft.com/en-us/">https://learn.microsoft.com/en-us/</a>	Yes	2025					0
IT	590	DP-900 - Microsoft Azure Fundamentals	2	<a href="https://learn.microsoft.com/en-us/">https://learn.microsoft.com/en-us/</a>	Yes	2025					0
IT	591	SC-900 - Microsoft Security, Compliance, and Identity	1	<a href="https://learn.microsoft.com/en-us/">https://learn.microsoft.com/en-us/</a>	No	2025					0
IT	592	TOSA Python 3	2	<a href="https://tosa-python-3-skills-certification">Tosa Python 3 skills certification</a>	Yes	2025					0
IT	593	Information Technology Specialist: Artificial Intelligence	2	<a href="https://certiport.filecamp.com/s/i/">https://certiport.filecamp.com/s/i/</a>	No	2025					0
IT	594	Information Technology Specialist: Cloud Computing	2	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	No	2025					0
IT	595	Information Technology Specialist: Computational Thinking	1	<a href="https://certiport.filecamp.com/s/i/">https://certiport.filecamp.com/s/i/</a>	No	2025					0
IT	596	Information Technology Specialist: Cybersecurity	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	597	Information Technology Specialist: Databases	2	<a href="https://certiport.filecamp.com/s/i/">https://certiport.filecamp.com/s/i/</a>	No	2025					0
IT	598	Information Technology Specialist: Device Configuration and	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	599	Information Technology Specialist: HTML5 Application	1	<a href="https://certiport.filecamp.com/s/i/">https://certiport.filecamp.com/s/i/</a>	No	2025					0
IT	600	Information Technology Specialist: HTML and CSS	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	601	Information Technology Specialist: Java	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	602	Information Technology Specialist: Networking	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0

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IT	603	Information Technology Specialist: Network Security	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	604	Information Technology Specialist: Python	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	605	Information Technology Specialist: Software Development	3	<a href="https://certiport.pearsonvue.com/f">https://certiport.pearsonvue.com/f</a>	Yes	2025					0
IT	A18	TestOut PC Pro Certification	3	<a href="https://w3.testout.com/objectives/p">https://w3.testout.com/objectives/p</a>	Yes	2013	131	41	108	34	616
IT	A19	TestOut Network Pro Certification	3	<a href="https://w3.testout.com/objectives/n">https://w3.testout.com/objectives/n</a>	Yes	2013	33	12	56	36	141
IT	A22	Network Systems Technician Certification – NST	3	<a href="https://www.etai.org/comps/NST_c">https://www.etai.org/comps/NST_c</a>	Yes	2013	0	0	14	14	14
IT	A23	Computer Service Technician Certificate – CST	3	<a href="https://etai.org/information_techno">https://etai.org/information_techno</a>	Yes	2013	0	0	34	34	34
IT	A24	Wireless Network Technician Certification – WNT	3	<a href="https://www.etai.org/comps/WNT_c">https://www.etai.org/comps/WNT_c</a>	Yes	2013	1	1			1
IT	A41	TestOut Security Pro Certification	3	<a href="https://w3.testout.com/objectives/s">https://w3.testout.com/objectives/s</a>	Yes	2014	20	8	45	15	75
IT	A52	CompTIA Security+ Certification	3	<a href="https://www.comptia.org/certificatio">https://www.comptia.org/certificatio</a>	Yes	2014	12	3	2	2	65
IT	A59	Server Pro 2016: Networking Certification	3	<a href="https://w3.testout.com/objectives/s">https://w3.testout.com/objectives/s</a>	Yes	2015	0	0	1	1	1
IT	A7	CompTIA IT Fundamentals	3	<a href="https://www.comptia.org/certificatio">https://www.comptia.org/certificatio</a>	Yes	2012	1	1	5	5	54
IT	A88	Java Foundations Certified Junior Associate	3	<a href="https://academy.oracle.com/en/solu">https://academy.oracle.com/en/solu</a>	Yes	2017	0	0	12	0	12
IT	A90	Oracle Certified Associate, Java SE8 Programmer	3	<a href="https://academy.oracle.com/pages/c">https://academy.oracle.com/pages/c</a>	Yes	2017	3	3	2	2	9
<b>Total Certs</b>	<b>108</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>643</b>	<b>433</b>	<b>1,182</b>	<b>821</b>	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
<b>LAW</b>		<b>Law and Public Safety CLUSTER Enrollment</b>					<b>4,078</b>				
HLTH	18	First Responder Certification	2	<a href="https://statefire.llr.sc.gov/scfa/emso">https://statefire.llr.sc.gov/scfa/emso</a>	Yes	2010 or earlier			18	18	476
HLTH	44	First Aid/CPR/AED	2	<a href="https://www.redcross.org/content/dam/redcross/firstaid/cpr/aed">https://www.redcross.org/content/dam/redcross/firstaid/cpr/aed</a>	No	2010 or earlier			104	103	13,852
LAW	161	SCFA Certificate NFPA 1001 Firefighter I – 1196	2	<a href="https://statefire.llr.sc.gov/scfa/pdf/1196">https://statefire.llr.sc.gov/scfa/pdf/1196</a>	Yes	2018	192	189	146	137	871
LAW	162	SCFA Certificate NFPA 1001 Firefighter II – 1197	3	<a href="https://statefire.llr.sc.gov/scfa/pdf/1197">https://statefire.llr.sc.gov/scfa/pdf/1197</a>	Yes	2018	104	104	111	107	432
LAW	222	Basic Auto Extraction Firefighter	2	Pending	Yes	2018	58	58	105	105	277
LAW	231	Hazardous Materials Awareness (Firefighter)	2	<a href="https://statefire.llr.sc.gov/scfa/pdf/231">https://statefire.llr.sc.gov/scfa/pdf/231</a>	Yes	2018	233	232	247	246	1,129
LAW	232	Hazardous Materials Operations (Firefighter)	3	<a href="https://statefire.llr.sc.gov/scfa/pdf/232">https://statefire.llr.sc.gov/scfa/pdf/232</a>	Yes	2018	238	234	202	196	965
LAW	233	Hybrid Firefighter I Class Code 1402	2	Hybrid format of Firefighter I - <a href="https://statefire.llr.sc.gov/scfa/pdf/233">https://statefire.llr.sc.gov/scfa/pdf/233</a>	Yes	2018	43	43	22	22	118
LAW	234	Hybrid Firefighter II Class Code 1403	3	Hybrid format of Firefighter II - <a href="https://statefire.llr.sc.gov/scfa/pdf/234">https://statefire.llr.sc.gov/scfa/pdf/234</a>	Yes	2018	5	4	15	15	46
<b>LAW</b>	<b>324</b>	<b>Expert Rating: Legal Administrative Assistant</b>	<b>3</b>	<a href="https://www.expertrating.com/certification/legal-administrative-assistant">https://www.expertrating.com/certification/legal-administrative-assistant</a>	<b>Yes</b>	<b>2020</b>	<b>8</b>	<b>8</b>			<b>12</b>
LAW	351	YouScience Industry Certification: Law	1	<a href="https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Law">https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Law</a>	No	2020	76	26	118	63	229
HLTH	418	First Aid	2	None available	No	2021			7	7	194
LAW	455	YouScience Industry Certification: Criminal	2	<a href="https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal">https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal</a>	Yes	2021	22	16	79	55	113
LAW	456	YouScience Industry Certification: Criminal	3	<a href="https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal">https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal</a>	Yes	2021	0	0	169	34	169
LAW	457	Initial Security Officer Certificate	2	Initial Security Officer Program - <a href="https://ifpo.org/wp-content/uploads/2021/01/Initial-Security-Officer-Program-Intelligence">https://ifpo.org/wp-content/uploads/2021/01/Initial-Security-Officer-Program-Intelligence</a>	Yes	2021					0
<b>LAW</b>	<b>458</b>	<b>Professional Security Officer Certificate</b>	<b>3</b>	<a href="https://ifpo.org/wp-content/uploads/2021/01/Professional-Security-Officer-Certificate">https://ifpo.org/wp-content/uploads/2021/01/Professional-Security-Officer-Certificate</a>	<b>Yes</b>	<b>2021</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>13</b>	<b>40</b>
LAW	496	Emergency Medical Responder	1	None available	Yes	2022	66	66	63	57	129
LAW	543	Department of Corrections Certificate	2	None available	No	2023					0
LAW	547	IS-906 Workplace Security Awareness	1	<a href="https://training.fema.gov/is/courseonline/IS-906-Workplace-Security-Awareness">https://training.fema.gov/is/courseonline/IS-906-Workplace-Security-Awareness</a>	No	2023			38	38	38
LAW	548	IS-907 Active Shooter: What You Can Do	1	<a href="https://training.fema.gov/is/courseonline/IS-907-Active-Shooter-What-You-Can-Do">https://training.fema.gov/is/courseonline/IS-907-Active-Shooter-What-You-Can-Do</a>	No	2023			38	38	38
LAW	549	IS-909 Community Preparedness: Implementing	1	<a href="https://training.fema.gov/is/courseonline/IS-909-Community-Preparedness-Implementing">https://training.fema.gov/is/courseonline/IS-909-Community-Preparedness-Implementing</a>	No	2023			38	38	38
LAW	550	IS-700.B: Introduction to the National Incident	1	<a href="https://training.fema.gov/is/courseonline/IS-700-B-Introduction-to-the-National-Incident">https://training.fema.gov/is/courseonline/IS-700-B-Introduction-to-the-National-Incident</a>	No	2023			105	105	105
LAW	619	Accredited Legal Professional	1	Accredited Legal Professional (ALP) - <a href="https://www.alp.org/">https://www.alp.org/</a>	No	2025					0
LAW	620	ESRI Drone2MAP	1	NFPA 2400 Standard Development	No	2025					0
LAW	621	Law and Public Safety Introductory Level	1	<a href="https://lapsen.org/lpsilc-2/">https://lapsen.org/lpsilc-2/</a>	No	2025					0
LAW	622	National Basic 9-1-1 Communications Officer	2	<a href="https://lapsen.org/lpsilc-2/">https://lapsen.org/lpsilc-2/</a>	Yes	2025					0
LAW	623	National Basic Crime Scene Investigator	1	<a href="https://lapsen.org/bcsp/">https://lapsen.org/bcsp/</a>	No	2025					0
LAW	624	National Certified Protection Officers	2	<a href="https://lapsen.org/certified-protection-officers/">https://lapsen.org/certified-protection-officers/</a>	Yes	2025					0
LAW	625	National Law Enforcement Certification (NLEC)	2	<a href="https://lapsen.org/national-law-enforcement-certification/">https://lapsen.org/national-law-enforcement-certification/</a>	Yes	2025					0
LAW	626	NFPA 2400 Standard for Small Unmanned	1	<a href="https://lapsen.org/product/nfpa-2400-standard-for-small-unmanned-aerial-systems/">https://lapsen.org/product/nfpa-2400-standard-for-small-unmanned-aerial-systems/</a>	No	2025					0
LAW	A11	Emergency Telecommunicator Certification	1	<a href="https://www.emergencydispatch.org/certification/emergency-telecommunicator">https://www.emergencydispatch.org/certification/emergency-telecommunicator</a>	No	2012	64	60	61	59	205
<b>HLTH</b>	<b>A68</b>	<b>Community Emergency Response Team (CERT)</b>	<b>2</b>	<a href="https://www.fema.gov/emergency-preparedness-response-recovery/cert">https://www.fema.gov/emergency-preparedness-response-recovery/cert</a>	<b>No</b>	<b>2016</b>	<b>20</b>	<b>20</b>	<b>5</b>	<b>5</b>	<b>44</b>
LAW	A70	National Incident Management System	3	<a href="https://training.fema.gov/nims/docs">https://training.fema.gov/nims/docs</a>	Yes	2016	254	241	255	245	1,141
<b>Total Certs</b>	<b>33</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>1,055</b>	<b>988</b>	<b>1638</b>	<b>1397</b>	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
MAN		Manufacturing CLUSTER Enrollment					6,928				
MAN	7	The American Welding Society (AWS)	3	<a href="https://aws-p-001-delivery.sitecorec">https://aws-p-001-delivery.sitecorec</a>	Yes	2010 or earlier	390	333	362	335	1966
MAN	10	Electronics Technician	3	<a href="https://www.etai.org/electronics.htm">https://www.etai.org/electronics.htm</a>	Yes	2010 or earlier	2	2	24	10	65
MAN	31	NCCER – Welding Technology	3	<a href="https://toolbox.nccer.org/crafts/welding">https://toolbox.nccer.org/crafts/welding</a>	Yes	2010 or earlier	44	44	18	18	263
MAN	33	National Institute for Metalworking Skills (NIMS)	3	<a href="https://isv.nims-skills.org/sts/public/">https://isv.nims-skills.org/sts/public/</a>	Yes	2010 or earlier	124	124	66	63	678
MAN	54	ADDA – Certified Apprentice Drafter	2	<a href="https://www.adda.org/index.php/pr">https://www.adda.org/index.php/pr</a>	Yes	2010 or earlier					0
MAN	171	Certified Production Technician 4.0	3	<a href="https://www.msscusa.org/certification">https://www.msscusa.org/certification</a>	Yes	2018	0	0			1
MAN	230	Forklift Operator	1	<a href="https://www.certifyme.net/forklift-c">https://www.certifyme.net/forklift-c</a>	Yes	2018					0
MAN	235	LEAN (Six Sigma) Manufacturing Certification	2	<a href="https://www.6sigma.us/six-sigma-w">https://www.6sigma.us/six-sigma-w</a>	Yes	2018	51	51	28	28	274
MAN	236	MSSC: CPT Maintenance Awareness	2	<a href="https://www.msscusa.org/wp-content">https://www.msscusa.org/wp-content</a>	Yes	2018	0	0			12
MAN	237	MSSC: CPT Manufacturing Processes and Producti	2	<a href="https://www.msscusa.org/wp-content">https://www.msscusa.org/wp-content</a>	Yes	2018	0	0			14
MAN	238	MSSC: CPT Quality Practices	2	<a href="https://www.msscusa.org/wp-content">https://www.msscusa.org/wp-content</a>	Yes	2018	0	0	1	1	46
MAN	239	MSSC: CPT Safety	2	<a href="https://www.msscusa.org/wp-content">https://www.msscusa.org/wp-content</a>	Yes	2018	4	1			97
TRA	241	Snap-on/NC3: 504 Multimeter Certification	2	<a href="https://www.nc3.net/wp-content/up">https://www.nc3.net/wp-content/up</a>	Yes	2018	0	0	63	63	512
MAN	255	S/P2 – Welding Safety and Pollution	1	<a href="https://sp2.org/welding-schools/">https://sp2.org/welding-schools/</a>	No	2019	37	37	53	53	182
MAN	345	CTECS: Welding Technology	2	SC Welding Standards: <a href="https://ed.sc">https://ed.sc</a>	No	2020	154	122	195	117	539
MAN	352	Level 1: Fundamentals Electricity	2	<a href="#">Festo-Certification-Program-Guide_E</a>	No	2020					0
MAN	353	Level 1: Fundamentals Mechanical Systems	2	<a href="#">FD-1068-Certification-Program-Guide</a>	No	2020					0
MAN	354	Level 1: Fundamentals Fluid Power-Hydraulics	2	<a href="#">Festo-Certification-Program-Guide_F</a>	No	2020					0
MAN	355	Level 1: Fundamentals Industry 4.0	2	<a href="#">Festo-Certification-Program-Guide_I</a>	No	2020					0
ARC	356	Snap-on/NC3: Precision Measurement	1	<a href="https://nc3.net/wp-content/uploads">https://nc3.net/wp-content/uploads</a>	No	2020	7	4	10	6	17
MAN	451	Snap-on/NC3: Diesel Scanner Diagnostics	2	<a href="#">SNACERT_HeavyDutyDiagnoses_Die</a>	Yes	2020					
MAN	497	Certified Onshape Associate	1	<a href="https://learn.onshape.com/courses/">https://learn.onshape.com/courses/</a>	Yes	2022	2	2	3	3	5
MAN	498	Society of Manufacturing Engineers (SME)	3	<a href="https://www.sme.org/globalassets/s">https://www.sme.org/globalassets/s</a>	Yes	2022	1	1	33	33	34
MAN	578	Scissor Lift Certification	2	<a href="https://www.certifymeonline.net/sc">https://www.certifymeonline.net/sc</a>	No	2024					0
MAN	579	AWS B2.2-6010/7018 Pipe	2	<a href="https://aws-p-001-delivery.sitecorec">https://aws-p-001-delivery.sitecorec</a>	Yes	2024					0
MAN	580	AWS B2.2.1 ER-7056 Root 7018	2	<a href="https://aws-p-001-delivery.sitecorec">https://aws-p-001-delivery.sitecorec</a>	Yes	2024					0
MAN	581	Titans of CNC Expert	2	<a href="https://cncexpert.com/certificates">https://cncexpert.com/certificates</a>	Yes	2024					0
MAN	606	Haas Basic Lathe Operator/Mill Operator	1	<a href="https://learn.haascnc.com/">https://learn.haascnc.com/</a>	No	2025					0
MAN	614	Robotics in Manufacturing Fundamentals (RMF)	1	<a href="https://www.sme.org/globalassets/s">https://www.sme.org/globalassets/s</a>	No	2025					0
MAN	615	SCAC's C-101 Certified Industry 4.0 Associate 1 Ba	3	<a href="https://www.saca.org/smart-automat">https://www.saca.org/smart-automat</a>	Yes	2025					0
Total Certs	30	Total Certifications Administered and Earned for the Cluster					813	718	856	730	



Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
MRK		<b>Marketing CLUSTER Enrollment</b>					<b>11,766</b>				
MRK	206	Bing Ads (Microsoft Advertising Certification)	2	Not Available	Yes	2018	33	20			72
MRK	212	Google Advertising Fundamentals Exam (Google AdWords)	3	<a href="https://skillshop.exceedlms.com/stu">https://skillshop.exceedlms.com/stu</a>	Yes	2018	122	97	120	111	405
MRK	213	Google Analytics Academy	3	<a href="https://ciwcertified.com/wp-content">Google Analytics Certification - Skills</a>	Yes	2018	18	18	50	50	82
IT	304	CIW Social Media Strategist	3	<a href="https://ciwcertified.com/wp-content">https://ciwcertified.com/wp-content</a>	Yes	2021	0	0	6	0	14
MRK	346	CTECS: Marketing Communications	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	73	19	93	26	211
MRK	347	CTECS: Marketing Management	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	34	25	40	29	101
MRK	348	CTECS: Merchandising	2	<a href="https://ed.sc.gov/instruction/career-">https://ed.sc.gov/instruction/career-</a>	No	2020	0	0	20	14	46
BUS	377	YouScience Industry Certification: Accounting I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	3	2	2	1	44
BUS	379	YouScience Industry Certification: Business Communications I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	4	4	4	4	17
BUS	381	YouScience Industry Certification: Digital Business Applications	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	0	0	3	3	3
BUS	382	YouScience Industry Certification: Exploring Business &	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	0	0	23	20	76
MRK	388	YouScience Industry Certification: Advertising and Promotion	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	0	0			77
MRK	389	YouScience Industry Certification: Digital Marketing	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	33	23	93	61	126
MRK	390	YouScience Industry Certification: Real Estate	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	1	1	21	8	22
MRK	392	YouScience Industry Certification: Sports and Entertainment Mar	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	63	22	130	60	226
BUS	435	MOS: Microsoft Office Access Expert 2019	2	<a href="#">Microsoft Office Specialist: Access Ex</a>	Yes	2021	0	0			0
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	<a href="#">Microsoft Office Excel Associate</a>	Yes	2021	0	0	1	0	2
BUS	437	MOS: Microsoft Office PowerPoint Associate 2019	2	<a href="#">Microsoft Office PowerPoint Associa</a>	Yes	2021	0	0	1	0	2
BUS	438	MOS: Microsoft Office Word Associate 2019	2	<a href="#">Microsoft Office Word Associate</a>	Yes	2021	0	0	1	0	2
BUS	439	MOS: Microsoft Office Word Expert 2019	2	<a href="#">Microsoft Office Word Expert</a>	Yes	2021	0	0			0
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	<a href="#">Microsoft 365 Teams Administrator A</a>	Yes	2021					
MRK	499	Stukent Social Media Marketing Certification	2	Pending	Yes	2022	21	14	51	39	72
MRK	518	Intuit Design for Delight Innovator	3	<a href="#">Certiport - Marketing Resource Libra</a>	No	2023					0
MRK	538	YouScience Industry Certification: Marketing I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2023			163	138	163
MRK	544	Sports Career Consulting Business of Sports Certification	1	<a href="#">Business of Sports Certification</a>	No	2023			41	41	41
MRK	557	Advanced Real Estate Practice Pre-Licensing Certification	2	<a href="https://llr.sc.gov/re/Education%20P">https://llr.sc.gov/re/Education%20P</a>	Yes	2024					0
MRK	559	Fundamentals of Real Estate Practice Pre-Licensing Certification	1	<a href="https://llr.sc.gov/re/Education%20P">https://llr.sc.gov/re/Education%20P</a>	No	2020					0
MRK	560	SC Registered Real Estate Salesperson License	3	<a href="https://llr.sc.gov/re/recpdf/Apps/Up">https://llr.sc.gov/re/recpdf/Apps/Up</a>	Yes	2024					0
<b>Total Certs</b>	<b>28</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>405</b>	<b>245</b>	<b>659</b>	<b>426</b>	

N	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
STEM		STEM CLUSTER Enrollment					8,408		10,933	9,361	
EDU	49	ServSafe Food Handler	1	<a href="https://www.servsafe.com/ServSafe">https://www.servsafe.com/ServSafe</a>	Yes	2010 or earlier	0	0			33
STEM	169	Pre-Engineering Certification	2	<a href="https://v5rc-kb.recf.org/hc/en-us/art">https://v5rc-kb.recf.org/hc/en-us/art</a>	No	2018	24	10			46
STEM	170	Robotics Certification	2	<a href="https://v5rc-kb.recf.org/hc/en-us/art">https://v5rc-kb.recf.org/hc/en-us/art</a>	No	2018	2	1			2
ART	357	AutoDesk: Auto CAD	2	<a href="https://certiport.filecamp.com/s/i/A">https://certiport.filecamp.com/s/i/A</a>	No	2020	0	0			10
ART	358	AutoDesk: Inventor	2	<a href="https://certiport.filecamp.com/s/i/In">https://certiport.filecamp.com/s/i/In</a>	No	2020	0	0	2	2	3
ART	359	AutoDesk Maya	2	Certiport - Marketing Resource Libra	No	2020					0
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	HACCP Certification & Online Compli	Yes	2020					0
HOSP	361	Food Manager Certification	3	Food Protection Manager Certificatio	Yes	2020					0
STEM	368	YouScience Industry Certification: Engineering Technology	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020	29	16	95	87	152
STEM	369	YouScience Industry Certification: Robotics I	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020					0
STEM	370	YouScience Industry Certification: Robotics II	2	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2020					0
STEM	566	Solid Edge Mechanical Associate	2	<a href="https://cadcertification.sw.siemens.c">https://cadcertification.sw.siemens.c</a>	Yes	2024					0
STEM	567	Solid Edge Mechanical Professional	3	<a href="https://cadcertification.sw.siemens.c">https://cadcertification.sw.siemens.c</a>	Yes	2024					0
STEM	568	High Power Rocketry Certification	2	<a href="https://www.nar.org/JuniorHPRParti">https://www.nar.org/JuniorHPRParti</a>	No	2024					0
STEM	617	YouScience Industry Certification: Electronic 1	1	<a href="https://www.youscience.com/wp-co">https://www.youscience.com/wp-co</a>	No	2025					0
HOSP	A15	ServSafe® Manager	3	<a href="https://www.servsafe.com/ServSafe">https://www.servsafe.com/ServSafe</a>	Yes	2012	0	0	80	63	1,244
STEM	A44	CSWA– SolidWorks Associate Certification	3	<a href="https://www.solidworks.com/certific">https://www.solidworks.com/certific</a>	Yes	2014	57	40	89	58	462
AGR	A79	AMSA Food Safety and Science Certification	3	<a href="https://meatscience.org/events-edu">https://meatscience.org/events-edu</a>	Yes	2017	0	0			13
Total Certs	18	Total Certifications Administered and Earned for the Cluster					29	16	266	210	



Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
TRA		Transportation, Distribution and Logistics CLUSTER Enrollment					6,835				
AGR	34	Outdoor Power Equipment	3	<a href="#">Outdoor Power Equipment</a>	Yes	2010 or earlier	0	0			51
TRA	77	S/P2 – Auto Collision Repair	2	<a href="https://www.sp2.org/sp2-training/c">https://www.sp2.org/sp2-training/c</a>	Yes	2011	178	173	224	220	1,579
TRA	78	S/P2 – Auto Technology	2	<a href="https://www.sp2.org/automotive-sc">https://www.sp2.org/automotive-sc</a>	Yes	2011	699	683	567	566	3,525
TRA	107	ASE Diesel Engines	2	<a href="https://www.ase.com/dist/docs/Tru">https://www.ase.com/dist/docs/Tru</a>	Yes	2018				17	97
TRA	108	Commercial Learner's Permit	2	<a href="https://www.scdmvonline.com/-/me">https://www.scdmvonline.com/-/me</a>	Yes	2018				3	21
TRA	109	I-CAR ProLevel 1	2	<a href="#">Knowledge Skill Protocol</a>	Yes	2018				81	230
TRA	112	I-CAR Advance High Strength Steel (AHSole)	2	<a href="#">Advanced High-Strength Steel</a>	Yes	2018	0	0			135
TRA	113	I-CAR Automotive Foams (FOM01)	2	<a href="#">Pending</a>	Yes	2018	42	42	43	43	67
TRA	114	I-CAR Automotive Lighting (LSC04e)	2	<a href="#">Pending</a>	Yes	2018	126	122	93	90	144
TRA	115	I-CAR Bolt-on–Exterior Panel Part 1 (EXT03e)	2	<a href="#">Pending</a>	Yes	2018	132	120	119	114	280
TRA	116	I-CAR Bolt-on–Exterior Panel Part 2 (EXT04e)	2	<a href="#">Pending</a>	Yes	2018	137	134	104	102	443
TRA	117	I-CAR Corrosion Protection (CPS01)	2	<a href="#">Corrosion Protection</a>	Yes	2018	37	36	32	32	120
TRA	118	I-CAR Cosmetic Straightening Steel (STS01)	2	<a href="#">Pending</a>	Yes	2018	32	32	34	34	211
TRA	119	I-CAR Detailing (REF04)	2	<a href="#">Pending</a>	Yes	2018	38	38	32	32	111
TRA	120	I-CAR Hazardous Air Pollutant Reduction (HAP01e)	2	<a href="#">Hazardous Airborne Pollutants</a>	Yes	2018	81	74	92	82	274
TRA	121	I-CAR Hazardous Material Storage and Disposal (HWD01e)	2	<a href="#">Pending</a>	Yes	2018	82	78	93	90	313
TRA	122	I-CAR Hazardous Materials, Personal Safety, Refinish Safety (WKR01)	2	<a href="#">Pending</a>	Yes	2018	39	39	33	33	203
TRA	123	I-CAR Intro to Construction Materials (ICM00e)	2	<a href="#">Intro to Vehicle Construction Material</a>	Yes	2018	161	140	224	216	776
TRA	124	I-CAR Intro to Mechanical Repair Terms and Vehicle Protection (IMV00e)	2	<a href="#">Intro to Mechanical Repair Terms and</a>	Yes	2018	163	160	188	187	699
TRA	125	I-CAR Intro to Mechanical System Terminology Part 1 (IMT01e)	1	<a href="#">Intro to Mechanical Systems Terminology</a>	No	2018	170	167	216	214	799
TRA	126	I-CAR Intro to Mechanical System Terminology Part 2 (IMT02e)	1	<a href="#">Intro to Mechanical Systems Terminology</a>	No	2018	166	162	209	206	756
TRA	127	I-CAR Intro to Personal Safety (IPS00e)	1	<a href="#">Intro to Personal Safety</a>	No	2018	153	152	256	255	1,000
TRA	128	I-CAR Intro to Refinishing and Corrosion Protection Part 1 (IRC01e)	2	<a href="#">Intro to Refinishing and Corrosion Protection</a>	Yes	2018	135	131	202	199	799
TRA	129	I-CAR Intro to Refinishing and Corrosion Protection Part 2 (IRC02e)	2	<a href="#">Intro to Refinishing and Corrosion Protection</a>	Yes	2018	134	128	195	193	737
TRA	130	I-CAR Intro to Repair Process (IRP00e)	2	<a href="#">Intro to Collision Repair Process Overview</a>	No	2018	167	153	252	250	846
TRA	131	I-CAR Intro to Repair Terminology (IRT00e)	1	<a href="#">Intro to Industry Repair Terms</a>	No	2018	173	169	229	229	761
TRA	132	I-CAR Intro to Safety Systems (ISS00e)	1	<a href="#">Intro to Safety Systems</a>	No	2018	152	136	225	210	845
TRA	133	I-CAR Intro to Tools, Equipment and Attachment Methods Part 1	1	<a href="#">Intro to Tools, Equipment, and Attachment</a>	No	2018	160	153	238	234	842
TRA	134	I-CAR Intro to Tools, Equipment and Attachment Methods Part 2	1	<a href="#">Intro to Tools, Equipment, and Attachment</a>	No	2018	141	137	217	212	765
TRA	135	I-CAR Intro to Vehicle Parts Terminology Part 1 (IVT01e)	1	<a href="#">Intro to Vehicle Parts Terminology - Part 1</a>	No	2018	149	143	231	229	822
TRA	136	I-CAR Intro to Vehicle Parts Terminology Part 2 (IVT02e)	1	<a href="#">Intro to Vehicle Parts Terminology - Part 2</a>	No	2018	158	153	218	214	764
TRA	137	I-CAR Movable Glass (GLA01)	2	<a href="#">Movable Glass Removal and Installation</a>	Yes	2018	31	31	32	32	78
TRA	138	I-CAR New Vehicle Technology and Trends 2016 (New16)	1	<a href="#">Vehicle Technology and Trends 2025</a>	No	2018	39	39	33	33	86
TRA	139	I-CAR Plastic and Composite Repair (PLA03)	2	<a href="#">Plastic Repair</a>	Yes	2018	47	47	43	43	187
TRA	140	I-CAR Refinishing Equipment (REF01e)	1	<a href="#">Preparation for Refinish</a>	No	2018	119	110	139	131	491
TRA	141	I-CAR Removing and Installing exterior Trim, Pinstriping, and Decals	2	<a href="#">Exterior Trim Removal and Installation</a>	Yes	2018	129	119	100	97	391
TRA	142	I-CAR Removing and Installing Interior Trim (TRM02e)	2	<a href="#">Interior Trim Removal and Installation</a>	Yes	2018	141	133	91	87	406
TRA	143	I-CAR Surface Preparation and Masking (REF02e)	2	<a href="#">Surface Preparation for Primer</a>	Yes	2018	99	92	126	115	416
TRA	144	I-CAR Waterborne Products, Systems and Applications (REF07)	2	<a href="#">Pending</a>	Yes	2018	36	36	44	44	105
TRA	189	ASE: Auto Maintenance and Light Repair Certification Test (G1)	2	<a href="https://www.ase.com/dist/docs/Aut">https://www.ase.com/dist/docs/Aut</a>	Yes	2018	71	37	91	52	486
TRA	190	ASE: Auto Collision Repair – Structural Analysis and Damage Repair	2	<a href="https://www.ase.com/dist/docs/Coll">https://www.ase.com/dist/docs/Coll</a>	Yes	2018	13	13	5	5	26
TRA	191	ASE: Auto Collision Repair – Mechanical and Electrical Components	2	<a href="https://www.ase.com/dist/docs/Coll">https://www.ase.com/dist/docs/Coll</a>	Yes	2018	11	11	3	3	27
TRA	192	ASE: Auto Collision Repair – Painting and Refinishing	2	<a href="https://www.ase.com/dist/docs/Coll">https://www.ase.com/dist/docs/Coll</a>	Yes	2018	80	55	94	55	410
TRA	193	ASE: Auto Collision Repair – Non-Structural Analysis and Damage Repair	2	<a href="https://www.ase.com/dist/docs/Coll">https://www.ase.com/dist/docs/Coll</a>	Yes	2018	79	53	97	49	391
TRA	194	ASE: Auto Technology – Brakes	2	<a href="https://www.ase.com/dist/docs/Aut">https://www.ase.com/dist/docs/Aut</a>	Yes	2018	498	289	582	328	2,414
TRA	195	ASE: Auto Technology – Suspension & Steering	2	<a href="https://www.ase.com/dist/docs/Aut">https://www.ase.com/dist/docs/Aut</a>	Yes	2018	107	74	131	96	607
TRA	196	ASE: Auto Technology – Electrical/Electronic Systems	2	<a href="https://www.ase.com/dist/docs/Aut">https://www.ase.com/dist/docs/Aut</a>	Yes	2018	52	48	90	76	344
TRA	197	ASE: Auto Technology – Engine Performance	2	<a href="https://www.ase.com/dist/docs/Aut">https://www.ase.com/dist/docs/Aut</a>	Yes	2018	77	61	108	80	405

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
TRA		<b>Transportation, Distribution and Logistics CLUSTER Enrollment</b>					<b>6,835</b>				
TRA	198	ASE: Auto Technology – Engine Repair	2	<a href="https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf">https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf</a>	Yes	2018	112	73	128	103	539
TRA	199	ASE: Auto Technology – Automatic Transmission/Transaxles	2	<a href="https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf">https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf</a>	Yes	2018	35	26	70	52	223
TRA	200	ASE: Auto Technology – Manual Drivetrains	2	<a href="https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf">https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf</a>	Yes	2018	54	39	75	46	257
TRA	201	ASE: Auto Technology – Heating & Air Conditioning	2	<a href="https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf">https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf</a>	Yes	2018	49	41	90	76	275
TRA	202	ASE: Auto Technology – Maintenance & Light Repair	2	<a href="https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf">Auto_Test_Specs_MLR-AST_2022.pdf</a>	Yes	2018	439	294	502	341	2,070
TRA	216	Briggs & Stratton Master Service Technician Certification	3	Instructors have access to exam materials	Yes	2018	0	0			7
TRA	229	EPA Section 609 Certification	3	Refrigerant Recovery and Recycling Program	Yes	2018	96	96	82	82	306
TRA	230	Forklift Operator	1	<a href="https://www.certifyme.net/forklift-certification">https://www.certifyme.net/forklift-certification</a>	Yes	2018	84	61	100	78	386
TRA	241	Snap-on/NC3: 504 Multimeter Certification	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2018	286	226	386	349	1,121
TRA	242	Snap-on/NC3: ShopKey Pro Service & Repair Information Level 1	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2018	32	19	43	43	119
TRA	243	Snap-on/NC3: ShopKey Pro & SureTrack Advanced Level 2	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2018	0	0	8	8	13
TRA	248	South Carolina Boater Education Certificate	2	<a href="https://www.boaterexam.com/usa/south-carolina">https://www.boaterexam.com/usa/south-carolina</a>	No	2018	35	35	442	408	551
TRA	249	Digital Multimeter (DMM) Certification 525	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2019	90	88	86	86	222
TRA	252	Yamaha Certification	3	Pending	Yes	2018	24	24	21	20	98
ARC	356	Snap-on/NC3: Precision Measurement Certification	1	<a href="https://nc3.net/wp-content/uploads/2020/08/nc3-precision-measurement-certification.pdf">https://nc3.net/wp-content/uploads/2020/08/nc3-precision-measurement-certification.pdf</a>	No	2020					0
TRA	371	YouScience Industry Certification: Small Engineer Repair I	1	<a href="https://www.youscience.com/wp-content/uploads/2020/08/nc3-precision-measurement-certification.pdf">https://www.youscience.com/wp-content/uploads/2020/08/nc3-precision-measurement-certification.pdf</a>	Yes	2020	0	0	38	38	38
TRA	419	MSSC: Certified Logistics Technician	2	<a href="https://www.msscusa.org/certified-logistics-technician">https://www.msscusa.org/certified-logistics-technician</a>	No	2020	0	0	5	1	5
AGR	450	Snap-on/NC3: Battery, Starting and Charging Certification	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2021	12	12			12
TRA	451	Snap-on/NC3: Diesel Scanner Diagnostics Certification	2	SNACERT_HeavyDutyDiagnoses_DieselScanner	Yes	2021					0
TRA	452	Snap-on/NC3: Rotor Matching Master Technician Certificate	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2021	24	24			24
TRA	453	Snap-on/NC3: Tire Pressure Monitoring Systems Certification	2	<a href="https://www.nc3certs.com/badges/504">TPMS4 Badge Details</a>	Yes	2021					0
AGR	454	Snap-on/NC3: Wheel Service and Alignment Certification	2	<a href="https://www.nc3certs.com/badges/504">Alignment Fundamentals Badge Details</a>	Yes	2021					0
TRA	500	Automotive Scanner Diagnostics Certification-Apollo	3	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2022	0	0			0
TRA	501	Mechanical and Electronic Torque Certification	2	<a href="https://www.nc3certs.com/badges/504">Mechanical-and-Electronic-Torque.pdf</a>	Yes	2022	0	0	4	3	4
TRA	502	TIA Tire Compliance	2	<a href="https://www.nc3certs.com/badges/504">Automotive Tire Service - Tire Industry Association</a>	Yes	2022	0	0	4	4	4
TRA	546	Private Pilot Knowledge Certification	2	<a href="https://www.faa.gov/licenses_certificates/private_pilot">Flying for Fun - AOPA</a>	No	2023			9	9	9
TRA	553	ASE: Diesel Technology-Brakes	2	<a href="https://www.ase.com/dist/docs/TrueSkill">https://www.ase.com/dist/docs/TrueSkill</a>	Yes	2023			42	27	42
TRA	554	ASE: Diesel Technology-Electrical/Electroincs Systems	2	<a href="https://www.ase.com/dist/docs/TrueSkill">https://www.ase.com/dist/docs/TrueSkill</a>	Yes	2023			16	9	16
TRA	555	ASE: Diesel Technology-Suspension and Steering	2	<a href="https://www.ase.com/dist/docs/TrueSkill">https://www.ase.com/dist/docs/TrueSkill</a>	Yes	2023			30	17	30
TRA	556	ASE: Diesel Technology-Inspection, Maintenance and Minor Repairs	2	<a href="https://www.ase.com/dist/docs/TrueSkill">https://www.ase.com/dist/docs/TrueSkill</a>	Yes	2023				25	0
TRA	563	NC3/Kubota Tech: Engines	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2024					0
TRA	564	Yamaha Motor University - Motorsports	3	Pending	No	2024					0
TRA	587	ASExEV Electrical Safety Awareness Certification	2	<a href="https://www.ase.com/dist/docs/TrueSkill">ASExEVElectricalSafetyStandardsVersion2.0</a>	No	2025					0
TRA	588	Basic Proficiency Evaluation for Report Pilot (BPERP) Certificate	2	<a href="https://www.ase.com/dist/docs/TrueSkill">APSA Basic Proficiency Evaluation for Report Pilot</a>	No	2025					0
TRA	607	NC3/Kubota Tech: Electricity and Electronics	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	608	NC3/Kubota Tech: Hydraulics	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	609	NC3/Kubota Tech: Pre-Delivery Inspection and Assembly Certification	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	Yes	2025					0
TRA	610	NC3/Kubota Tech: Maintenance Procedures	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	611	NC3/Kubota Tech: Powertrain-Brakes, Steering, and Suspension	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	612	NC3/Kubota Tech: Powertrain-Transmissions	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	613	NC3/Kubota Tech: Preventative Maintenance Inspection	2	<a href="https://www.nc3certs.com/badges/504">https://www.nc3certs.com/badges/504</a>	No	2025					0
TRA	616	S/P2 Heavy-Duty/Diesel Technology Certification	2	<a href="https://www.sp2.org/heavy-duty-safety">https://www.sp2.org/heavy-duty-safety</a>	Yes	2025					0
		*Sub test areas were not provided									
<b>Total Certs</b>	<b>90</b>	<b>Total Certifications Administered and Earned for the Cluster</b>					<b>13,641</b>	<b>5,961</b>	<b>8556</b>	<b>7,738</b>	

## EDUCATION OVERSIGHT COMMITTEE

**DATE:** June 9, 2025

**ACTION ITEM:**

**Evaluation of Biology 1 Spring 2024 End-of-Course Exam**

**PURPOSE/AUTHORITY**

**§SECTION 59-18-320** Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, and pursuant to Section 59-18-325, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered for accountability purposes to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

**§SECTION 59-18-355.** Content standards revisions; required approval.

(A)(1) A revision to a state content standard recommended pursuant to Section 59-18-350(A), as well as a new standard or a change in a current standard that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the:

(a) advice and consent of the Education Oversight Committee; and

(b) approval by a Joint Resolution of the General Assembly.

(2) General Assembly approval required by item (1)(b) does not apply to a revision recommended pursuant to Section 59-18-350(A), other approval of a new standard, and other changes to an old standard if the revision, new standard, or changed standard is developed by the State Department of Education.

(B) A revision to an assessment recommended pursuant to Section 59-18-350(A), as well as a new assessment or a change in a current assessment that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the advice and consent of the Education Oversight Committee.

### **CRITICAL FACTS**

The first administration of the EOCEP Biology 1 under the new 2021 South Carolina College- and Career-Ready Science Standards was in the 2023–2024 school year. After the initial statewide field tests of the assessment program and end-of-course assessments, the Education Oversight Committee reviews the state assessment program for alignment with standards, difficulty, validity, and its ability to differentiate achievement levels.

### **TIMELINE/REVIEW PROCESS**

- **May 19, 2025:** ASA subcommittee receives UGA review of Biology I test; takes no action.
- **June 9, 2025:** Full EOC action of UGA review of Biology I test. Following approval, review provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee
- **September 2025:** ASA subcommittee expected to consider approval of Biology I test following receipt of report from the SCDE on compliance with recommendations, pursuant to Section §Section 59-18-320 and §Section 59-18-355.
- **October 2025:** Following ASA action, full EOC to consider approval of Biology I test, pursuant to Section §Section 59-18-320 and §Section 59-18-355.

### **ECONOMIC IMPACT FOR EOC**

**Cost:** \$21,790.92, paid to University of GA K-12 Assessment Solutions

### **ACTION REQUEST**

☒ For approval

☐ For information

### **ACTION TAKEN BY SUBCOMMITTEE**

☐ Approved  
☒ Not Approved

☐ Amended  
☐ Action deferred (explain)



Mary Frances Early College of Education

*K-12 Assessment Solutions*

UNIVERSITY OF GEORGIA

# South Carolina End-of-Course Examination Program

Evaluation of Biology 1

Spring 2024 Test Data

Gwinnett Campus:  
2530 Sever Road  
Suite 149  
Lawrenceville, GA 30043

Contact Us:  
Toll free: (888) 392-8977  
Web: <https://coe.uga.edu/directory/k-12-assessment-solutions>



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# 1. South Carolina End-of-Course Examination Program Overview

The South Carolina End-of-Course Examination Program (EOCEP) is a statewide program of end-of-course tests for gateway courses in South Carolina, including Biology 1. The EOCEP Biology 1 is a standardized test administered by the South Carolina Department of Education (SCDOE) to assess students' understanding of Biology 1 based on the South Carolina College- and Career-Ready Science Standards (2021). The test is designed to measure student mastery of Biology 1 content and skills as defined by the state standards and serves as an accountability measure for schools and districts, contributing 20% to students' final course grades. Passing Biology 1 is required for a South Carolina high school diploma (<https://ed.sc.gov/tests/high/eocep/>).

As listed in the South Carolina State Board of Education Regulation 43-262 (SBE Regulation 43-262: Assessment Program), the purposes and uses of the EOCEP tests are as stated:

- A. The examinations shall encourage instruction in the specific academic standards for the courses, encourage student achievement, and document the level of students' mastery of the academic standards.
- B. The examinations shall serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the Education Accountability Act of 1998 (EAA).
- C. The examinations shall be weighted 20 percent in the determination of students' final grades in the gateway courses.

The first administration of the EOCEP Biology 1 under the new 2021 South Carolina College- and Career-Ready Science Standards was in the 2023–2024 school year. After the initial statewide field tests of the assessment program and end-of-course assessments, the Education Oversight Committee reviews the state assessment program for alignment with standards, difficulty, validity, and its ability to differentiate achievement levels. The committee makes recommendations for changes, if needed, and provides this review to various educational and governmental bodies.

## 1.1 South Carolina Review Process

As per the South Carolina Code of Laws-Title 59 (Title 59 – Education, § 59-18-320):

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then



report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

With the support of the Education Oversight Committee, experts from the University of Georgia evaluated the EOCEP Biology 1's reliability and validity in assessing student mastery, school/district performance, and state accountability, following best practices in educational measurement, as detailed by the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

Data for the evaluation was provided by the SCDOE and the test contractor, Data Recognition Corporation (DRC). The following materials were provided and used for the review:

- Biology 1 Test Blueprint 2023-2024
- Access Information Biology 1 Test Form
- Biology 1 Form 420D TE Answer Keys
- Printable Biology 1 Standards
  - It is worth noting that this file, the *printable standards*, only includes a subset of the South Carolina College- and Career-Ready Science Standards (2021).
- Biology 1 Form 420D Testmap
- South Carolina End-of-Course Examination Program 2022-2023 Operational Test Technical Report
- South Carolina End-of-Course Examination Program 2023-2024 Operational Test Technical Report Preliminary Draft

The testmap included metadata about individual items and psychometric indices. All parameters were calculated by the test contractor; no additional estimation of item or test parameters was conducted. The items reviewed for content validity were presented in the Spring 2024 administration, and the psychometric review is based on the summaries from the 2023-2024 Technical Report which reported on Fall 2023 and Spring 2024 administrations.

This report was prepared by the University of Georgia and examines critical elements of the EOCEP Biology 1 test design and summarizes findings and recommendations.





## 2. Test Blueprint Review

A test blueprint review is crucial for an assessment’s validity, fairness, and reliability. It ensures alignment with state standards, balanced content representation, and appropriate mix of Depth of Knowledge (DOK) levels, providing valid data for instructional and accountability purposes.

The test blueprint review involved evaluating two key aspects.

- **Coverage of Standards.** Subject Matter Experts (SMEs) and assessment designers assessed how well each state standard is represented on the test blueprint, ensuring balanced weighting across content domains (reporting categories).
- **DOK distribution.** SMEs reviewed the distribution of DOK levels, ensuring a mix of items requiring recall, application of knowledge, and critical thinking skills to prevent over- or under-emphasis of any one area and promote a comprehensive, fair assessment.

### 2.1 Coverage of Standards

The Spring 2024 EOCEP Biology 1 comprises 50 operational test items and 10 embedded field test items. Table 1 summarizes the test blueprint for the EOCEP Biology 1 by reporting category, designed to measure the South Carolina College- and Career-Ready Science Standards (2021).

Table 1. EOCEP Biology 1 Test Blueprint 2023-2024

Reporting Category	Performance Expectations (PEs)	Number of PEs	Number of Items per Reporting Category
Structures and Processes	B-LS1-4, B-LS1-5, B-LS1-6, B-LS1-7	4	14-16
Ecosystems	B-LS2-1, B-LS2-5, B-LS2-7	3	12-14
DNA and Heredity	B-LS1-1, B-LS3-2, B-LS3-3	3	12-14
Biological Evolution	B-LS4-1, B-LS4-2, B-LS4-4, B-LS4-5	4	14-16

**Evaluation:** Based on the provided “printable” subset of Biology 1 standards, the test blueprint generally informs stakeholders of the EOCEP Biology 1 assessment content. Other observations made during the review include:

- The “printable” standards include 14 of 24 Biology 1 standards, a subset of the South Carolina College- and Career-Ready Science Standards (2021).
- Standard B-LS1-1 is categorized under DNA and Heredity on the test blueprint but under Structures and Processes in the curriculum. This may be due to differing interpretations of the two Disciplinary Core Ideas, LS3.A and LS1.A. Items aligned to LS1.A might be more accurately reported under Structures and Processes.



- Reporting category names differ slightly from curriculum domain names.

Reporting Category in Test Blueprint	Domain Name in Curriculum
Structures and Process	From Molecules to Organisms: Structures and Processes
Ecosystems	Ecosystems: Interactions, Energy, and Dynamics
DNA and Heredity	Heredity: Inheritance and Variation of Traits
Biological Evolution	Biological Evolution: Unity and Diversity

**Recommendation:** The test blueprint for the EOCEP Biology 1 aligns with the subset of standards provided. Consider improving balance across the standards in all reporting categories, particularly B-LS2-2, B-LS2-3, B-LS2-4 and aligning blueprint and curriculum terminology more closely.

## 2.2 Depth of Knowledge Distribution

The Spring 2024 EOCEP Biology 1 uses the Depth of Knowledge (DOK) framework to categorize items based on the cognitive complexity required to answer the item. Items span a range of cognitive complexity levels and difficulty levels. The DOK framework categorizes items into one of four categories (Webb, 2002); as DOK levels increase, the cognitive demand on students also increases. Higher DOK levels require more than just recalling facts; they require deeper understanding, application, analysis, and synthesis.

- Level 1. Recall and Reproduction: This level requires students to recall basic facts, information, definitions, terms, or perform simple, routine procedures.
- Level 2. Skills and Concepts: This level requires engaging in mental processing beyond simple recall. Students need to apply concepts, use skills, and make decisions. It requires understanding and using knowledge.
- Level 3. Strategic Thinking: This level requires deep understanding, planning, using evidence, and more complex reasoning. Students must analyze, evaluate, and draw conclusions. The cognitive demands are more abstract and require justification.
- Level 4. Extended Thinking: This is the most complex level. It requires students to make connections, relate ideas within or among content areas, and select or devise an approach to solve a problem. It often involves extended time and requires synthesis and in-depth analysis.

Standardized tests like the EOCEP Biology 1 primarily include items at DOK Levels 1-3, as Level 4 is less common. Since the EOCEP scores contribute 20% to students' final grade, it is designed to include a variety of questions across these three DOK levels, ranging from simple recall to more complex reasoning. Table 2 shows the DOK distribution as specified on the EOCEP Biology 1 test blueprint.



Table 2. Percent Range of DOK Levels

DOK Level	Minimum %	Maximum %
1	0%	10%
2	65%	90%
3	15%	25%

**Evaluation:** The test is heavily weighted at DOK Level 2 (Skills and Concepts), with between 65% and 90% of the items at this complexity level. Level 2 is appropriate, emphasizing conceptual understanding and problem-solving. In addition, having the fewest percentage of items at DOK Level 1 is acceptable, ensuring the test focuses on application rather than recall. The EOCEP Biology 1 is of medium to medium-hard complexity.

**Recommendation:** Increase DOK 3 items closer to 25% to better assess higher-order thinking skills such as students' ability to analyze, justify, and reason scientifically.



### 3. Evaluation of Overall Validity

Content validity is essential for ensuring an assessment accurately measures the intended knowledge and skills (Bandalos, 2018). It involves a thorough evaluation of the items and domains to ensure they represent the target domain. This review ensures that the information gathered from administering the assessment is relevant and minimizes construct-irrelevant variance. Furthermore, content specification and item review help to ensure that the full range of the construct(s) is measured, minimizing construct underrepresentation.

To verify content validity, subject matter experts (SMEs) compared the EOCEP Biology 1 with the South Carolina College- and Career-Ready Science Standards (2021). The assessment was reviewed for domain coverage (i.e., reporting category) and item alignment to standards and DOK. Two SMEs independently reviewed each item for standard alignment. A third SME resolved any discrepancies. The panel of SMEs then held a consensus meeting to finalize alignment recommendations. The internal structure of the assessment was reviewed by an educational measurement expert at the University of Georgia.

#### 3.1 Coverage by Reporting Category

Table 3 summarizes the number of items and percentage of the assessment aligned with each reporting category.

Table 3. Coverage by Reporting Category

Reporting Category	Number of Performance Expectations	% of Category Coverage	Range of the Number of Items per Category	Number of Items per Category	% of Assessment
Structures and Processes	4	100%	14-16	16	27%
Ecosystems	3	100%	12-14	12	20%
DNA and Heredity	3	100%	12-14	11	18%
Biological Evolution	4	100%	14-16	17	28%

**Evaluation:** Table 3 summarizes alignment for 56 of the 60 items on the test. This is because four operational items, as recorded on the provided Biology Form 1 420 D Testmap, are aligned to the following three Science standards/performance expectations but are not represented on the test blueprint or the Printable Biology 1 Standards:

- Ecosystems: B-LS2-2, B-LS2-6
- Heredity: B-LS3-1



Overall, the EOCEP Biology 1 items align with the test blueprint's reporting categories, but adjustments might be needed to address standards not on the blueprint and to refine coverage in DNA and Heredity and Biological Evolution, as the item count varied slightly from the blueprint's specified ranges.

**Recommendation:** Revise or replace the four items aligning to standards not on the test blueprint (B-LS2-2, B-LS2-6, and B-LS3-1). Also, adjust the number of items for DNA and Heredity and Biological Evolution to match the blueprint. In the following section (3.2), we provide recommendations for realignment and the extent it is a good match. Alternatively, consider adding these standards into the test blueprint; this relates to a recommendation in Section 2.1 where we noted DNA and Heredity and Biological Evolution gaps may limit assessment of genetic variation and biodiversity.

### 3.2 Alignment to Standards

All 60 items (operational and field test items) were reviewed for standard alignment.

**Evaluation:** Table 4 highlights six items flagged during review, including the four items not aligned to the Biology 1 Test Blueprint 2023-24 standards.

Table 4. Alignment to Standards

Item Sequence	Standard on Biology 1 Form 420D Testmap	Suggested Re-alignment	Notes
15	B-LS2-2	B-LS2-1	Item <b>aligns well</b> to B-LS2-1, focused on the interdependent relationships in ecosystems. Recommend re-aligning item. Note: the standard B-LS2-2 is not included in the Printable Biology 1 Standards.
27	B-LS1-4	NA	Item <b>does not align</b> with the Science & Engineering Practice of Developing and Using Models. Recommend revising or replacing the item.
34	B-LS3-1	B-LS3-2	Item best aligns to B-LS3-1 as stated on the testmap, however the standard is not included in the Printable Biology 1 Standards. The item <b>partially aligns</b> to B-LS3-2 in its general focus on variation of traits but does not emphasize the way genetic variation occurs. Recommend revising or replacing the item to reflect Printable Biology 1 standards or add the standard to the test blueprint.
35	B-LS3-1	B-LS1-1	The item best aligns to B-LS3-1 (genetics) as stated on the testmap, however the



Item Sequence	Standard on Biology 1 Form 420D Testmap	Suggested Re-alignment	Notes
			standard is not included in the Printable Biology 1 Standards. The item <b>partially aligns</b> to B-LS1-1 in its general focus on the structure of DNA but does not emphasize how the structure of DNA determines protein structure and function. Recommend revising or replacing the item to reflect Printable Biology 1 standards or add the standard to the test blueprint.
53	B-LS1-5	NA	Item <b>does not align</b> with the Science & Engineering Practice of Developing and Using Models. Recommend revising or replacing the item.
58	B-LS2-6	B-LS2-1	Item <b>aligns well</b> to B-LS2-1, focused on the interdependent relationships in ecosystems. Recommend re-aligning item. Note: the standard B-LS2-6 is not included in the Printable Biology 1 Standards.

**Recommendation:** Review item alignment, especially items 15, 34, 35, 58 (not reflecting the Printable Biology 1 Standards). Also, consider revising items 27 and 53 (aligned to the disciplinary core ideas but not the science and engineering practice).

### 3.3 Depth of Knowledge

All 60 items were reviewed for level of rigor as defined by Depth of Knowledge. First, the DOK distribution of the provided Biology 1 Form 420D Testmap was evaluated against the EOCEP Biology 1 Test Blueprint 2023-2024. Then, all items were reviewed for alignment to DOK. Table 5 summarizes the depth of knowledge of items as reflected on the provided Biology 1 Form 420D Testmap.

Table 5. DOK Distribution

DOK	Number of Items	% of Assessment
1	5	8%
2	41	68%
3	14	23%



**Evaluation:** EOCEP Biology 1 items generally require students to engage in more strategic thinking. Minor adjustments may be needed for DOK 2 and DOK 3 coverage to align with the blueprint. Item counts were slightly outside the specified ranges. Table 6 highlights four items flagged during review.

Table 6. Alignment to DOK

Item Sequence	DOK on Test Map	Suggested DOK	Notes
5	3	2	Item requires students to interpret a Punnett square. Item does not require complex or abstract thinking to classify as Level 3.
8	2	1	Item requires students to recall the definition of photosynthesis. Item does not require students to engage in mental processes beyond reproduction (i.e., make decisions as to how to approach the question). This item is like item 30, which is classified as Level 1.  Consider the appropriateness of including the model; it is not necessary to answer the item correctly.
15	3	2	Item requires students to interpret a chart. Item does not require complex or abstract thinking to classify as Level 3.  Consider the plausibility of the answer choices. Choices C and D are not reasonable.
31	2	1	Item requires students to recall the definition of cellular respiration. Item does not require students to engage in mental processes beyond reproduction (i.e., make decisions as to how to approach the question).  Consider the appropriateness of including the model; it is not necessary to answer the item correctly.

**Recommendation:** Review items 5, 8, 15, and 31 for DOK alignment and consider impacts on the overall DOK distribution. The suggested changes would align to the Biology 1 Test Blueprint 2023-24. Also, consider the content notes for items 8, 15, and 31 as noted on Table 6.



### 3.4 Internal Structure

According to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), validity evidence based on internal structure relates to how test items, individually and collectively, align with the construct(s) being measured. To that end, this evaluation included summaries of classical test theory and Rasch model item analyses, dimensionality, reliability, and measurement invariance. No additional analyses were conducted. Rather, materials provided by SCDOE and DRC, including the 2023-24 Technical Report (DRC, 2024) and Biology Form 1 Testmap, are summarized and interpreted.

#### 3.4.1 CTT Item Statistics

A classical test theory (CTT) item analysis is conducted as a baseline check for the appropriateness of items. To support EOCEP psychometric analysis, items need to be sufficiently difficult for the population and function properly. CTT item difficulty is reported as the proportion of examinees who answered an item correctly. Lower values indicate harder items (e.g., 0.15 (15%) of the examinees answered the item correctly), and higher values indicate easier items (e.g., 0.85 (85%) of examinees answered the item correctly). For the EOCEP, a wide range of difficulty values should be observed to indicate utility across the breadth of examinee ability levels. Additionally, values near 0.50 provide strong information (Bandalos, 2018). One measure of CTT item quality is the item-total correlation. The item-total correlation is a quantification of the degree to which individual items separate examinees with low and high scores. Values greater than 0.30 are considered satisfactory, while values less than 0.20 indicate low discrimination and suggest revision of the item (Nunnally & Bernstein, 1994). Negative values indicate that higher scoring examinees tended to get the item incorrect more often than low scoring examinees, which is a red flag for immediate item review.

**Evaluation:** Results from CTT analysis of 50 EOCEP Biology 1 items indicated mean difficulty values of 0.55 and 0.56, with values ranging from 0.36 to 0.81 indicating a mix of easy, moderate, and hard items. The mean item-total correlations were 0.43 and 0.44, suggesting that items discriminate adequately. Together, the difficulty and item-total correlation statistics reported provide an initial indication that the items are functioning properly for the EOCEP purposes.

**Recommendation:** The CTT item discrimination index (difference in difficulty for high and low groups) and distractor analysis could be included in the evaluation to provide more detail.

#### 3.4.2 Rasch Item Statistics

The Rasch item response theory model was used for calibration and scaling. While it makes strong assumptions about items, the Rasch model has preferable measurement properties including sum-score sufficiency, invariant item ordering, and a common item-to-ability scale (Engelhard, 2013). These properties are useful for interpretation of items, ability estimates, and performance level classifications. The Rasch model includes person ability estimates and item parameter estimates. The Rasch model assumes that each item discriminates equally and only estimates a difficulty parameter for each item. This difficulty parameter is a location parameter, indicating the point on the ability scale where an examinee has a 50% chance of answering the





item correctly. For EOCEP purposes, difficulty parameters should span the ability distribution (e.g., -3 to 3) to reliably locate all examinees.

When applying the Rasch model, it is important to assess the degree to which the data fits the model. Rasch model fit statistics, including infit and outfit, quantify the differences between observed responses and model-predicted responses. Values less than 0.80 or greater than 1.2 can indicate poor fit (Wright, 1994).

**Evaluation:** Rasch difficulty parameters had a mean of 0.17 and ranged from -0.97 to 1.13, indicating sufficient coverage of the ability scale for the purposes of the EOCEP Biology 1. Infit values had a mean of 1.0 and ranged from 0.79 to 1.27. Outfit values had a mean of 1.0 and ranged from 0.66 to 1.38. Generally, these values indicate that the Rasch model fits the data adequately and supports the assessment interpretation. Items for which fit statistics approached or exceeded the thresholds were flagged and reviewed by the DRC psychometric staff.

**Recommendation:** N/A

### 3.4.3 Dimensionality

The item response theory models used to scale EOCEP tests have an underlying assumption of unidimensionality. That is, each test measures a single domain. If this is not the case, and more than one factor exists, then the validity and interpretation of scale scores are called into question. To assess dimensionality, common approaches are factor analysis and principal components analysis (PCA). Within the PCA framework, Reckase (1979) suggested that the first principal component should account for at least 20% of the total variance to support unidimensionality. Also, the first component should account for substantially more variance than the second (Zopluoglu & Davenport, 2017).

**Evaluation:** Results from a PCA on the fall administration of the EOCEP Biology 1 indicated that the first component was at least 8 times as large as the second component, and that it explained more than 20% of the variance. These results suggest that the unidimensionality assumption is met for the EOCEP Biology 1.

**Recommendation:** In this context, a confirmatory factor analysis (CFA) would be more appropriate because the primary factor in a CFA is more readily interpretable, and model fit statistics are included in a CFA.

### 3.4.4 Reliability

Test score reliability is concerned with the consistency and precision of scores and is a function of the amount of measurement error (Wells & Wollack, 2003). Reliability is a necessary condition for validity because if scores are highly variable and error-ridden, they cannot be said to measure the construct(s) accurately. There are several ways to quantify reliability in the CTT framework, including Cronbach's alpha and the standard error of measurement. Cronbach's alpha ranges from 0 to 1 and quantifies the degree to which the items consistently measure the target domain. For high stakes settings, alpha should be approaching or above 0.90 (Wells &



Wollack, 2003). The standard error of measurement (SEM) provides an interval estimate around raw scores.

**Evaluation:** For the EOCEP Biology 1, Cronbach's alpha reliability estimate was 0.92 for the fall and spring administrations. Subgroup analysis indicated the test was reliable for all subgroups, with all but one group (multiple languages, 0.84) in the range of 0.87 to 0.93. SEM values overall were 3.12 and 3.08 for the fall and spring administrations, respectively. Subgroup SEMs ranged from 2.72 to 3.23. Raw score SEMs near 3 is adequate considering there were 50 operational items. In summary, reliability is adequate for the EOCEP Biology 1 scaling purposes.

**Recommendation:** N/A

### 3.4.5 Measurement Invariance

Test fairness is a fundamental aspect of conducting group comparisons and ensuring the validity of assessments, particularly when examining differences based on gender, ethnicities, culture, or treatment conditions. To achieve test fairness, it is essential to detect and prevent any form of unfairness throughout the entire testing process, including test design, development, administration, and scoring (Camilli, 2006). When a test is free of systematic bias, measurement invariance has been met.

Differential item functioning (DIF) analysis plays a crucial role in addressing test fairness by identifying potentially biased items in a test. DIF procedures assess whether examinees from different subgroups, who possess the same underlying ability or trait, have different probabilities of endorsing an item (Angoff, 1993). By identifying items that function differently across groups, DIF analysis helps to minimize the impact of factors unrelated to the construct being measured (Sireci & Rios, 2013). Biased items systemically advantage or disadvantage a specific subgroup because of factors irrelevant to the intended construct. By addressing DIF, the fairness and validity of the test can be enhanced, ensuring that an item is unbiased and measures the same construct across groups.

From a psychometric perspective, DIF is commonly analyzed using methods that compare item performance across groups. For the EOCEP Biology 1, subgroups of interest were gender (male/female), racial/ethnic groups (Asian, Black or African American, Hispanic, two or more races), disability status (no/yes), and multilingual status (no/yes). To measure DIF, the Mantel-Haenszel (MH) delta statistic quantifies the difference in item response distribution for two groups. Researchers at ETS developed thresholds to interpret MH delta values (Zwick, et al., 2005).

**Evaluation:** In the test development phase, item writers followed guidelines for fairness and sensitivity to minimize bias. In the analysis phase, DIF analysis indicated that for the 50 items included in the fall administration of the EOCEP Biology 1, four items were flagged as exhibiting slight DIF. And in the spring administration, eight items were flagged as exhibiting slight DIF. There were no items that exhibited moderate or large DIF. Overall, 688/700 (98%) possible item comparisons displayed no or negligible DIF. Items that were flagged were



reviewed by teachers, SCDOE staff, and DRC test development experts. In summary, the EOCEP Biology 1 satisfied measurement invariance assumptions.

**Recommendation:** Conduct DIF analysis in the Rasch model framework for additional evidence.



## 4. Performance Level Classifications

For summative assessments, in addition to scale scores, it is often useful to provide performance level classifications that are coupled with interpretable descriptors of skill and understanding development for each performance level. In an item response theory framework, cut scores for each performance level must be determined and applied to classify examinees. For the EOCEP Biology 1, cut scores were determined in a standard setting process and applied to classify examinees into one of four performance levels:

- **Does Not Meet Expectations (F):** the student does not meet the expectations of the course content standards.
- **Minimally Meets Expectations (D):** the student minimally meets the expectations of the course content standards.
- **Meets Expectations (B/C):** the student meets the expectations of the course content standards.
- **Exceeds Expectations (A):** the student exceeds the expectations of the course content standards.

This evaluation concerns the degree to which these classifications are valid and reliable. Data for this section comes from the technical report (DRC, 2023).

**Evaluation:** A thorough standard setting was used to determine the EOCEP Biology 1 cut scores. These scores align with letter grades for increased interpretability. Conditional SEMs around the cut scores range from 5.4 to 6.8. This implies an interval range around scale scores of approximately plus or minus 10 to 14 points, or more. This interval estimate is wider than the difference between adjacent performance levels. While classification consistency indices indicate sufficient classification reliability for distinguishing two levels (e.g., meets/exceeds vs does not meet/minimally meets), kappa values are lower for five (and four) achievement levels.

**Recommendation:** Conditional SEMs are quite large near the cut scores. Consider including additional items located near the cut scores. The data and psychometric modeling approach support classification into two performance levels, but four to five levels could be considered questionable. Any decisions made based on classifications of the four achievement levels should be supported with additional student data or assessments. Additionally, the use of psychometric models that better support classification (e.g., cognitive diagnosis models) could be considered.



## Summary

This document reviews the South Carolina End-of-Course Examination Program (EOCEP) Biology 1 test, focusing on its alignment with the South Carolina College- and Career-Ready Science Standards (2021). The review ensures the test provides reliable and valid data for evaluating student mastery, school/district performance, and state accountability. Specifically, it evaluates the test's alignment with state standards, difficulty level, validity, and ability to differentiate achievement levels. This review is mandated after the initial statewide field test to ensure the assessment program meets its intended goals of encouraging instruction, measuring student achievement, and serving as an indicator of program effectiveness.

The EOCEP Biology 1 review revealed key findings. The "printable standards" were a subset of the full state standards, and the test blueprint represented the printable standards well. Discrepancies existed in reporting category names and standard categorization between the blueprint and curriculum. The blueprint was heavily weighted towards DOK Level 2, which is appropriate, but adjustments were recommended for DOK Level 3 to better assess higher-order thinking. Several items were misaligned with blueprint standards or DOK levels, and slight adjustments were needed in item counts per reporting category to match blueprint specifications. Four operational items aligned to standards not on the test blueprint or the "Printable Biology 1 Standards." Recommendations include improving the balance of standard coverage, ensuring tighter blueprint-standard connections, and revising or replacing misaligned items.

The assessment's internal structure was reviewed, focusing on how well test items align with the measured construct. Analyses indicated the assessment measured a single domain (i.e., was unidimensional), functioned similarly across relevant subgroups, and had sufficient reliability. Classical test theory (CTT) and Rasch item analyses indicated appropriate difficulty levels for the sample and that items were high quality. Recommendations are to include additional CTT and confirmatory factor analysis statistics to further support item and test interpretations.

The evaluation also focused on Performance Level Classifications. Cut scores were set via a standard setting process, dividing students into four performance levels. While the standard setting was thorough and the scores align with letter grades, the Conditional Standard Errors of Measurement (CSEMs) around the cut scores are large, creating wide interval ranges. This makes it difficult to reliably distinguish between all four performance levels. Recommendations include adding more items near the cut scores, cautioning decisions based on all four achievement levels, and considering using different psychometric models that better support classification, like cognitive diagnosis models.

Overall, the EOCEP Biology 1 assessment generally demonstrates sound design and alignment with state standards. However, refinements in balancing standard coverage, ensuring closer blueprint-standard alignment, and addressing the reliability of distinguishing between all four performance levels are recommended to further enhance the assessment's validity and utility.



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## EDUCATION OVERSIGHT COMMITTEE

Date: June 9, 2025

### INFORMATION ITEM:

Report on the Educational Credit for Exceptional Needs Children (ECENC) Program FY2023-24

### PURPOSE/AUTHORITY

Act 284, Provisos 1.55 and 1A.29 of the 2023-24 General Appropriations Act

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

### CRITICAL FACTS

The report addresses the following:

- Information on the approval process, participation, and compliance for ECENC schools;
- Information about the process for collecting assessment results used to document the impact of the ECENC program on student achievement; and
- Recommendations of the Committee.

### TIMELINE/REVIEW PROCESS

The FY2023-24 Educational Credit for Exceptional Needs Children Program Report was submitted to the Full Committee on June 9, 2025 for approval and later submission to the EOC website.

### ECONOMIC IMPACT FOR EOC

There is no economic impact to the EOC producing this report.

### ACTION REQUEST

☒ For approval

☐ For information

### ACTION TAKEN

☐ Approved  
☐ Not Approved

☐ Amended  
☐ Action deferred (explain)



# Report on the Educational Credit for Exceptional Needs Children (ECENC) Program

**FY 2023-24 June 2025**

**Prepared by Dr. Jenny May**



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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# INTRODUCTION

This report is the seventh annual report on the impact of the Educational Credit for the Exceptional Needs Children (ECENC) program as required by Act 247 as amended on May 17th, 2021. The ECENC program provides grants and parental tax credits to students with exceptional needs attending private schools that meet specific eligibility requirements for approval by the Education Oversight Committee (EOC). Exceptional SC is a 501 (c) (3) that raises and accepts funds and reviews student grant applications for ECENC funding. This evaluation was prepared using information and data from the state fiscal year 2023-24. Information utilized to complete this required evaluation was prepared and shared by the South Carolina Department of Revenue (SCDOR) and Exceptional SC. The law specifies that annually the EOC shall:

*Issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least 51% of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school and for participating students, in which there are at least 30 participating students who have scores for tests administered. If the Education Oversight Committee determines that the 30 participating student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating student cell size, but the cell size may not be reduced to less than 10 participating students. (Section 12-6-3790 (E) (6) of the SC Code of Laws).*

This report seeks to provide the following about the ECENC program:

1. Information about the approval process, participation, and compliance for ECENC schools;
2. Information about the process for collecting assessment results used to document the impact of the ECENC program on student success; and,
3. Updates to previous recommendations from the EOC report.



# ECENC Process, Participation and Compliance

## Process

The law defines qualifying students and eligible schools. Grants may be awarded to students in an amount not exceeding \$11,000 or the annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

Term	Definition per Act 247
►► Qualifying Student	A student who is an exceptional needs child is a South Carolina resident, and is eligible to be enrolled in a South Carolina secondary or elementary public school at the Kindergarten or later grade for the applicable school year.
►► Exceptional Needs Child	A child who has been evaluated in accordance with the state's evaluation criteria as set forth in S.C. Code Ann. Regs 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of the Section 300.8 of the federal individuals with Disabilities Education Act. Or a child who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impeded the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

The EOC approves and posts a list of eligible schools on its website. The [eligible schools](#) approved in FY 24 can be found in Appendix A. These eligible schools must apply with documentation that they meet the following criteria:

- Independent school, including those religious in nature, other than public schools, that offer a general education to primary or secondary school students;
- Does not discriminate on the basis of race, color, or national origin;
- Is located in South Carolina;
- 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;
- Has school facilities that are subject to applicable federal, state, and local laws;
- 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 School Association, or Palmetto Association of Independent Schools; and
- Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students 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.

An [application form](#) to apply to be an ECENC approved school and the current ECENC Manual can be found in Appendices B and C respectively.

## ECENC School Approval Timeline

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The following process and timeline were used by the EOC to determine school eligibility in the ECENC program for fiscal year 2023-24. Each school, new or recurring, was required to comply with the same program standards and reporting requirements.

### January 2, 2024

- Notification sent by email to schools currently in good standing with the ECENC program in the previous year 2022-23 school year that the application process is open. The Application to Participate in the ECENC program was made available on the EOC's website with direct links to the ECENC manual that was designed to guide applicants through the process. All documents must be completed, signed, attached and returned to EOC staff.
- The completed application of schools meeting the standards and reporting requirements for SY 2022-23 were also published on the EOC website.

### February 28, 2024

- The Application to Participate and Document A – Statement of Services was required to be submitted to EOC staff by February 28, 2024 to be approved for participation in the program for the FY 2022-23. *EOC staff called programs that have previously participated to remind them of the legislative due date so that they may submit required documents and continue to be eligible in the program and the students they serve approved by Exceptional SC can access this grant.*
- The EOC publishes a list of schools meeting the standards and reporting requirements for approval to participate in the program for the FY 24.

### June 30, 2024

- Document B which describes grants received must be completed, signed, and returned to EOC staff by June 30, 2024. This document must contain information on the number of students (K-12) who were enrolled in the school in the 2023-24 school year and information on the number and amount of grants received in 2023-24. No personally identifiable information of students may be submitted.

### September 1, 2024

- Document C – School level assessment results must be provided directly to the EOC with the name of each national achievement test administered and the scale scores/percentile rankings/stanines/grade level equivalents for ELA (Reading) and Mathematics. This information must be reported by grade level for classes with 10 or more students of all grades tested and attached by September 1, 2024. No personally identifiable information of students or teachers may be reported in this submission.
- Document C – Information on staff responsible for the submission of school level assessment results must be provided to the EOC staff by September 1, 2024. Document C must be signed and returned at this time.

### November 15, 2024

- A "copy compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm" must be received by the EOC no later than November 15, 2024. No personally identifiable information of students should be submitted.

## Approved and Participating Schools:

Schools approved by the EOC to participate in the ECENC program in 2023-24 can be found in each of the five Center for Educator Recruitment, Retention and Advancement (CERRA) regions of South Carolina.

The **Upstate**, Region 1, has 34 approved schools and serves the most student recipients with 643 student recipients, receiving a total of \$3,024,928 in grants, for an average grant amount of \$4,704 per student.

The **Savannah River Basin**, Region 2, has 9 approved schools and 69 student recipients receiving a total of \$240,300. The average student grant in Region 2 is \$3,483.

The **Midlands** make up CERRA Region 3, where 19 approved schools serve 233 grant funded students receiving a total of \$1,163,760. The average grant for a student in the Midlands is \$4,995.

Fifteen approved schools are located in CERRA Region 4, the **Pee Dee**, and serve 52 grant funded students receiving a total of \$131,600, or an average of \$2,530 per student.

The **Lowcountry** makes up CERRA region 5 and has 39 approved schools. Approved schools in the Lowcountry serve 333 grant funded students with an average grant of \$3,823, for a total of \$1,273,137.

There were 33 approved ECENC schools throughout the state that did not receive any grants from the program.

The total amount of grants spent in ECENC approved schools in 2022-23 decreased for the 2023-24 funding year by \$1,618,349. Between 2023-24 and 2024-25 the number of grants spent has increased by \$2,593,010 between 2023-24 and 2024-25. During the same time, the number of approved schools statewide has remained constant, and the number of grants decreased by 93 while the total funding increased, therefore the average grant amount per student increased by \$722.

### Upstate

34 schools  
643 grants  
\$3,024,928 total  
\$4,704 per student

### Midlands

19 schools  
233 grants  
\$1,163,760 total  
\$4,995 per student

### Savannah River

9 schools  
69 grants  
\$240,300 total  
\$3,482 per student

### Pee Dee

15 schools  
52 grants  
\$131,600 total  
\$2,531 per student

### Lowcountry

39 schools  
333 grants  
\$1,273,137 total  
\$3,823 per student

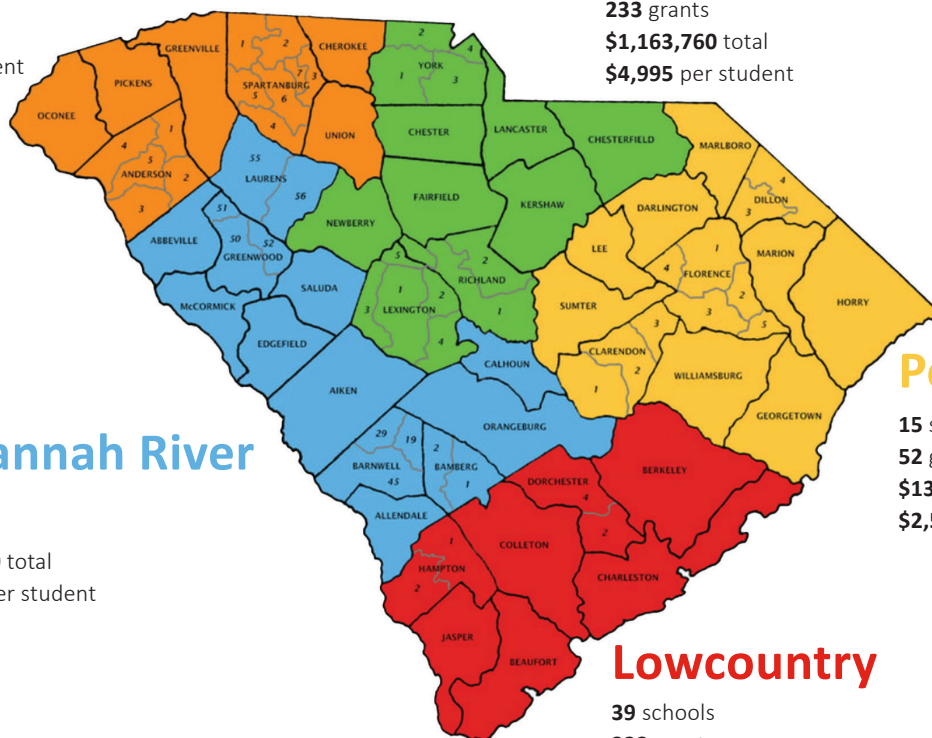




Table 1: ECENC Funding and Grants 2023-24 through 2024-25:

Region	Approved Schools		Grants		Total Amount Funded		Average Amount per Student	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
Region 1 Upstate	33	34	670	643	\$1,701,815	\$3,024,928	\$2,540	\$4,704
Region 2 Savannah River Basin	6	9	86	69	\$152,400	\$240,300	\$2,628	\$3,482
Region 3 Midlands	21	19	265	233	\$663,400	\$1,163,760	\$4,222	\$4,995
Region 4 Pee Dee	15	15	51	52	\$78,200	\$131,600	\$2,434	\$2,531
Region 5 Lowcountry	41	39	351	333	\$644,900	\$1,273,137	\$3,081	\$3,823
<b>State Total</b>	<b>116</b>	<b>116</b>	<b>1,423</b>	<b>1,330</b>	<b>\$3,240,715</b>	<b>\$5,833,725</b>	<b>\$3,664</b>	<b>\$4,386</b>

*\*Data from approved ECENC school applications 2023-24 and 2024-25*

### Accrediting Associations:

Each ECENC approved school is accredited by at least one of the following independent accrediting associations for private schools and remained in good standing during the time of approval. The independent accrediting associations accepted by the ECENC program include:

- South Carolina Independent School Association (SCISA) accredits 67 ECENC approved schools.
- Southern Association of Colleges and Schools (SACS) accredits 62 ECENC approved schools.
- South Carolina Association of Christian Schools (SCACS) accredits 18 ECENC approved schools.
- Palmetto Association of Independent School Accreditation (PAIS) accredits 16 ECENC approved schools.

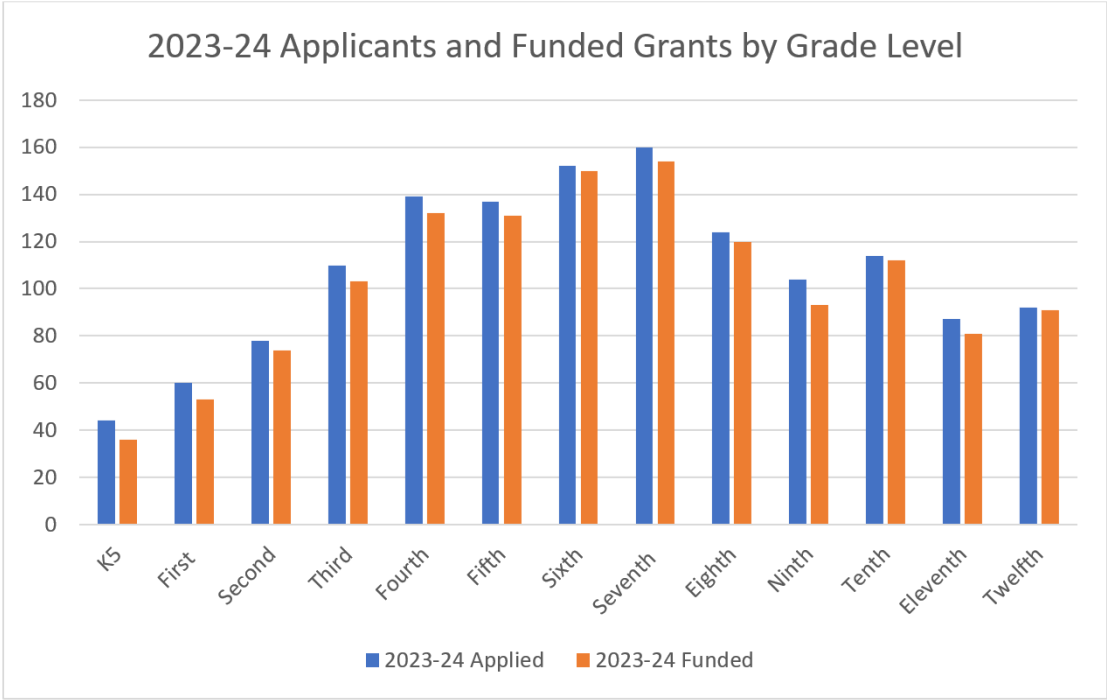
Table 2: Accrediting Associations by CERRA Region, Fiscal Year 2023-24

CERRA Region	SCISA	SACS	SCACS	PAIS
Region 1 Upstate	16	16	9	3
Region 2 Savannah River Basin	5	5	1	1
Region 3 Midlands	9	10	4	4
Region 4 Pee Dee	11	4	3	0
Region 5 Lowcountry	26	27	1	8
<b>Total</b>	<b>67</b>	<b>62</b>	<b>18</b>	<b>16</b>

*\*Data from approved ECENC school applications for FY 2023-24*

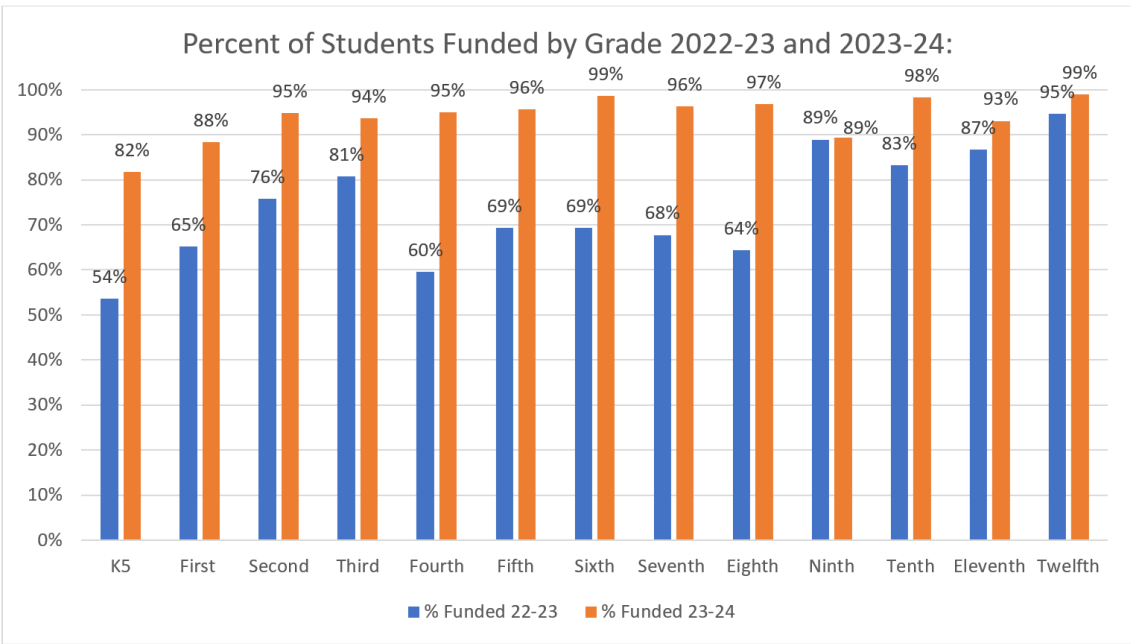
Student Participation

According to Exceptional SC a total of 1,401 students participated in the ECENC program in 2023-24. Data from SC Department of Revenue shows that approximately 66% of the scholarship recipients are from households earning more than \$100,000 annually. Approximately 34% of ECENC recipients are from households earning less than \$100,000 annually. Of families participating in ECENC earning less than \$100,000 per year, 10% earn less than \$50,000, and 24% are earning \$50,000 through \$100,000, which is an increase of participants in the lower income levels from the previous reporting year. This data has been collected from the Department of Revenue and the full report published in January 2025. The full report can be found in Appendix D.



\*Data request received May 27,2025

Exceptional SC provided data on students rising Kindergarten through grade 12 who applied for and those who received an ECENC grant during the 2023-24 school year. Table 2 shows this data and indicates if that number is more or less than the previous school year. In the 2022-23 school year 74% of students applying received grants. During the 2022-23 school year, students were funded at 20% of the tuition rate, and in 2023-24 were funded at 27%. Exceptional SC reports that this fluctuation is the result of variance of donations across school years.



\*Data request received May 27,2025



## Student Grants and Funding:

Act 247 states that student grants may not exceed \$11,000 or the amount of tuition, whichever is less. The Exceptional SC Board for the 2023-24 year funded all incumbent students who applied for the grant up to 27% of the total tuition, which was \$9,000. This grant was given at the funding percentage of 27% in a one-time payment made in the spring. Families who applied for the parental tax credit but not a grant could receive up to \$11,000. A family who did apply for the grant and a parental tax credit, the maximum amount the family could receive was \$11,000 total, so the grant had to be deducted from the tax credit. While \$11,000 is the maximum a family could receive, the amount given is typically less and determined by the Exceptional SC Board. In the 2023-24 school year students were funded at 27% the tuition rate, which is higher than the previous year. Applications in Table 2 reflect both applications and grants for the who applied for parental tax credits whether a grant application was also submitted.

## Compliance: Assessments and the Impact on Student Success:

In evaluating the impact of the ECENC program on student achievement and academic growth, there are challenges due to a lack of student level data and comparable assessments administered. ECENC schools are not required to provide individual student test scores for students who received an ECENC grant; compliance is monitored by receipt of aggregate scores from approved schools and information about what assessments are given to all students in the school. All approved schools administered assessments and maintained compliance; however, there is a lack of student level data to make comparisons or determine whether students have experienced measurable improvements as a result of the ECENC program.

Approved schools do offer standardized or criterion referenced assessments as a condition of participation and these can be found in Appendix E. Private and independent schools that administer national assessments typically select an assessment or assessments that measure

English and Language Arts (ELA) and Math competencies at a minimum. Examples of these assessments include Measures of Academic Progress (MAP), and the Iowa Test of Basic Skills (ITBS). The most used nationally normed assessments that ECENC approved schools administered in the 2023-24 school year include PSAT, SAT, ACT, MAP and ITBS which is similar to previous years.

Act 247 requires an evaluation of the ECENC program's impact on student achievement where a majority (51% or more) of students enrolled in a school received a grant from Exceptional SC. There are nine of these schools this year, as there were the past two reporting years. These schools (referred to in Table 3) are in the Upstate and the Midlands. Each of the schools with 51% or more of the total enrollment accessing ECENC dollars is identified as serving students with diagnosed disabilities or academic struggles. Appendix F contains more detailed data, including assessment information for schools with 51% or more of the total enrollment participating in the ECENC program. In accordance with Act 247, assessment information for fewer than 10 students is not shared to protect student privacy.

Table 3

School	Accrediting Body	CERRA Region	Percentage of Students Funded through ECENC	Total Amount	Assessment
Camperdown Academy	SCISA	1	77%	\$989,600.00	GMADE
Einstein Academy	SCISA	1	55%	\$16,200.00	MAP
Glenforest School	SCISA	3	58%	\$212,500.00	Fast Bridge, PSAT, ACT, SAT, SRA Mastery
Hidden Treasure Christian School	SCACS	1	67%	\$224,200.00	Woodcock-Johnson IV
HOPE Academy	SCISA	1	59%	\$131,200.00	MAP
Hope Christian Academy	SCACS	3	64%	\$31,500.00	Woodcock-Johnson IV
Sandhills School	SCISA/PAIS	3	64%	\$498,800.00	Woodcock-Johnson IV, PACT
The Chandler School	SCISA	1	80%	\$296,900.00	Stanford 10, OLSAT,
Trident Academy	SCISA/SACS/PAIS	5	70%	\$357,800.00	Gates MacGinitie, WRAT

\*WRAT is the Wide Range Achievement Test. OLSAT is the Otis-Lennon School Ability Test. SRA is the Scholastic Reading Assessment. GMADE is the Group Mathematics Assessment and Diagnostic Evaluation.

# Recommendations:

While some recommendations remain consistent from previous reports, several updates and new recommendations are relevant to the evaluation of the ECENC program.

## Convene the Advisory Committee of the ECENC:

Last year’s report recommended that EOC staff convene the advisory committee of the ECENC in accordance with Act 247 to:

- 1. Consult with the EOC concerning requests for exemptions from the curriculum requirements
- 2. Provide recommendations on matters requested by the EOC

The Advisory Committee met on June 24, 2024 and staff drafted processes for how the committee will work together. It remains the recommendation of staff that the advisory committee continue to work together in accordance with Act 247, with the stated goals of:

- 1. Confirming processes for communication and collaboration on ECENC work
- 2. Advise EOC staff on a process to consider school approval when there is a documented question or a discrepancy about services offered

This advisory committee, Department of Education, EOC and/or the Department of Revenue may not regulate educational programs of an independent school that accepts students receiving scholarship grants pursuant to Act 247. EOC staff does approve schools using reported information, and requires a process to follow if there are discrepancies about approved. It is recommended that the advisory committee advise on a process.

The current Advisory Board is comprised of leaders in the disability community, participating private/independent school leadership, accrediting organizations, and parents.

Member	Organization
Robbie Bracisewski	SCISA
Kimberly Tissot	Able SC
Amy Holbert	Family Connections SC
Patricia Parrish	SACSCOC
Ramsay Bokinsky	Sandhills School
Edward Earwood	SCACS
Matt Palyok	Parent

## Offer Summative State Assessments to ECENC Students in Public Schools:

South Carolina students in private schools are not currently offered the opportunity to participate in South Carolina State Assessments system. Examples of these assessments include SC-READY, and End of Course (EOC) examinations. In previous reports this has been noted, and a survey collected showed some schools would be interested in the opportunity to offer South Carolina State Assessments. It is recommended that additional data regarding schools interested in specific assessments be collected with a goal of determining if ECENC participating schools can be included in future assessment administration.

## Consider Communication Around the ECENC Program and Other Scholarships:

The Educational Scholarship Trust Fund (ESTF) is entering its second year of implementation with some changes from the initial year. Similarly to the first year of implementation, the ECENC funds cannot be used in conjunction with ESTF funds. It is the continued recommendation of the EOC to: 1. Remain informed about the implementation of the ESTF, and 2. Monitor the need for focused communication about each of these separate programs. If additional communication is needed, develop this communication in collaboration with SCDE and other partners.

# Next Steps:

The next steps for continued evaluation of the ECENC program include: convene the advisory committee for the purposes of clarifying work process and recommended steps for incongruent application information. Questions can be directed to EOC staff. The phone number is 803-734-6148 and additional resources can be found at [www.eoc.sc.gov](http://www.eoc.sc.gov).

*The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change and promoting progress within South Carolina’s education system.*

ECENC FY 23-24  
Report  
Appendices

## Appendix A: Approved Schools FY 2024:

[Act 247 List of Qualifying Schools, 2024-25 as of December 16, 2024.pdf](#)

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Addlestone Hebrew Academy	1639 Wallenberg Boulevard Charleston, SC 29407	843.571.1105	<a href="http://addlestone.org/">http://addlestone.org/</a>
All Saints' Episcopal Day School	1425 Cherokee Road Florence, SC 29501	843.662.8134	<a href="https://www.aseds.com/">https://www.aseds.com/</a>
Anderson Christian School	3902 Liberty Highway Anderson, SC 29621	864.224.7309	<a href="http://www.andersonchristian.com/">http://www.andersonchristian.com/</a>
Ashley Hall	172 Rutledge Avenue Charleston, SC 29403	843.722.4088	<a href="http://www.ashleyhall.org/">http://www.ashleyhall.org/</a>
Beaufort Academy	240 Sams Point Road Beaufort, SC 29907	843-524-3393	<a href="https://www.beaufortacademy.org/">https://www.beaufortacademy.org/</a>
Ben Lippen School	7401 Monticello Road Columbia, SC 29203	803.786.7200	<a href="http://www.benlippen.com/">http://www.benlippen.com/</a>
BEST Skills Academy	28 Bolt Street Greenville, SC 29605	864.977.1285	<a href="https://best-skills.org/">https://best-skills.org/</a>
Bishop England High School	363 Seven Farms Drive Charleston, SC 29492	843.849.9599	<a href="http://www.behs.com/">http://www.behs.com/</a>
Blessed Sacrament School	7 Saint Teresa Drive Charleston, SC 29407-7243	843.766.2128	<a href="https://www.scbss.org/">https://www.scbss.org/</a>
Bob Jones Academy	1700 Wade Hampton Boulevard Greenville, SC 29614	864.770.1395	<a href="http://www.bobjonesacademy.net">www.bobjonesacademy.net</a>
Calhoun Academy	81 Academy Road St. Matthews, SC 29135	803.874.2734	<a href="https://www.calhounacademy.org/">https://www.calhounacademy.org/</a>
Calvary Christian School-Greer	101 Calvary Street Greer, SC 29650	864.877.5555	<a href="http://www.calvarychristiangreer.org/">http://www.calvarychristiangreer.org/</a>
Calvary Christian School-Myrtle Beach	4511 Dick Pond Road Myrtle Beach, SC 29588	843.650.2829	<a href="http://ccsmb.com/">http://ccsmb.com/</a>
Camden Military Academy	520 Highway 1 North Camden, SC 29020	800.948.6291	<a href="http://camdenmilitary.com">http://camdenmilitary.com</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Camperdown Academy	65 Verdae Commons Drive Greenville, SC 29607	864.244.8899	<a href="http://camperdown.org">http://camperdown.org</a>
Cardinal Newman School	2945 Alpine Road Columbia SC 29223	803.782.2814	<a href="http://www.cnhs.org">www.cnhs.org</a>
Carolina Christian Academy	1850 Kershaw Camden Hwy Lancaster, SC 29720	803.285.5565	<a href="https://carolinachristian.org/">https://carolinachristian.org/</a>
Chabad Jewish Academy	2803 North Oak Street Myrtle Beach, SC 29577	843.448.0035	<a href="http://www.chabadjewishacademy.org/">http://www.chabadjewishacademy.org/</a>
Charleston Collegiate School	2024 Academy Road John's Island, SC 29455	843.559.5506	<a href="http://www.charlestoncollegiate.org/index.html">http://www.charlestoncollegiate.org/index.html</a>
Charleston Day School	15 Archdale Street Charleston, SC 29401	843.377.0315	<a href="http://www.charlestdayschool.org">http://www.charlestdayschool.org</a>
Cherokee Creek Boys School, Inc.	198 Cooper Road Westminster, SC 29693	864.647.1885	<a href="http://cherokeecreek.net/">http://cherokeecreek.net/</a>
Christ Church Episcopal School	245 Cavalier Drive Greenville, SC 29607	864.331.4225	<a href="http://www.cces.org">http://www.cces.org</a>
Christ Our King-Stella Maris Catholic School	1183 Russell Drive Mount Pleasant, SC 29464	843.884.4721	<a href="http://www.coksm.org/">http://www.coksm.org/</a>
Christian Hope Academy	426 South Main Street Gaston, SC 29053	803.331.2393	<a href="https://www.facebook.com/ChristianHopeAcademy/">https://www.facebook.com/ChristianHopeAcademy/</a>
Clarendon Hall School	1140 South Duke Street P.O. Box 609 Summerton, SC 29148	803.485.3550	<a href="https://clarendonhall.org/">https://clarendonhall.org/</a>
Coastal Christian Preparatory School	681 McCants Drive Mt. Pleasant, SC 29464	843.884.3663	<a href="https://coastalchristian.org/">https://coastalchristian.org/</a>
Colleton Preparatory Academy	165 Academy Road P.O. Box 1426 Walterboro, SC 29488	843.538.8989	<a href="http://www.colletonprep.org/index.html">http://www.colletonprep.org/index.html</a>
Cross Schools, Inc.	495 Buckwalter Parkway Bluffton, SC 29910	843.706.2000	<a href="https://www.crossschools.org/">https://www.crossschools.org/</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Crown Leadership Academy	1455 Wakendaw Road Mt. Pleasant, SC 29464	843.425.2414	<a href="https://www.crownleadershipacademy.org/">https://www.crownleadershipacademy.org/</a>
Cutler Jewish Day School	5827 A North Trenholm Road Columbia, SC 29206	803.782.1831	<a href="http://www.cjdssc.com">www.cjdssc.com</a>
Divine Redeemer Catholic School	1104 Fort Drive Hanahan, SC 29406	843 553 1521	<a href="http://www.divineredeemerschool.com">www.divineredeemerschool.com</a>
Dorchester Academy	234 Academy Road St. George, SC 29477	843.563.9511	<a href="https://www.dorchesteracademy.org/">https://www.dorchesteracademy.org/</a>
Easley Christian School	461 Saco Lowell Rd. Easley, SC 29640	864-855-8000	<a href="http://www.easleychristianschool.org/">http://www.easleychristianschool.org/</a>
Einstein Academy	847 Cleveland Street Greenville, SC 29601	864.269.8999	<a href="http://www.einsteinacademysc.org/">http://www.einsteinacademysc.org/</a>
Elevate Community School	230 Seven Farms Drive, Ste 201 Daniel Island, SC 29492	843.940.6477	<a href="https://www.elevatelearningproject.org/">https://www.elevatelearningproject.org/</a>
Esther's School-Seneca	315 Holland Ave Seneca, SC 29678	864.851.1776	<a href="https://www.estherschool.net/">https://www.estherschool.net/</a>
First Presbyterian Academy	829 Garlington Road Greenville, SC 29615	864.678.5107	<a href="http://www.shannonforest.com/">http://www.shannonforest.com/</a>
Five Oaks Academy, Inc.	1101 Jonesville Road Simpsonville, SC 29681	864-228-1881	<a href="http://www.fiveoaksacademy.com/">http://www.fiveoaksacademy.com/</a>
Glenforest School	1041 Harbor Drive West Columbia, SC 29169	803.796.7622	<a href="http://www.Glenforest.org">www.Glenforest.org</a>
Grace Christian School	416 Denham Ave. West Columbia, SC 29169	803.794.8996	<a href="https://www.gracelions.com/">https://www.gracelions.com/</a>
Grace Community Academy of Columbia	577 W. Killian Road Columbia, SC 29203	803.679.6423	<a href="https://www.gcacademysc.org/">https://www.gcacademysc.org/</a>
Greenville Classical Academy	2519 Woodruff Road Simpsonville, SC 29681	864.329.9884	<a href="https://greenvilleclassical.com/">https://greenvilleclassical.com/</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Hammond School	854 Galway Lane Columbia, SC 29209	803.776.0295	<a href="http://www.hammondschool.org/Home">http://www.hammondschool.org/Home</a>
Hampton Park Christian School	875 State Park Road Greenville, SC 29609	864.233.0556	<a href="http://www.hpcsonline.org/hpcs">http://www.hpcsonline.org/hpcs</a>
Harvest Community School	PO Box 21 (10 South Dukes Street) Summerton, SC 29148	803.574.1004	<a href="http://www.harvestcommunityschool.org/">http://www.harvestcommunityschool.org/</a>
Hawthorne Christian Academy	PO Box 801 790 Hawthorne Road Chester, SC 29706	803.377.8235	<a href="https://www.enrollathca.org/">https://www.enrollathca.org/</a>
Heathwood Hall Episcopal School	3000 South Beltline Blvd Columbia, SC 29201	803-765-2309	<a href="http://www.heathwood.org">www.heathwood.org</a>
Hidden Treasure Christian School	500 West Lee Road Taylors, SC 29687	864.235.6848	<a href="http://www.hiddentreasure.org">www.hiddentreasure.org</a>
Hilton Head Christian Academy	55 Gardner Drive Hilton Head Island, SC 29926	843.681.2878	<a href="http://www.hhca.org/">http://www.hhca.org/</a>
Hilton Head Preparatory School	8 Fox Grape Road Hilton Head Island, SC 29928	843.671.2286	<a href="https://www.hhprep.org/">https://www.hhprep.org/</a>
Holy Trinity Catholic School	1760 Living Stones Lane Longs, SC 29568-7486	843.390.4108	<a href="http://www.htcatholicschoolmyrtlebeach.com">http://www.htcatholicschoolmyrtlebeach.com</a>
HOPE Academy	PMB 358, Suite 2100 2131 Woodruff Road Greenville, SC 29607	864.676.0028	<a href="http://www.projecthopesc.org/">http://www.projecthopesc.org/</a>
Hope Christian Academy	545 Alexander Circle Columbia, SC 29206	803.790.4028	<a href="https://www.hcatoday.org/">https://www.hcatoday.org/</a>
James Island Christian School	15 Crosscreek Drive Charleston, SC 29412	843.795.1762	<a href="http://www.jics.org/">http://www.jics.org/</a>
John Paul II Catholic School	4211 N. Okatie Highway Ridgeland, SC 29936	843.645.3838	<a href="http://www.johnpaul2school.org">www.johnpaul2school.org</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024



## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Lee Academy	630 Cousar Street Bishopville, SC 29505	803.484.5532	<a href="https://www.myleeacademy.org/">https://www.myleeacademy.org/</a>
LOL STEAM School of the Arts	1103 S 6th Street, Unit D Hartsville, SC 29550	843.309.9798	<a href="https://www.lolsteamsa.com/">https://www.lolsteamsa.com/</a>
Mason Preparatory School	56 Halsey Boulevard Charleston, SC 29401	843.723.0664	<a href="https://www.masonprep.org/">https://www.masonprep.org/</a>
Miracle Academy Preparatory School	1019 Bethel Road Russellville, SC 29476	843.567.4644	<a href="http://www.miracleacademy.org/home.html">http://www.miracleacademy.org/home.html</a>
Mitchell Road Christian Academy	207 Mitchell Road Greenville, SC 29615	864.268.2210	<a href="http://www.mitchellroadchristian.org">http://www.mitchellroadchristian.org</a>
Montessori School of Anderson	280 Sam McGee Road Anderson, SC 29621	864.226.5344	<a href="https://www.msasc.org/">https://www.msasc.org/</a>
Montessori School of Florence	510 W. Palmetto Street Florence, SC 29501	843.629.2920	<a href="https://florencemontessori.org/">https://florencemontessori.org/</a>
Nativity Catholic School	1125 Pittsford Circle Charleston, SC 29412	843.795.3975	<a href="http://www.nativity-school.com/">http://www.nativity-school.com/</a>
Newberry Academy	2055 Smith Road Newberry, SC 29108	803.276.2760	<a href="https://newberryacademy.com/">https://newberryacademy.com/</a>
Northside Christian Academy	4347 Sunset Boulevard Lexington, SC 29072	803.520.5656	<a href="http://northsidechristianacademy.org/">http://northsidechristianacademy.org/</a>
Oakbrook Preparatory School	190 Lincoln School Road Spartanburg, SC 29301	864.587.2060	<a href="http://www.oakbrookprep.org/">http://www.oakbrookprep.org/</a>
Oconee Christian Academy	150 His Way Circle Seneca, SC 29672	864-882-6925	<a href="http://www.oconeechristian.org/">http://www.oconeechristian.org/</a>
Orangeburg Preparatory Schools, Inc.	2651 North Road, NW Orangeburg, SC 29118	803.534.7970	<a href="http://orangeburgprep.com/index.html">http://orangeburgprep.com/index.html</a>
Our Lady of Peace Catholic School	856 Old Edgefield Road N Augusta, SC 29841	803.279.8396	<a href="http://www.olpschool.us/">http://www.olpschool.us/</a>
Our Lady of the Rosary Catholic School	2 James Drive Greenville, SC 29605-2209	864.277.5350	<a href="http://www.olrschool.net">www.olrschool.net</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Palmetto Christian Academy of Greenwood (PCAG)	1615 Woodlawn Road Greenwood, SC 29649	864.223.0391	<a href="http://www.pcagreenwood.org/">http://www.pcagreenwood.org/</a>
Palmetto Christian Academy-Mt. Pleasant	361 Egypt Road Mt. Pleasant, SC 29464	843.881.9967	<a href="http://www.palmettochristianacademy.org">www.palmettochristianacademy.org</a>
Patrick Henry Academy	8766 Savannah Hwy. Estill, SC 29918	803.625.2440	<a href="http://www.patrickhenryacademy.org/">http://www.patrickhenryacademy.org/</a>
Pee Dee Academy	2903 E. Highway 76 E P.O. Box 449 Mullins, SC 29574	843.423.1771	<a href="http://www.peedeeacademy.org/">http://www.peedeeacademy.org/</a>
Porter-Gaud School	300 Albemarle Road Charleston, SC 29407	843.556.3620	<a href="https://www.portergaud.edu/">https://www.portergaud.edu/</a>
Prince of Peace Catholic School	1209 Brushy Creek Road Taylors, SC 29687	864.331.2145	<a href="http://www.popcatholicsschool.org">www.popcatholicsschool.org</a>
Providence Classical School of Rock Hill	318 N Jones Avenue Rock Hill, SC 29730-3800	803.900.9582	<a href="https://www.providenceclassicalrockhill.com/">https://www.providenceclassicalrockhill.com/</a>
Sandhills School	1500 Hallbrook Drive Columbia, SC 29209	803.695.1400	<a href="http://www.sandhillsschool.org">http://www.sandhillsschool.org</a>
Southside Christian School	2211 Woodruff Road Simpsonville, SC 29681	864.234.7575	<a href="http://www.southsidechristian.org">http://www.southsidechristian.org</a>
Spartanburg Christian Academy	8740 Asheville Highway Spartanburg, SC 29316	864-578-4238	<a href="http://www.scawarriors.org">www.scawarriors.org</a>
Spartanburg Day School	1701 Skylyn Drive Spartanburg, SC 29307	864.582.7539	<a href="http://www.spartanburgdayschool.org/">http://www.spartanburgdayschool.org/</a>
St. Andrew Catholic School	3601 N Kings Highway Myrtle Beach, SC 29577-2933	843.448.6062	<a href="http://www.standrewschoolmb.com">www.standrewschoolmb.com</a>
St. Anne Catholic School-Rock Hill	1698 Bird Street Rock Hill, SC 29730-3800	803.324.4814	<a href="http://www.stanneschool.com/wp/">http://www.stanneschool.com/wp/</a>
St. Anthony Catholic School-Florence	2536 W. Hoffmeyer Road Florence, SC 29501	843.662.1910	<a href="http://www.saintanthonycatholic.com">www.saintanthonycatholic.com</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
St. Anthony of Padua Catholic School	311 Gower Street Greenville, SC 29611	864.271.0167	<a href="http://www.stanthonygreenvillesc.org">www.stanthonygreenvillesc.org</a>
St. Elizabeth Ann Seton Catholic High School	1300 Carolina Forest Blvd Myrtle Beach, SC 29579	843.903.1400	<a href="http://www.setonhighschools.org/">http://www.setonhighschools.org/</a>
St. Francis by the Sea Catholic School	45 Beach City Road Hilton Head Island, SC 29926	843.681.6501	<a href="http://www.sfcshhi.com">www.sfcshhi.com</a>
St. Gregory the Great Catholic School	323 Fording Island Road Bluffton, SC 29909-6134	843.815.9988	<a href="http://www.sgg.cc">www.sgg.cc</a>
St. John Catholic School-Charleston	3921 St. John Ave N. Charleston, SC 29405	843.744.3901	<a href="http://saintjohncatholicsc.org/schoolsite/index.php">http://saintjohncatholicsc.org/schoolsite/index.php</a>
St. John Neumann Catholic School	721 Polo Road Columbia, SC 29223	803.788.1367	<a href="http://www.sjncatholic.com">http://www.sjncatholic.com</a>
St. John's Christian Academy	204 W. Main Street Monks Corner, SC 29461	846.761.8539	<a href="https://www.wearesjca.com/">https://www.wearesjca.com/</a>
St. Joseph Catholic School-Anderson	1200 Cornelia Road Anderson, SC 29621-3349	864.760.1619	<a href="https://sjccs.net/">https://sjccs.net/</a>
St. Joseph Catholic School-Columbia	3700 Devine Street Columbia, SC 29205-1908	803.254.6736	<a href="http://www.stjosdevine.com/">http://www.stjosdevine.com/</a>
St. Joseph's Catholic School-Greenville	100 St Joseph's Drive Greenville, SC 29607	864.234.9009	<a href="http://www.sjcatholicsschool.org">www.sjcatholicsschool.org</a>
St. Martin de Porres Catholic School	2225 Hampton Street Columbia, SC 29204	803.254.5477	<a href="http://www.saintmartindepores.net/index.html">http://www.saintmartindepores.net/index.html</a>
St. Mary Help of Christians Catholic School	118 York Street, SE Aiken, SC 29801	803.649.2071	<a href="http://www.stmaryschoolaiken.com">www.stmaryschoolaiken.com</a>
St. Michael Catholic School	542 Cypress Avenue Murrells Inlet, SC 29576-8739	843.651.6795	<a href="http://www.saintmichaelsc.com">http://www.saintmichaelsc.com</a>
St. Peter's Catholic School-Beaufort	70 Lady's Island Drive Beaufort, SC 29907	843.522.2163	<a href="http://saintpeterscatholicsschoolbeaufortsc.org/index.jsp">http://saintpeterscatholicsschoolbeaufortsc.org/index.jsp</a>
St. Peter's Catholic School-Columbia	1035 Hampton Street Columbia, SC 29201	803.252.8285	<a href="http://stpeterscatholicsschool.org/">http://stpeterscatholicsschool.org/</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Step of Faith Christian Academy	P.O. Box 1449 9009 Tarboro Rd. Ridgeland, SC 29936	843.726.6100	<a href="http://www.sfcaweb.org/">http://www.sfcaweb.org/</a>
Summerville Catholic School	226 Black Oak Blvd Summerville, SC 29485-5800	843.873.9310	<a href="http://www.summervillecatholic.org">www.summervillecatholic.org</a>
Sumter Christian School	420 S. Pike West Sumter, SC 29150	803.773.1902	<a href="http://www.sumterchristian.org/">http://www.sumterchristian.org/</a>
Temple Christian High School	120 Pinewood Road Sumter, SC 29150	803.775.8139	<a href="https://www.tchstitans.org/">https://www.tchstitans.org/</a>
The Chandler School	2900 Augusta Street Greenville, SC 29605	864.991.8443	<a href="http://www.thehandlerschool.org">www.thehandlerschool.org</a>
The Charleston Catholic School	888-A King St Charleston, SC 29403-4181	843.577.4495	<a href="http://www.charlestoncatholic.com">www.charlestoncatholic.com</a>
The Complete Student	2204 Southside Blvd Port Royal, SC 29935	843.379.0193	<a href="https://www.thecompletestudent.com/">https://www.thecompletestudent.com/</a>
The Cooper School	13 Oakdale Place Charleston, SC 29407	843.573.1033	<a href="http://thecooperschool.org/">http://thecooperschool.org/</a>
The King's Academy	1015 S Ebenezer Road Florence, SC 29501	843.661.7464	<a href="http://www.tkaflorence.com">www.tkaflorence.com</a>
The Timmerman School	2219 Atascadero Drive Columbia, SC 29206	803.782.2748	<a href="https://www.timmermanschool.org/">https://www.timmermanschool.org/</a>
Thomas Hart Academy	852 Flinns Road Hartsville, SC 29550	843.332.4991	<a href="https://www.thomashart.org/">https://www.thomashart.org/</a>
Thomas Heyward Academy	1727 Malphrus Road Ridgeland, SC 29936	843.726.3673	<a href="http://www.thomasheyward.org/">http://www.thomasheyward.org/</a>
Thomas Sumter Academy	5625 Camden Highway Rembert, SC 29128	803.499.3378	<a href="http://www.thomassumter.org">www.thomassumter.org</a>
Trailhead Community Farm School	The Charles E Shipman Ctr 975 Foot Hills Road Greenville, SC 29617	864.710.1752	<a href="https://www.trailheadcfs.org/">https://www.trailheadcfs.org/</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Monday, December 16, 2024

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Trident Academy	1455 Wakendaw Road Mt. Pleasant, SC 29464	843.884.7046	<a href="http://www.tridentacademy.com/">http://www.tridentacademy.com/</a>
Trinity Christian Educational School	524 Martha Drive Anderson, SC 29654	864.381.5248	<a href="https://iaminhisimage.org/tces.html">https://iaminhisimage.org/tces.html</a>
Valorous Academy	701 Main Street N. Myrtle Beach, SC 29582	843.548.8474	<a href="https://valorousacademy.com/">https://valorousacademy.com/</a>
Westgate Christian School	1990 Old Reidville Rd. Spartanburg, SC 29301	864.576.4953	<a href="https://www.westgatechristianschool.com/">https://www.westgatechristianschool.com/</a>
Westminster Catawba Christian School	2650 India Hook Road Rock Hill, SC 29732	803.366.4119	<a href="http://wccs.org">http://wccs.org</a>

Each school has completed an Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) program for school year 2024-25. Each school meets the program standards of Act 247 of 2018. Each school must comply with the Reporting Requirements of Act 247 of 2018 during school year 2024-25, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Monday, December 16, 2024

## Appendix B: Application to Participate in the Educational Credit for Exceptional Needs Children (ECENC) Program

[ECENC Application to Participate Form, 2025-26.docx](#)

## South Carolina Education Oversight Committee (EOC)

### Annual Standards Assurance Form

School Year: 2025-26

### 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:	
Independent School Contact Person:	
Independent School Address:	
City, State, Zip Code:	
Independent School Telephone Number:	(      ) -
Independent School Fax Number:	(      ) -
Independent School E-mail Address:	
Independent School Website Address:	

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

REPORTING REQUIREMENTS	YES	NO
<b>1. <u>At the time of your application to participate in the program</u>, your school must submit <u>Document A</u> to the EOC and a <u>statement of services</u> that documents your school by <b>February 28, 2025</b>:</b> (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 type="checkbox"/>	<input type="checkbox"/>
<b>2. Your school will submit <u>Document B</u> to the EOC by <b>June 30, 2025</b> which documents <u>the number and total dollar amount of grants</u> received in the 2024-25 school year from Exceptional SC.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Your school will submit directly to the EOC by <b>September 1, 2025</b> the <u>school-level</u> assessment results for <u>all grades in the school</u> 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 2024-25 on <u>Document C</u>.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. If your school received grants from Exceptional SC in school year 2024-25, the school would submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements relating to the grants received, conducted by a certified public accounting firm by <b>November 15, 2025</b>.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

Signature: \_\_\_\_\_

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

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

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

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

Return this form to the Education Oversight Committee

- Phone: 803.734.6148 • E-mail: [hjones@eoc.sc.gov](mailto:hjones@eoc.sc.gov) • Mail: P.O. Box 11867, Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location: Edgar A. Brown Building, Suite 502, 1205 Pendleton Street, Columbia, SC 29201



Appendix C: Manual for Schools Applying to Participate in the  
Educational Credit for Exceptional Needs Children (ECENC)  
Program School Year 2025-26:

[ECENC Manual for SY2025-26 - Copy.pdf](#)

**Application Process for School Eligibility  
Educational Credit for Exceptional Needs Children  
Program  
School Year 2025-26**





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## Application Process

Annually by March 1, the Education Oversight Committee (EOC) is required to publish on its website a list of schools that desire to participate in the Educational Credit for Exceptional Needs Children (ECENC) program and that meet the statutory requirements for participation.

Act 247 of 2018, as amended May 17, 2021, articulates the eligibility and reporting requirements that schools must follow in order to participate in the ECENC program. Act 247 of 2018 is included in the Appendix. Schools that participated in the ECENC program in the prior year as well as schools desiring to participate in the ECENC program for the first time must meet the same **program standards** and comply with the same **reporting requirements**.

### Program Standards

The law defines an eligible school 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, that:

- (a) offers a general education to primary or secondary school students;
- (b) does not discriminate on the basis of race, color, or national origin;
- (c) is located in this State;
- (d) 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;
- (e) has school facilities that are subject to applicable federal, state, and local laws;
- (f) 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 Palmetto Association of Independent Schools; and
- (g) 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.” (*Section 12-6-3790(A)(1)*)

## Reporting Requirements

By law, schools that participate in the ECENC must report the following information to the EOC. This information will be posted online at the EOC's website at [www.eoc.sc.gov](http://www.eoc.sc.gov):

- “(a) the number and total amount of grants received in the preceding school year;
- (b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year;
- (c) 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; and
- (d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.”

## Definitions

The EOC uses the state fiscal year, July 1 through June 30 as the definition of a school year. For example, schools applying to participate in the ECENC program for the 2025-26 school year are schools that will participate in the program between July 1, 2025 and June 30, 2026. In such case, the previous school year is defined as school year 2024-25, which began on July 1, 2024 and concluded June 30, 2025.

## Timeline

Following is the timeline by which schools desiring to participate in the ECENC program must submit an application and appropriate reporting requirements. It is the responsibility of the schools to meet the reporting requirements. While the EOC will make every effort to communicate with schools, changes in administration and personnel at the school level occur. **It is the responsibility of schools participating in the ECENC program to notify the EOC either in writing or by email of changes in the names or contact information for persons responsible for submitting all required documentation to the EOC.**

<p><b>On or before February 1</b></p>	<p>Applications for participation in the ECENC program for the subsequent school year begin.</p> <p>The EOC will notify by email each school currently participating in the ECENC program that the application process is open. All current school contacts on file at the EOC are notified. The EOC will provide a document that each school must complete and submit to the EOC that guarantees that the school meets the standards and that the school will comply with all reporting requirements.</p> <p><b>The application must include a statement of services <a href="#">(Document A)</a> at the time of application to be considered for participation in the ECENC program by <b>February 28, 2025</b>.</b></p> <p>For schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, the EOC will accept one application for all schools as long as the governing body provides a list of the school names, addresses, telephone numbers, and, if available, website address of each school.</p> <p style="text-align: center;"><b><a href="#">Application to Participate in ECENC Program Document A</a></b></p>
<p><b>On or before March 1</b></p>	<p>The EOC will publish on its website a list of schools meeting the standards and reporting requirements for participation in the ECENC program. The list will include: the school's name, addresses, telephone numbers, and, if available, website address.</p>
<p><b>On or before June 30</b></p>	<p>A school approved to participate in the program must submit to the EOC information on grants received from Exceptional SC in the prior school year:</p> <p style="text-align: center;"><b><a href="#">Document B – Grants Received</a></b></p> <p>Failure of a school to provide <a href="#">Document B</a> and the corresponding information will result in the school's removal from the program. The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a <a href="#">"Request for Review Form"</a> prior to submission of required material. The EOC will also notify Exceptional SC and the South Carolina Department of Revenue of the Reinstatement of a school.</p>

<p><b>On or before September 1</b></p>	<p>A school approved to participate in the program must submit directly to the EOC by <b>September 1</b>, <b>school-level assessment</b> results from the prior school year for <b><u>all grades in the school</u></b> 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 2024-25:</p> <p style="text-align: center;"><b><u><a href="#">Document C – School-Level Assessment Data</a></u></b></p> <p>Failure of a school to provide Document C and the corresponding information will result in the school's removal from the program. The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a "<b><u><a href="#">Request for Review Form</a></u></b>" prior to submission of required material. The EOC will also notify Exceptional SC and the Department of Revenue of the Reinstatement of a school.</p>
<p><b>On or before November 15</b></p>	<p>A school that is approved to participate in the program in the current school year, that participated in the program in the prior school year, and that received grants from Exceptional SC in the prior school year must submit to <u>the EOC</u> 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.</p> <p style="text-align: center;"><b><u><a href="#">Audit Clarification Letter</a></u></b></p> <p>Failure of a school to provide a copy of a compilation, review, or compliance audit, conducted by a certified public accounting firm will result in the school's removal from the program. The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a "<b><u><a href="#">Request for Review Form</a></u></b>" prior to submission of required material. The EOC will also notify Exceptional SC and the Department of Revenue of the Reinstatement of a school.</p>

**NOTE:** For schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, the EOC will accept one application for all schools as long as the governing body provides a list of the school names, addresses, telephone numbers, and, if available, website address of each school. In addition, the EOC will accept all information required by Documents A, B and C and the compilation, review or compliance audit for schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, in one document to facilitate reporting.



## Documentation of Reporting Requirements

The following is additional information concerning the documents that must be submitted by schools participating in the ECENC program. The information is organized by the actual document.

Failure to provide to comply with the reporting requirements will result in the school being removed from the list of eligible schools. Schools wishing to remain in the program will be required to complete a [“Request for Review Form”](#) prior to submission of required material. The school, Exceptional SC, and the South Carolina Department of Revenue will be notified of the school’s participation in and removal from the program. Exceptional SC is the entity that awards grants for eligible students attending approved schools. The South Carolina Department of Revenue is the entity responsible for administering the Parental Refundable Tax Credit for an eligible exceptional needs child who attends an approved school.

### Application to Participate in ECENC Program

The application to participate in the ECENC Program is the initial document that a school choosing to participate in the ECENC program must complete. By March 1, the EOC will publish on its website a list of schools that successfully complete this document. This document requires schools to indicate whether the school meets each program standard and whether the school intends to submit the appropriate documents for reporting requirements. The EOC reserves the right to request additional documentation to show the school is in compliance with state law.

Participation in the ECENC program does not guarantee that eligible students attending eligible schools will receive grants from Exceptional SC. Decisions on grants are made by Exceptional SC and will likely be impacted by the date when a school completes its initial application to participate in the ECENC Program. Schools are highly encouraged to meet all published deadlines.

## South Carolina Education Oversight Committee (EOC)

### Annual Standards Assurance Form

School Year: 2025-26

### 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:	
Independent School Contact Person:	
Independent School Address:	
City, State, Zip Code:	
Independent School Telephone Number:	(      ) -
Independent School Fax Number:	(      ) -
Independent School E-mail Address:	
Independent School Website Address:	

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

REPORTING REQUIREMENTS	YES	NO
<b>1. <u>At the time of your application to participate in the program</u>, your school must submit <u>Document A</u> to the EOC and a <u>statement of services</u> that documents your school by <b>February 28, 2025</b>:</b> (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 type="checkbox"/>	<input type="checkbox"/>
<b>2. Your school will submit <u>Document B</u> to the EOC by <b>June 30, 2025</b> which documents the number and total dollar amount of grants received in the 2024-25 school year from Exceptional SC.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Your school will submit directly to the EOC by <b>September 1, 2025</b> the <u>school-level</u> assessment results for <u>all grades in the school</u> 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 2024-25 on <u>Document C</u>.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. If your school received grants from Exceptional SC in school year 2024-25, the school would submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements relating to the grants received, conducted by a certified public accounting firm by <b>November 15, 2025</b>.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

Signature: \_\_\_\_\_

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

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

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

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

Return this form to the Education Oversight Committee

- Phone: 803.734.6148 • E-mail: [hjones@eoc.sc.gov](mailto:hjones@eoc.sc.gov) • Mail: P.O. Box 11867, Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location: Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201

## Document A – Statement of Services

Each school must provide a statement of services that documents how 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.

**The statement of services must accompany the application to be considered for participation in the ECENC program.**

Schools can review applications from prior years on the EOC website ([www.eoc.sc.gov](http://www.eoc.sc.gov)) to see examples of what services are provided. The purpose of this document is to substantiate that the school does serve the needs of exceptional needs children/students.

Please do not provide any Individualized Education Programs (IEPs), 504 plans, or any student-level information to the EOC. It is a violation of federal and state laws, and such information will be properly disposed of to maintain the privacy of students.

**The Statement of Services submitted with Document A must include information on the specific accommodations, supports, therapies and/or interventions provided to the student with unique learning styles as well as the diagnoses (such as ADHD, ADD, Autism, Dyslexia, Down Syndrome, Processing Disorders, Speech Delays, Oppositional Defiance Disorder, Bi-Polar, etc.) that those specific services are geared towards.**

**Document A  
Statement of Services**

**Educational Credit for Exceptional Needs Children (ECENC) Program  
2025-26**

**Independent School Name:** \_\_\_\_\_

An independent school participating in the Educational Credit for Exceptional Needs Children is required to submit a Statement of Services that documents that the school **at the time of your application to participate in the program:**

- (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.**

**The Statement of Services submitted with Document A must include information on the specific accommodations, supports, therapies and/or interventions provided to the student with unique learning styles as well as the diagnoses (such as ADHD, ADD, Autism, Dyslexia, Down Syndrome, Processing Disorders, Speech Delays, Oppositional Defiance Disorder, Bi-Polar, etc.) that those specific services are geared towards.**

**Signature:** \_\_\_\_\_

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

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

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

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

## **Document B – Grants Received**

The first question asks how many students in kindergarten through grade 12 were enrolled in your school in the prior school year. This information is used to compare the school's enrollment with the number of students who received grants from Exceptional SC. The EOC needs this information to determine which schools have at least 51 percent of the total enrolled students participating in the ECENC program. *(Section 12-6-3790(E)(6))*

Each school must also report the number and total dollar amount of grants received by the school in the prior school year from Exceptional SC. The total number of grants is defined as the number of individual children/students who received a grant from Exceptional SC in the prior school year even if the school received more than one grant or check for a specific child/student.

If no grants for any student were received by the school in the prior year from Exceptional SC, please indicate "0" grants received and "\$0" in total amount of grants received. All schools, including schools that did not participate in the program in the prior school year, must complete this document.

**Neither the EOC or its staff can answer any questions about the number and amount of grants received or questions about the status of grant applications. All questions regarding the grant process should be directed to Exceptional SC.**

**Please do not send any information to the EOC that lists the names of students who received grants. Submission of such personally identifiable information violates state and federal privacy laws.**

**Document B**  
**Grants Received**

**Educational Credit for Exceptional Needs Children (ECENC) Program**  
**2025-26**

**Independent School Name:** \_\_\_\_\_

An independent school participating in the ECENC Program is required to submit the following information by **June 30**:

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

**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.

<b>Total Number of Grants Received</b>	<b>Total Amount of Grants Received</b>
<b>#</b>	<b>\$</b>

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:** \_\_\_\_\_

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

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

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

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

***If your school has failed to make the Educational Credits for Exceptional Children (ECENC) Program Standards as stated or Reporting Requirements by stated deadlines and has been removed or terminated from participation, please fill out this form and include corrections, attachments and/or letters to become eligible for reinstatement.***

## Request for Review

**To be completed by a school administrator or program manager. Use black ink if completing by hand.**

General Information		
1. Person making request:		2. School name:
3. School address:		4. School phone number:
Change reason		
<input type="checkbox"/> School clerical error or delay*		<input type="checkbox"/> Other <i>See attached letter of justification/explanations</i>
Change requested:		Requested effective date:
       If School error, explain in detail:       		
Certification		
<p>*Clerical errors made by the school administrator or program manager and delays in making stated deadlines of such documents shall not invalidate the statutory responsibility of the Education Oversight Committee (EOC) to remove or terminate the school from the ECENC Program. Upon notification of any such error or delay, the school has 10 working days to make the adjustment and/or submit required documents. Terminations or removals are processed immediately, and all related entities will be notified.</p>		
<p>If this request is denied, the school administrator or project manager must notify the EOC by copy of the form of your right to ask for a review by writing to the EOC within 30 days of notice of this decision.</p>		
Signature of person completing form:		Position & Email:
		Date:
<input type="checkbox"/> Completed Document attached		<input type="checkbox"/> Supporting documentation attached
For EOC use only		
<input type="checkbox"/> Approved		Effective date:
<input type="checkbox"/> Denied		Reason for denial:





## Document C – Assessment Data

All schools must provide **school-level assessment data by September 1** that will be reported and documented online.

**Schools are asked to report which national assessments are administered at each grade level in English language arts (ELA)/reading and mathematics.** If a school chooses to add other content areas, they may. At a minimum, the EOC needs to know which ELA/reading and mathematics assessments are administered.

To maintain student privacy, the EOC is requesting schools report overall student results for all grades tested in the school and for each grade with **at least 10 students tested**. If each grade tested in the school had less than 10 students in the 2024-25 school year, a statement of that fact should be put on school letterhead and signed by a program/school administrator.

Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples of national achievement tests include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, etc.* For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate. For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

Document C also asks for the **name of at least one individual or employee of the school** who will provide the **School-Level Assessment Results** administered on national achievement tests during the prior school year.

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2025-26**

**Independent School Name:** \_\_\_\_\_

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

**In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year.** Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

<b>Grade</b>	<b>English language arts (Reading)</b>	<b>Mathematics</b>	<b>Other</b>

**For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year.** In reporting the achievement level, the school can use mean/median scale scores, national percentile rankings, stanines, grade equivalents, etc.

**The individual submitting school-level assessment information must sign below.**

**Signature:** \_\_\_\_\_

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

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

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

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

## **Audit Clarification Letter**

State law requires that an independent school's application to the Educational Credit for Exceptional Needs Children (ECENC) program include "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." The term compliance audit refers to a determination of whether the school in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program.

Annually, the EOC produces an audit clarification letter that a certified public accounting firm can use to determine a school's compliance with the ECENC program by **November 15, 2025.**

## **Completion of the Application Process for SY2025-26**

In an agreement with the SC Department of Revenue (DOR), the EOC will supply the names of schools in good standing with the ECENC Program to identify parents/taxpayers qualified for the Parental Refundable Tax Credit for Tax Year 2025. No school will be added/reinstated for the 2025-26 school year after the EOC's submission to DOR. This completion of the Application Process allows the EOC to compile the annual report that is required by Act 247 to be issued to the General Assembly. The ECENC Program Application Process for SY2026-27 will begin in January 2026.

January 16, 2025:

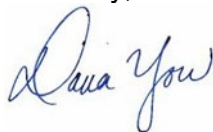
To Whom It May Concern:

State law requires that an independent school's application to the Educational Credit for Exceptional Needs Children (ECENC) program include "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."

The term compliance audit refers to a determination of whether the school in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program. The certified public accounting firm confirms in writing by **November 15, 2025** that:

- the independent school can document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2024-25 were for eligible children enrolled in the school;
- the independent school can document the total amount of each grant per child from Exceptional SC;
- the independent school can document that no grant exceeded \$11,000 during school year 2024-25;
- the independent school returned a prorated amount of the grant to Exceptional SC if any student withdrew during the school year; and
- 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."

Sincerely,



Dana Yow  
Executive Director

## **Appendix**

### **Act 247 of 2018 as Amended May 17, 2021**

#### **Educational Credit for Exceptional Needs Children's Fund**

SECTION 1. Article 25, Chapter 6, Title 12 of the 1976 Code is amended by adding:

“Section 12-6-3790. (A) As used in this section:

(1) "Eligible school" means 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, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) 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;

(e) has school facilities that are subject to applicable federal, state, and local laws;

(f) 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 Palmetto Association of Independent Schools; and

(g) 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.

(2) "Exceptional needs child" means a child:

(a) who has been evaluated in accordance with this state's evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the federal Individuals with Disabilities Education Act; or

(b) who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational, or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

(3) "Independent school" means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(4) "Parent" means the natural or adoptive parent or legal guardian of a child.

(5) "Qualifying student" means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

(6) "Resident public school district" means the public school district in which a student resides, or in the case of dependents of active military personnel, the public school district which the student may attend.

(7) "Transportation" means transportation to and from school only.

(8) "Tuition" means 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, textbook fees, and school-related transportation.

(B)(1) There is created the "Educational Credit for Exceptional Needs Children's Fund" that is separate and distinct from the state general fund. The fund must be organized as a public charity as defined by the Internal Revenue Code under Section 509(a)(1) through (4) and consist only of contributions made to the fund. The fund may not receive an appropriation of public funds. The fund must receive and hold all contributions intended for it as well as all earnings until disbursed as provided in this section. Monies received in the fund must be used to provide scholarships to exceptional needs children attending eligible schools.

(2) The amounts on deposit in the fund do not constitute public funds and are not the property of the State. Amounts on deposit in the fund may not be commingled with public funds, and the State does not have a claim to or interest in the amounts on deposit. Agreements or contracts entered into by or on behalf of the fund do not constitute a debt or obligation of the State.

(3) The public charity disbursing contributions made to the fund is governed by five directors, two appointed by the Chairman of the House Ways and Means Committee, two appointed by the Chairman of the Senate Finance Committee, and one appointed by the Governor. The directors of the public charity shall designate an executive director of the public charity.

(4) The public charity directors shall administer the public charity including, but not limited to, the keeping of records, the management of accounts, and disbursement of the grants awarded pursuant to this section. The public charity may expend up to five percent of the fund for administration and related costs. The public charity may not expend public funds to administer the program. Information contained in or produced from a tax return, document, or magnetically or electronically stored data utilized by the Department of Revenue or the public charity in the exercise of its duties as provided in this section must remain confidential and is exempt from disclosure pursuant to the Freedom of Information Act. Personally identifiable information, as described in the Family Educational Rights and Privacy Act and individual health records, or the medical or wellness needs of children applying for or receiving grants must remain confidential and is not subject to disclosure pursuant to the Freedom of Information Act.

(5) By January fifteenth of each year, the public charity shall report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor:

(a) the number and total amount of grants issued to eligible schools in each year;

(b) the identity of the school and the amount of the grant for each grant issued to an eligible school in each year;

(c) an itemized and detailed explanation of fees or other revenues obtained from or on behalf of an eligible school;

(d) a copy of a compilation, review, or audit of the fund's financial statements, conducted by a certified public accounting firm; and

(e) the criteria and eligibility requirements for scholarship awards.

(C)(1) Grants may be awarded in an amount not exceeding eleven thousand dollars or the total annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

(2) Before awarding a grant, the public charity shall receive written documentation from the qualifying student's parent or guardian documenting that the qualifying student is an exceptional needs child. Upon approving the application, the public charity shall issue a check to the eligible school in the name of the qualifying student within either thirty days upon approval of the application or thirty days of the start of the school's semester.

(3) If a qualifying student leaves or withdraws from the school for any reason before the end of the semester or school year and does not reenroll within thirty days, then the eligible school shall return a prorated amount of the grant to the public charity based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student's departure.

(4) The public charity may not award grants only for the benefit of one school.

(5) The department or the public charity may not release personally identifiable information pertaining to students or donors or use information collected about donors, students, or schools for financial gain.

(6) The public charity shall develop a process to prioritize the awarding of grants to eligible incumbent grant recipients at eligible schools.

(D)(1)(a) Tax credits authorized by subsection (H)(1) and subsection (I) annually may not exceed cumulatively a total of twelve million dollars for contributions to the Educational Credit for Exceptional Needs Children's Fund, unless an increased limit is authorized in the annual general appropriations act. However, the fund may carry forward up to five million dollars of donations into the next year to provide credits in the next year. This carryforward amount does not in any way increase the cumulative tax credit amount set forth in this item for any one year.

(b) Tax credits authorized pursuant to subsection (H)(2) annually may not exceed cumulatively a total of two million dollars for tuition payments made on behalf of qualifying students, unless an



increased limit is authorized in the annual general appropriations act. However, if less than the maximum cumulative total of tax credits allowed pursuant to subitem (a) are authorized, then, the maximum cumulative total of tax credits allowed pursuant to this subitem may be increased by up to three million dollars, but the cumulative total of all tax credits authorized pursuant to this section may not be increased as a result.

(c) If the department determines that the total of the credits claimed by all taxpayers exceeds either limit amount as contained in subitems (a) or (b), it shall allow credits only up to those amounts on a first come, first-served basis.

(2)(a) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department determines priority for the credit. The credit must be claimed on the return for the tax year that the contribution is made.

(b) A taxpayer may not claim more than seventy-five percent of his total tax liability for the year in contribution toward the tax credit authorized by subsection (H)(1) or subsection (I). This credit is nonrefundable. Any unused credit may be carried forward three tax years after the tax year in which the qualified contribution is first eligible to be claimed.

(c) If a taxpayer deducts the amount of the contribution on his federal return and claims the credit allowed by subsection (H)(1) or subsection (I), then he must add back the amount of the deduction for purposes of South Carolina income taxes.

(d) The department shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (H)(1) or subsection (I). The department also shall develop a method of informing taxpayers if the credit limit is met any time during the tax year.

(e) A taxpayer only may claim a credit pursuant to subsection (H)(1) and subsection (I) for contributions made during the tax year.

(3) A corporation or entity entitled to a credit under subsection (H)(1) and subsection (I) may not convey, assign, or transfer the credit authorized by this section to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(E)(1) By March first of each year, an independent school who participated in the program in the previous year and who desires to participate in the program in the current year shall reapply to the Education Oversight Committee. The independent school shall certify to the Education Oversight Committee that it continues to meet all program requirements and shall provide to the committee student test score data from the previous school year by June thirtieth. If student test score data is not submitted by June thirtieth, then the Education Oversight Committee shall remove the school from the program. An independent school desiring to participate in the program for the first time also shall apply by March first of each year. The Education Oversight Committee shall consult with the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, the Palmetto Association of Independent Schools, or the Diocese of Charleston to verify that the school is still a member in good standing and that the school continues to serve exceptional needs children. An independent school who did not participate in the program in the previous year but desires to participate in the program in the current year shall apply to the Education Oversight Committee. The Education Oversight Committee shall develop an application to be completed by the independent schools which must contain at least:

- (a) the number and total amount of grants received in the preceding school year;
  - (b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year;
  - (c) 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; and
  - (d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.
- (2)(a) The Education Oversight Committee may waive the March first deadline contained in subsection (E) upon good cause shown by an independent school.
- (b) The Education Oversight Committee may waive some or all of the curriculum requirements contained in subsection (A)(1)(d) following consultation with the advisory committee.
- (3)(a) By March first of each year the Education Oversight Committee shall publish on its website a comprehensive list of independent schools certified as eligible institutions. The list must include for each eligible institution:
- (i) the institution's name, addresses, telephone numbers, and, if available, website addresses; and
  - (ii) the score reports and compliance audits received by the committee pursuant to subsection (E)(1)(b) and (c).
- (b) The Education Oversight Committee shall summarize or redact the score reports identified in subitem (a)(ii) if necessary to prevent the disclosure of personally identifiable information.
- (4) An independent school that does not apply for certification pursuant to this subsection may not be included on the list of eligible schools and contributions to that school may not be allowed for purposes of the tax credits permitted by this section.
- (5) An independent school that is denied certification pursuant to this section may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.
- (6) Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

(F)(1) The Education Oversight Committee shall establish an advisory committee made up of not more than nine members, including parents, and representatives of independent schools and independent school associations.

(2) The advisory committee shall:

(a) consult with the Education Oversight Committee concerning requests for exemptions from curriculum requirements; and

(b) provide recommendations on other matters requested by the Education Oversight Committee.

(G) Except as otherwise provided, the Department of Education, the Education Oversight Committee, and the Department of Revenue, or any other state agency may not regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this section.

(H)(1) A taxpayer is entitled to a tax credit against income taxes imposed pursuant to this chapter for the amount of cash and the monetary value of any publicly traded securities the taxpayer contributes to the Educational Credit for Exceptional Needs Children's Fund up to the limits contained in subsection (D)(1)(a) if:

(a) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this section; and

(b) the taxpayer does not designate a specific child or school as the beneficiary of the contribution.

(2)(a) A taxpayer is entitled to a refundable tax credit against income taxes imposed pursuant to this chapter for the amount of cash and the monetary value of any publicly traded securities, not exceeding eleven thousand dollars for each child, for tuition payments to an eligible school for an exceptional needs child within his custody or care who would be eligible for a grant pursuant to this section up to the limits contained in subsection (D)(1)(b).

(b) If a child within the care and custody of a taxpayer claiming a tax credit pursuant to this item also receives a grant from the Educational Credit for Exceptional Needs Children's Fund, then the taxpayer only may claim a credit equal to the difference of eleven thousand dollars or the cost of tuition, whichever is lower, and the amount of the grant.

(c) A child within the care and custody of a taxpayer claiming a tax credit pursuant to this item may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

(I) A taxpayer is entitled to a tax credit against income taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities the taxpayer contributes to the Educational Credit for Exceptional Needs Children's Fund up to the limits contained in subsection (D)(1)(a) if:

(1) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this section; and

(2) the taxpayer does not designate a specific child or school as the beneficiary of the contribution.

(J)(1) The department shall conduct a comprehensive study of the Exceptional Needs Tax Credit program. The study must examine the following:

(a) the allocation of scholarship funds and tax credits among students, including the effect of funding limitations on the addition of new participants; the demographic and socio-economic data of the participants and their families, including the distribution of scholarship funds by income ranges, to be determined by the department, of scholarship recipients, and their legal guardians, as applicable; and the geographical distribution of the participants. In reporting the information required by this subitem, the department shall protect and may not display any personally identifiable information of scholarship recipients, their families or legal guardians, or taxpayers;

(b) the distribution of scholarship funds among all eligible schools; and

(c) any other aspect of the program that the department determines would be relevant and useful in making future policy decisions in regard to the program and its continued existence or expansion.

(2) The department shall submit a report of its study to the General Assembly no later than January fifteenth of each year.

HISTORY: 2018 Act No. 247 (H.4077), Section 1, eff May 18, 2018; 2021 Act No. 79 (H.3899), Sections 1 to 4, eff May 17, 2021.

#### Code Commissioner's Note

At the direction of the Code Commissioner, the amendments to (D)(1) made by 2021 Act No. 79, Sections 2.A and 4, were read together.

#### Editor's Note

2018 Act No. 247, Section 2, provides as follows:

"SECTION 2. This act takes effect upon approval of the Governor and applies to income tax years beginning after 2017. All tax credits earned as a result of a contribution made to the Educational Credit for the Exceptional Needs Children's Fund in 2018 apply to the cumulative total of twelve million dollars regardless of when in 2018 the contribution is made. All tax credits earned as a result of a tuition payment made by a taxpayer to an eligible school for an exceptional needs child within his custody or care in 2018 apply to the cumulative total of two million dollars regardless of when in 2018 the payment is made. All necessary reports and forms must be submitted as soon as practicable upon the enactment of this act."

#### Effect of Amendment

2021 Act No. 79, Section 1, in (B), in (3), in the second sentence, deleted ", along with the director of the department," following "public charity", in (4), in the first sentence, substituted "The public charity directors shall administer" for "In concert with the public charity directors, the department shall administer", in the second sentence, substituted "five percent" for "two percent", and in the third sentence, substituted "The public charity" for "The department and the public charity", and in (5), substituted "public charity" for "department".

2021 Act No. 79, Section 2.A, in (D)(1)(a), added the second and third sentences.

2021 Act No. 79, Section 2.B, in (D)(2)(b), in the first sentence, substituted "seventy-five percent" for "sixty percent", and added the third sentence.

2021 Act No. 79, Section 3, in (E)(1)(b), deleted the second, third, and fourth sentences, which related to schools providing individual student test scores on national achievement or state standardized tests.

2021 Act No. 79, Section 4, in (D)(1)(b), added the second sentence.

### **Time effective**

SECTION 5. This act takes effect upon approval by the Governor.

Ratified the 13th day of May, 2021.

Approved the 17th day of May, 2021.

## **Contact Information**

For questions about the application process by which schools apply to participate in the ECENC program, please contact the Education Oversight Committee.

Phone: 803.734.6148

Mail: P.O. Box 11867  
Columbia, S.C. 29211

Fax: 803.734.6167

Physical Location:  
Edgar A. Brown Building  
1205 Pendleton Street, Suite 502  
Columbia, SC 29201

Website: <https://eoc.sc.gov/>

For questions about grants awarded to schools on behalf of eligible students attending eligible schools, please contact Exceptional SC.

Appendix D: 2023-2024 Study of the Educational Credit for Exceptional  
Needs Children Program Completed by the SC Department of  
Revenue:



# 2023-2024 STUDY OF EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN PROGRAM

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South Carolina Department of Revenue

300A Outlet Pointe Blvd | Columbia, SC 29210 | [dor.sc.gov](http://dor.sc.gov)

January 15, 2025

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# INTRODUCTION

This study was prepared in accordance with Act 247 of 2018, as amended in 2021, regarding the Educational Credit for Exceptional Needs Children (ECENC) program. The data and information in this study are from tax year 2023 and fiscal year 2024 (FY24) and were provided by the South Carolina Department of Revenue (SCDOR), the South Carolina Education Oversight Committee (EOC), and Exceptional SC.

The ECENC program was reorganized under a proviso in 2016. The program was codified under Act 247 in 2018 and amended in 2021.



## **SOUTH CAROLINA DEPARTMENT OF REVENUE**

The SCDOR oversees the tax credit for Exceptional SC donors as well as the process for eligible parents to apply and receive the Parental Refundable Tax Credit. The SCDOR conducts a study of the ECENC program as prescribed in Act 247 of 2018, amended in 2021.



## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

The EOC determines the eligibility of schools to participate in the ECENC program. Once a school is designated as eligible, it must submit an annual compliance audit as relating to the grants received to maintain eligibility.



## **EXCEPTIONAL SC**

Exceptional SC is a 501(c)(3) that provides scholarship grants to exceptional needs students in South Carolina to attend credentialed private schools. Exceptional SC fundraises, accepts and reviews student grant applications, and awards scholarship grants based on several criteria.

# SCHOLARSHIP FUNDS

To be eligible for a scholarship from Exceptional SC, students must be residents of South Carolina, be eligible to attend a public school, complete an application with proof of disability, and attend an EOC approved school. Per statute, scholarships are awarded to incumbents (students who have previously participated in the program) first and then to students who are new to the program.

**\$6,202,243**

total tax year 2023  
donations

**1,322**

total scholarship  
recipients (**491** new  
and **831** incumbents)

**\$4,500**

average incumbent  
scholarship grant

**\$4,500**

average new student  
scholarship grant

**\$5,839,300**

total amount of  
scholarships  
disbursed FY24

## FY24 BOARD MEMBERS

Mr. Edward Earwood

Executive Director, South Carolina  
Association of Christian Schools

Mrs. Betsy Fanning

Head of School, Trident Academy

Dr. Randy Page

Chief of Staff, Bob Jones University

# DONOR TAX CREDIT

Individuals and corporations who pay South Carolina taxes are eligible to donate to Exceptional SC's scholarship fund. Donations to Exceptional SC are claimed as state tax credits.



South Carolina individuals and businesses donate to Exceptional SC.



Donors complete the Exceptional SC Donation Form, and Exceptional SC notifies the SCDOR of the donation.



The SCDOR confirms the credit amount, provided the statewide \$12 million cap has not been met.



Donors claim the credit amount with their SC income taxes using SC1040TC or SC1120TC (code 057).

## For tax year 2023, donors were:

- Eligible to claim a dollar-for-dollar credit on state income tax liability **or** entitled to a tax credit against bank taxes imposed pursuant to Chapter 11, Title 12
- Limited to a maximum credit claim that is 75% of their one-year tax liability
- Not allowed to designate a specific student or school as beneficiary
- Limited by a first come, first served annual statewide cap of \$12 million

**\$6,202,243**  
credits approved

**\$44,620**  
average gift per  
donor

**139**  
total donors

*Data provided by the SCDOR.*

# PARENTAL TAX CREDIT —●

Parents or guardians of exceptional needs students attending eligible schools can apply for a refundable tax credit (referred to as Parental Tax Credit or Parental Refundable Credit) toward their South Carolina income tax bill. This credit can only be claimed for actual out-of-pocket spending on tuition, up to \$11,000. There is a statewide cap of \$2 million, with a possibility to be raised to \$5 million. Credits are reserved on a first come, first served basis. For tax year 2023, the credit cap was \$5 million.



Parents make tuition payments to an eligible school for their exceptional needs child.



Parents apply to request the credit. Parents should keep documentation of the child's eligibility for their own records.



The SCDOR confirms the "reservation" of the credit, so long as the statewide cap has not been met.



When the parent files SC income taxes, the Parental Tax Credit amount is used to complete Form I-361.

**\$8,464,692**

total tax year 2023 credits applied for

**997**

applicants

**575**

recipients

**\$8,696**

average credit  
per recipient

**\$5 million** credits approved

*Data provided by the SCDOR.*

# STUDENTS

Act 247 calls for reporting demographic and socio-economic data for participants and their families, including the distribution of scholarship funds by income ranges.

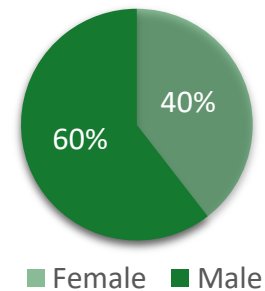
Applicants reported the information below.

## PARENTAL TAX CREDIT RECIPIENTS

Data reported by applicants on credit application—not all applicants responded

Household Income Range	# of Recipients
\$0-50,000	16
\$50,001-100,000	78
\$100,001-150,000	117
\$150,001-200,000	107
\$200,001-250,000	79
\$250,001-300,000	37
\$300,001+	121

Age	# of Students
5-10	199
11-15	285
16+	91



**\$6,979**

average estimated  
additional expenses  
of caring for  
exceptional needs  
child

**2**

average number  
of children in the  
home

**1**

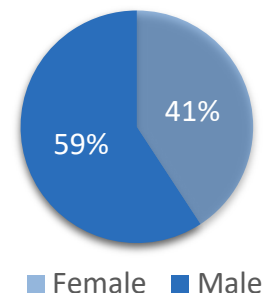
average number  
of exceptional  
needs children  
in the home

## SCHOLARSHIP RECIPIENTS

Data reported by applicants on scholarship application—not all applicants responded

Household Income Range	# of Recipients
\$0-50,000	136
\$50,001-100,000	314
\$100,001-150,000	340
\$150,001-200,000	183
\$200,001-250,000	101
\$250,001-300,000	64
\$300,001+	183

Age	# of Students
5-10	368
11-15	634
16+	320



**\$6,400**

average estimated  
additional expenses  
of caring for  
exceptional needs  
child

**2**

average number  
of children in the  
home

**1**

average number  
of exceptional  
needs children  
in the home

# SCHOOLS

Schools apply to the EOC to participate in the ECENC program. A list of eligible schools is available on the EOC's website ([eoc.sc.gov](http://eoc.sc.gov)).

To receive an Exceptional SC scholarship grant for an exceptional needs student, the school must:

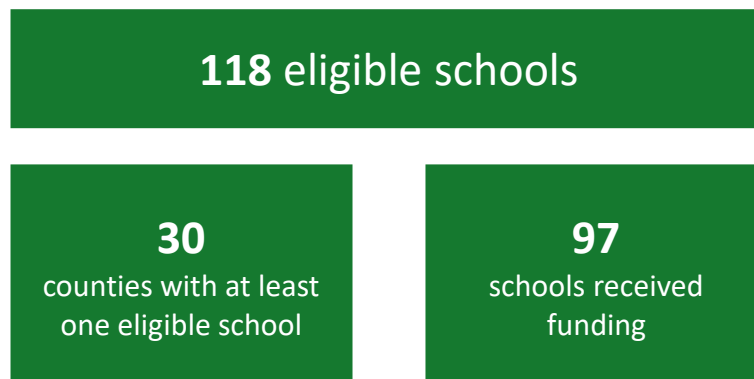
- Be a private primary or secondary school physically located within South Carolina;
- Not discriminate on basis of race, color, or national origin in their admission of students;
- Use a curriculum which includes courses listed in state diploma requirements;
- Use national or state standardized testing and provide test scores to the EOC;
- Have physical facilities that meet local, state, and/or federal laws;
- Be a member of SACS, SCACS, Palmetto Association of Independent Schools, and/or SCISA;
- Complete an annual compliance audit.

Each year, private schools interested in participating in this program must apply for eligibility with the EOC. This application process helps protect students and families by ensuring schools meet and continue to meet the program eligibility requirements.

To be considered for eligibility, a school must initially provide the EOC with:

- An Application to Participate which includes standards the school has met or intends to meet and reporting requirements in compliance with state law,
- Assessment score data from the previous school year,
- A Statement of Services with information on the services and/or resources exceptional needs students receive and what needs those services are geared toward,
- The number of grants and funding received in the previous school year,
- A copy of an audit of the organization's financial statements relating to the grants received.

School eligibility for participation occurs during the school year. The information provided by the EOC to the SCDOR is based on the fiscal year.



*Data provided by the EOC and Exceptional SC.*

# GRANTS BY SCHOOL

The EOC approved 118 schools to participate in the FY24 ECENC program. The following 97 schools received funding from Exceptional SC grants issued for scholarship recipients.

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
All Saints Episcopal Day School	<10	\$14,500
<b>Anderson Christian School</b>	<b>&lt;10</b>	<b>\$16,500</b>
Ashley Hall	<10	\$56,700
<b>Beaufort Academy</b>	<b>&lt;10</b>	<b>\$7,800</b>
Ben Lippen School	19	\$79,500
<b>Bishop England High School</b>	<b>33</b>	<b>\$145,200</b>
Blessed Sacrament School	<10	\$15,300
<b>Bob Jones Academy</b>	<b>31</b>	<b>\$62,000</b>
Calhoun Academy	<10	\$6,500
<b>Calvary Christian School—Greer</b>	<b>&lt;10</b>	<b>\$8,600</b>
Camden Military Academy	<10	\$38,000
<b>Camperdown Academy</b>	<b>146</b>	<b>\$989,600</b>
Cardinal Newman School	39	\$178,600
<b>Carolina Christian Academy</b>	<b>&lt;10</b>	<b>\$1,100</b>
Chabad Jewish Academy	<10	\$6,600
<b>Charleston Collegiate School</b>	<b>13</b>	<b>\$60,000</b>
Charleston Day School	<10	\$14,800
<b>Christ Church Episcopal School</b>	<b>72</b>	<b>\$391,400</b>
Christ Our King-Stella Maris Catholic School	28	\$62,000
<b>Christian Hope Academy</b>	<b>&lt;10</b>	<b>\$2,600</b>
Clarendon Hall School	<10	\$2,400
<b>Coastal Christian Preparatory School</b>	<b>&lt;10</b>	<b>\$7,300</b>
Colleton Preparatory School	19	\$57,000
<b>Cross Schools</b>	<b>&lt;10</b>	<b>\$3,400</b>
Crown Leadership Academy	12	\$28,100
<b>Cutler Jewish Day School</b>	<b>&lt;10</b>	<b>\$2,600</b>

# GRANTS BY SCHOOL

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
<b>Divine Redeemer Catholic School</b>	<b>&lt;10</b>	<b>\$8,200</b>
Dorchester Academy	<10	\$16,800
<b>Einstein Academy</b>	<b>&lt;10</b>	<b>\$16,200</b>
First Presbyterian Academy	22	\$73,444
<b>Five Oaks Academy</b>	<b>&lt;10</b>	<b>\$3,300</b>
Glenforest School	44	\$217,800
<b>Grace Christian School</b>	<b>&lt;10</b>	<b>\$34,000</b>
Hammond School	<10	\$50,300
<b>Hampton Park Christian School</b>	<b>16</b>	<b>\$32,800</b>
Heathwood Hall Episcopal School	25	\$142,600
<b>Hidden Treasure Christian School</b>	<b>38</b>	<b>\$224,200</b>
Hilton Head Christian Academy	11	\$53,300
<b>Hilton Head Preparatory School</b>	<b>&lt;10</b>	<b>\$3,200</b>
HOPE Academy	42	\$134,400
<b>Hope Christian Academy</b>	<b>&lt;10</b>	<b>\$31,500</b>
James Island Christian School	<10	\$7,900
<b>John Paul II Catholic School</b>	<b>10</b>	<b>\$41,000</b>
Mason Preparatory School	<10	\$35,400
<b>Mead Hall Episcopal School</b>	<b>&lt;10</b>	<b>\$6,900</b>
Miracle Academy Preparatory School	<10	\$13,200
<b>Mitchell Road Christian Academy</b>	<b>24</b>	<b>\$77,100</b>
Nativity Catholic School	<10	\$8,300
<b>Northside Christian Academy</b>	<b>12</b>	<b>\$23,300</b>
Oakbrook Preparatory School	10	\$34,700
<b>Oconee Christian School</b>	<b>&lt;10</b>	<b>\$9,400</b>
Orangeburg Preparatory School	<10	\$6,000
<b>Our Lady of Peace Catholic School</b>	<b>17</b>	<b>\$30,600</b>
Our Lady of the Rosary Catholic School	11	\$35,000



# GRANTS BY SCHOOL

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
<b>Palmetto Christian - Greenwood</b>	<b>&lt;10</b>	<b>\$7,200</b>
Palmetto Christian Academy Mt. Pleasant	23	\$75,900
<b>Patrick Henry Academy</b>	<b>22</b>	<b>\$28,600</b>
Pee Dee Academy	<10	\$34,000
<b>Porter-Gaud School</b>	<b>&lt;10</b>	<b>\$56,137</b>
Prince of Peace Catholic School	<10	\$14,500
<b>Providence Classical School of Rock Hill</b>	<b>&lt;10</b>	<b>\$15,700</b>
Sandhills School	72	\$498,800
<b>Southside Christian School</b>	<b>60</b>	<b>\$232,228</b>
Spartanburg Christian Academy	<10	\$2,000
<b>Spartanburg Day School</b>	<b>19</b>	<b>\$126,400</b>
St. Andrew Catholic School	<10	\$12,400
<b>St. Anne Catholic School - Rock Hill</b>	<b>&lt;10</b>	<b>\$9,800</b>
St. Anthony Catholic School - Florence	<10	\$8,000
<b>St. Anthony of Padua Catholic School</b>	<b>&lt;10</b>	<b>\$9,900</b>
St. Elizabeth Ann Seton Catholic High	<10	\$5,000
<b>St. Francis by the Sea Catholic School</b>	<b>&lt;10</b>	<b>\$14,400</b>
St. Gregory the Great Catholic School	<10	\$7,100
<b>St. John's Christian Academy</b>	<b>10</b>	<b>\$15,987</b>
St. John Catholic School - Charleston	14	\$42,000
<b>St. John Neuman Catholic School</b>	<b>&lt;10</b>	<b>\$19,800</b>
St. Joseph Catholic School - Anderson	<10	\$6,500
<b>St. Joseph Catholic School - Columbia</b>	<b>15</b>	<b>\$36,500</b>
St. Joseph Catholic School - Greenville	20	\$89,350
<b>St. Michael Catholic School</b>	<b>&lt;10</b>	<b>\$5,400</b>
St. Peter's Catholic School - Beaufort	<10	\$3,700
<b>Step of Faith Christian Academy</b>	<b>&lt;10</b>	<b>\$1,300</b>
Sumter Christian School	<10	\$7,200

# GRANTS BY SCHOOL

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
Temple Christian High School	<10	\$3,600
<b>The Chandler School</b>	<b>50</b>	<b>\$296,900</b>
The Charleston Catholic School	<10	\$27,000
<b>The Complete Student</b>	<b>16</b>	<b>\$29,600</b>
The Cooper School	<10	\$20,100
<b>The King's Academy</b>	<b>17</b>	<b>\$60,000</b>
Thomas Hart Academy	<10	\$14,500
<b>Thomas Heyward Academy</b>	<b>&lt;10</b>	<b>\$15,300</b>
Thomas Sumter Academy	<10	\$9,400
<b>Timmerman School</b>	<b>&lt;10</b>	<b>\$13,800</b>
Trident Academy	44	\$357,800
<b>Westgate Christian School</b>	<b>&lt;10</b>	<b>\$1,400</b>
Westminister Catawba Christian School	19	\$73,060

*Data provided by Exceptional SC.*

# DATA BY COUNTY

The chart below provides the number of eligible schools, Exceptional SC scholarship recipients, and Parental Tax Credit recipients by county. For FY24, 16 of South Carolina's 46 counties did not have an eligible school participate in the program.

SC County	# of Grant Recipients	# of Credit Recipients	# of Eligible Schools
Abbeville	0	0	0
Aiken	0	<10	3
Allendale	0	0	0
Anderson	26	<10	5
Bamberg	0	0	0
Barnwell	0	0	0
Beaufort	33	<10	8
Berkeley	61	<10	4
Calhoun	12	0	1
Charleston	359	20	18
Cherokee	0	0	0
Chester	<10	0	1
Chesterfield	0	0	0
Clarendon	<10	0	2
Colleton	28	<10	1
Darlington	<10	0	1
Dillon	0	0	0
Dorchester	10	<10	2
Edgefield	0	0	0
Fairfield	0	0	0
Florence	27	0	4
Georgetown	0	<10	1
Greenville	333	128	19

SC County	# of Grant Recipients	# of Credit Recipients	# of Eligible Schools
Greenwood	0	0	1
Hampton	21	0	1
Horry	20	0	7
Jasper	10	0	3
Kershaw	<10	<10	1
Lancaster	<10	0	2
Laurens	0	0	0
Lee	0	0	0
Lexington	11	10	3
Marion	<10	<10	1
Marlboro	0	0	0
McCormick	0	0	0
Newberry	<10	0	1
Oconee	<10	0	2
Orangeburg	<10	0	1
Pickens	<10	<10	1
Richland	199	39	13
Saluda	0	0	0
Spartanburg	72	12	5
Sumter	11	0	3
Union	0	0	0
Williamsburg	0	0	0
York	37	<10	3

Data provided by Exceptional SC (grant recipients), the SCDOR (credit recipients), and the EOC (schools).

# CONTACTS

---

## **SOUTH CAROLINA DEPARTMENT OF REVENUE**

### **Hartley Powell**

Director  
803-898-5040  
Director@dor.sc.gov

### **Meredith Cleland**

Government Services  
803-898-5402  
Meredith.Cleland@dor.sc.gov

### **Bonnie Swingle**

803-898-5281  
Bonnie.Swingle@dor.sc.gov

## **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

### **Dana Yow**

Executive Director  
803-734-6164  
danay@eoc.sc.gov

## **EXCEPTIONAL SC**

### **Edward Earwood**

Chairman of the Board  
843-513-5010  
earwood@christianeducation.org

## Appendix E: Assessments

[illegible]

[illegible]

[illegible]

[illegible]



Glenforest School	K-12	Fast Bridge	10-11	PSAT	11-12	ACT	11-12	SAT	K-8	SRA Mastery		
Greenville Classical Academy	3-9	Iowa Assessment	10-11	PSAT	10	Classical Learning Test	11-12	CLT				
Hammond School	3-8	ERB's CTP	9-11	PSAT	12	SAT						
Hampton Park Christian School	K5-12	Iowa Assessment										
Harvest Community School	3-11	Iowa Assessment										
Hawthorne Christian Academy	K-12	Iowa Assessment	9-11	PSAT	10-12	SAT						
Heathwood Hall Episcopal School	2-8	ERB's CTP	9-11	PSAT	11	SAT	11	ACT				
Hidden Treasure Christian School	K-12	Woodcock-Johnson IV										
Hilton Head Christian Academy	K-9	MAP	8-9	PSAT 8/9	8-11	PSAT/NMSQT	12	SAT		AP		

[illegible]

Miracle Academy Preparatory School	K5-7	Stanford 10										
Mitchell Road Christian Academy	K-8	MAP/Growth										
Montessori School of Anderson	2-9	MAP	4-8	Stanford 10	10-12	ACT	8-11	PSAT	12	SAT		
Montessori School of Florence	5K-1	MAP Growth	2-6	MAP (Language)								
Nativity Catholic School	K-8	MAP										
Newberry Academy	K5	CogAT	1-8	Iowa Assessment	8-10	PSAT	11-12	SAT				
Northside Christian Academy	K-12	Iowa	11-12	SAT								
Oakbrook Preparatory School	3-8	ERB CTP	8-11	PSAT	8-12	AP	8-12	SAT	8-12	ACT		
Oconee Christian Academy	K-11	Iowa Assessment	8-9	PSAT 8/9	8-9	PreACT 8/9						

Orangeburg Preparatory Schools, Inc.	3-9	MAP	10-11	PSAT								
Our Lady of Peace Catholic School	K-8	MAP										
Our Lady of the Rosary Catholic School	K-11	MAP	7-11	PSAT	12	SAT	11-12	ACT				
Palmetto Christian Academy of Greenwood (PCAG)	K5-8	Iowa/CogAT	8-10	PSAT	11	PSAT/NMSQT	12	SAT				
Palmetto Christian Academy- Mt. Pleasant	K-7	MAP	8-9	PSAT	10-11	PSAT/NMSQT						
Patrick Henry Academy	2-7	ERB-CTP 5	8-11	PSAT	10-12	SAT	10-12	ACT				
Pee Dee Academy	1-11	MAP	11-12	SAT	8-11	PSAT						
Porter-Gaud School	3-8	ERB-CTP 5	9	PSAT 9	10	PreACT	11	PSAT/NMSQ T	12	SAT/ACT		

Prince of Peace Catholic School	K-8	MAP										
Providence Classical School of Rock Hill	K-8	Iowa Assessment	7-11	PSAT 10	11-12	SAT						
Red Rose City Academy												
Ridge Christian Academy												
Riverpointe Christian Academy												
Sandhills School	1-8	Woodcock-Johnson IV	9-12	PACT								
Southside Christian School	K-8	MAP	9	PreACT	10-11	PSAT						
Spartanburg Christian Academy	K-8	Stanford 10	9	PreACT	10-11	PSAT 10/11						
Spartanburg Day School	1-4	MAP	3-7	ERB	8-9	PSAT 8/9	10-11	PSAT/NMSQT	12	SAT		

[illegible]

[illegible]

[illegible]



Temple Christian Academy												
Temple Christian High School	6-7, 9-10, 12	Iowa Assessment										
The Chandler School	K-8	Stanford 10	1, 3, 5, 7	OLSAT	3, 7, 8	Stanford 10						
The Charleston Catholic School	K-8	MAP										
The Complete Student	5-9	Wilson Reading Assessment	10-12	ACT								
The Cooper School	3-8	ERB's CTP5										
The King's Academy	2-8	Iowa Flex	9-11	PSAT	12	SAT	12	ACT				
The Timmerman School	1-8	Stanford 10										
Thomas Hart Academy	1-8	Iowa										
Thomas Heyward Academy	3-7	IOWA TBS	3, 5, 7	OLSAT	10	PSAT/NMSQT	11	SAT				

Thomas Sumter Academy, Inc.	1-8	Terra Nova	9-11	PSAT	11-12	SAT						
Trident Academy	3-12	Gates MacGinitie	3-12	WRAT								
Trinity Christian Educational School	K-12	Stanford 10										
Valorous Academy	K-12	Iowa Form E Core										
Victory Bible Christian School												
Westgate Christian School	K5-11	Iowa Assessment										
Westminster Catawba Christian School	3-8	Iowa	9	PSAT 8/9	10-11	PSAT/NMSQT	12	SAT				

Appendix F: Assessment Data for Schools with 51% of Total  
Enrollment Participating in ECENC:

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**  
**2024-25**

**Independent School Name:** Camperdown Academy

**School-level Assessment Results**

Grade	English Language Arts (Reading)	Mathematics
1 <sup>st</sup>	Gates-MacGinitie Reading Tests	GMADE*
2 <sup>nd</sup>	Gates-MacGinitie Reading Tests	GMADE
3 <sup>rd</sup>	Gates-MacGinitie Reading Tests	GMADE
4 <sup>th</sup>	Gates-MacGinitie Reading Tests	GMADE
5 <sup>th</sup>	Gates-MacGinitie Reading Tests	GMADE
6 <sup>th</sup>	Gates-MacGinitie Reading Tests	GMADE
7 <sup>th</sup>	Gates-MacGinitie Reading Tests	GMADE
8 <sup>th</sup>	Gates-MacGinitie Reading Tests	GMADE


\*Group Mathematics Assessment and Diagnostic Evaluation (GMADE)

Each grade level had more than 10 students.

**Staff Person Responsible for Assessment Information**

Name            Suzanna Greer  
Title            Head/Fellow of Orton-Gillingham Programs  
Phone           864-244-8899  
Email            sgreer@camperdown.org

**Individual Submitting School-level Assessment Information**

Signature   
Date            August 8, 2024  
Printed Name Dan Blanch  
Title            Head of School  
Email            dblanch@camperdown.org

**Camperdown Academy**  
**Assessment Results for Spring 2024**

**Reading Scores**  
**Gates-MacGinitie Reading Tests**

<b>Grade</b>	<b>Number of Students</b>	<b>Mean Scaled Score</b>	<b>Normal Curve Equivalent of Mean Scaled Score</b>	<b>Percentile Rank of Mean Scaled Score</b>
1st	13	352	35	24
2nd	19	421	44	39
3rd	33	447	38	28
4th	36	472	36	26
5th*	37	491	36	25
6th	12	523	47	45
7th	18	525	44	39
8th	16	546	55	59

**Math Scores**  
**GMADE**

<b>Grade</b>	<b>Number of Students</b>	<b>Mean Standard Score</b>	<b>Normal Curve Equivalent of Mean Standard Score</b>	<b>Percentile Rank of Mean Standard Score</b>
1st	13	88	33	21
2nd	19	96	44	39
3rd	33	102	53	55
4th	36	102	53	55
5th	36	99	49	47
6th*	13	101	51	53
7th	18	88	33	21
8th	16	92	39	30

\*One 5<sup>th</sup> grade student was enrolled in 6<sup>th</sup> grade math. His assessments matched his grade placement for each subject.

## Document C

### Assessment Data

#### Educational Credit for Exceptional Needs Children (ECENC) Program

2024-25

Independent School Name: Einstein Academy

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

#### School-level Assessment Results

In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other
4 <sup>th</sup> (1)	MAP	MAP	
5 <sup>th</sup> (2)	MAP	MAP	
6 <sup>th</sup> (1)	MAP	MAP	
7 <sup>th</sup> (2)	MAP	MAP	

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. In reporting the achievement level, the school can use mean/median scale scores, national percentile rankings, stanines, grade equivalents, etc.

The individual submitting school-level assessment information must sign below.

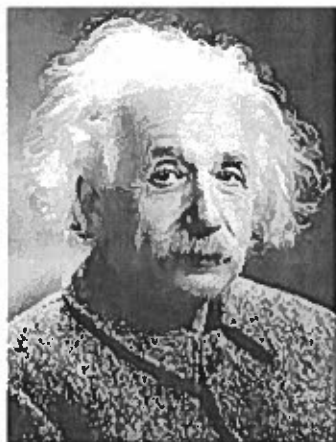
Signature: Mary Olsen

Date: 8-26-24

Print Name of Signature Above: Mary Olsen

Title: Administrator

Email: MOlsen@einsteinacademysc.org



'Einstein Academy for children who think and learn differently'

Einstein Academy

@ First Baptist Church

Suite D-100, 847 Cleveland Street

Greenville, SC 29601 (864) 269-8999 Email:

info@einsteinacademysc.org

<http://einsteinacademysc.org>

8-28-24

To Whom It May Concern,

Einstein Academy cannot comply with the ECENC Reporting Requirement to the EOC for SchoolLevel Assessment Data. The test that was administered. MAPs in Math and MAPs in English/Language Arts had less than 10 students in each grade level for SY2022-23.

Sincerely,

*Mary Olsen*

Mary Olsen

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2024-25**

**Independent School Name:** Glenforest School

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

In the chart below, please list the **NAME** of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other
K-12	FastBridge	FastBridge	
10-11	PSAT	PSAT	
11-12	ACT, SAT	ACT, SAT	
K-8	SRA mastery	SRA mastery	

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

The individual submitting school-level assessment information must sign below.

**Signature:** Heather Miller

**Date:** 8-16-24

**Print Name of Signature Above:** Heather Miller

**Title:** Head of School

**Email:** hmilller@glenforest.org





**GLENFOREST  
SCHOOL**  
*A Positive Place to Learn*

August 16, 2024

To ExceptionalSC and the SC Education Oversight Committee,

Glenforest School had the enrollment of 64 students for the 2024-2025 school year. In our K-12 program, we had no grade level with more than 10 students. Glenforest School currently provides FastBridge Benchmark and Progress Monitoring for math, reading and social/emotional growth. Students in our GROW program who are non-verbal are given Norm-Referenced SRA Mastery Test along with documentation and other evaluations through our contractual Speech Therapy, Occupational Therapy, and ABA Therapy treatment plans for academic, behavior, social, and language growth.

Sincerely,

Heather Miller  
Head of School  
Glenforest School  
[hmiller@glenforest.org](mailto:hmiller@glenforest.org)  
803-796-7622

**Document C**  
**Assessment Data**

Educational Credit for Exceptional Needs Children (ECENC) Program

**2024-25**

Independent School Name: Hope Christian Academy

A school applying for participation in the ECENC Program must provide directly to the EOC by September 1 the following:

**School-level Assessment Results**

In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other
5th/6th	Woodcock Johnson IV	Woodcock J. IV	
9th	"	"	
10th	"	"	
11th	"	"	
12th	"	"	

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

The individual submitting school-level assessment information must sign below.

Signature: Caroline Dodd

Date: 7-17-24

Print Name of Signature Above: Caroline Dodd

Title: Director

Email: carolinesdodd@hotmail.com

# HCA

## HOPE CHRISTIAN ACADEMY

### Officers

Ethan Ware, President  
Kay Ware, Vice President  
Stephanie Estep Cordum,  
Secretary/Treasurer

### Board of Directors

Mr. Edward Earwood  
Mrs. Denna Handford  
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Mrs. Kay Ware

### Past Board Members

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Ms. Cathy Dreher Trzcinski  
Mr. Ken East  
Dr. Wendell Estep  
Mr. Robert Graham  
Ms. Dianne Gregory  
Mark Posey, PhD.  
Mr. Mike Ragin, CFP, CWPP

### Director

Mrs. Caroline Dodd

### Educational Consultant

Ms. Jill Sinclair, M. Ed.

Phone:  
803-318-6357  
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803-790-4028

Mailing Address:  
545 Alexander Cir.  
Columbia, SC, 29206

Location:  
Grace Christian School  
416 Denham Ave.  
West Columbia, SC 29169  
Web: [www.hcatoday.org](http://www.hcatoday.org)

## School-level Assessment Results Hope Christian Academy 2023-2024

Hope Christian Academy specifically exists to meet the needs of only exceptional needs students with documented disabilities. We document students' academic and social development by administering the Woodcock-Johnson IV each year. For the 2023-2024 school year no grade tested had 10 or more students. We did not have 10 students in any given grade level. We only had 11 students total in our school.

Hope Christian Academy will not be providing the SC Education Oversight Committee with any information that may be personally identifiable as described in Act 247 of 2018 and the Family Educational Rights and Privacy Act.

Caroline Dodd  
Director  
Hope Christian Academy  
[carolinesdodd@hotmail.com](mailto:carolinesdodd@hotmail.com)

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2024-25**

**Independent School Name:**        **Hidden Treasure Christian School**

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

**In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year.** Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

<b>Grade</b>	<b>English language arts (Reading)</b>	<b>Mathematics</b>	<b>Other</b>
K-12	Woodcock-Johnson IV	Woodcock-Johnson IV	Woodcock-Johnson IV
	<i>(Achievement, Cognitive, and Oral Language)</i>	<i>(Achievement, Cognitive, and Oral Language)</i>	<i>(Achievement, Cognitive, and Oral Language)</i>

**For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year.** The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

**The individual submitting school-level assessment information must sign below.**

**Signature:** \_\_\_\_\_

**Date:** 8-15-24

**Print Name of Signature Above:** JACKIE MATHIEUS

**Title:** Administrative Assistant

**Email:** jmatheus@hiddentreasure.org

# HIDDEN TREASURE CHRISTIAN SCHOOL, TAYLORS SC - RECIPIENTS OF EXCEPTIONALSC FOR 2023-24

## 2023-24 School Results for Woodcock/Johnson Psycho-Educational Battery IV

### Results Taken From the Achievement Section of the WCJIV

#### Grade Equivalents Being Used

GRADE (HTCS IS PERFORMANCE BASED--NOT GRADE PLACEMENT)	BASIC READING SKILLS	BROAD WRITTEN LANGUAGE	BROAD MATHEMATICS
	GE	GE	GE
1	>17.9	>17.9	>17.9
2	5.8	4	3.4
3	6.4	6.8	8.5
4	5.8	4.9	4.4
5	9.2	6.5	8.4
6	13	>17.9	9.5
7	6.6	8.5	5.4
8	3.6	3.2	4.2
9	3.4	2.1	5.4
10	1.5	2.8	2.1
11	2.4	4.3	5.8
12	6.2	6.8	8.5
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2024-25**

**Independent School Name:** Hope Academy

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

The individual submitting school-level assessment information must sign below.

**Signature:** 

**Date:** 8/21/2024

**Print Name of Signature Above:** David Hill

**Title:** Education Coordinator

**Email:** davidhill@projecthopesc.org

# Project

HOPE  
Foundation

David Hill

Project Hope Foundation, Hope Academy

424 N. Highway 101 Landrum, SC 29536

8/21/2024

To whom it may concern,

Hope Academy serves students across the autism spectrum from students who are ready to mainstream to students who require significant support to build communication, social, behavioral, and academic skills. In order to provide classrooms that provide the support our students need, we have three tiers of classes: Groundbreakers, Pathfinders, and Trailblazer.

Students in our Pathfinder and Trailblazer classrooms take the NWEA/MAP test. Due to our unique service model and the needs of the population we serve, all of our classes maintain a small ratio of students to teachers that falls below 10 students. All of our students also have their academic, social, and behavioral goals assessed, tracked, and documented according to their ABA treatment plan during their daily class and ABA sessions. Teachers also utilize curriculum benchmark assessments to track student progress. They also create academic goals for each student based on the SC State Standards and monitor student progress utilizing various curriculum-based assessments.

Students in our Groundbreakers program participate in an individualized education program with ABA support in the classroom. These students' academic, social, behavioral, and vocational goals are tracked according to their individual treatment plans, assessed and documented daily by their RBT therapist, and shared with parents monthly via team meetings in which that student's BCBA, RBT therapists, parents, and teachers participate. These treatment plans are maintained as part of their student record. Please do not hesitate



to reach out for further information or clarification on our assessment and progress monitoring processes.

Thank you.

A handwritten signature in black ink, appearing to read "David Hill".

David Hill  
Education Coordinator  
Hope Academy



**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2024-25**

**Independent School Name:** Sandhills School

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

In the chart below, please list the **NAME** of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other
1-8	Woodcock Johnson IV	—————→	
9-12	PACT	—————→	

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

The individual submitting school-level assessment information must sign below.

**Signature:** Erica Ludovina

**Date:** May 21, 2024

**Print Name of Signature Above:** Erica Ludovina

**Title:** Dean of Curriculum & Engagement

**Email:** ERICA.LUDOVINA@SANDHILLS.SCHOOL

3rd Grade

Woodcock Johnson IV, Achievement Results, 2024

English A) Letter-Word Identification		
Grade-Equivalent	Scaled Score	Percentile
2.9	92	29
1.3	70	2
4.3	105	63
2.9	93	32
2.4	89	22
1.9	82	11
2.3	88	21
3.4	97	42
2.6	89	24
1.2	69	2
2.0	82	11
2.9	93	32
1.9	80	9
2.9	92	29
9.7	126	96
3.6	99	48
3.0	90	30

English B) Spelling		
Grade-Equivalent	Scaled Score	Percentile
2.2	84	14
2.0	84	14
5.7	116	85
2.0	84	14
1.8	81	11
2.0	84	14
3.5	99	48
3.5	98	44
3.1	94	35
1.3	74	4
1.5	75	5
2.4	88	21
2.0	83	12

2.2	84	14
6.5	118	88
4.5	76	6
<b>2.9</b>	<b>89</b>	<b>27</b>

**English C) Passage Comprehension**

<b>Grade-Equivalent</b>	<b>Scaled Score</b>	<b>Percentile</b>
2.7	92	29
1.8	79	8
2.9	95	37
3.6	99	49
1.8	79	8
1.4	73	3
2.5	91	28
4.5	105	62
2.4	88	21
1.2	66	1
1.7	76	5
3.3	97	43
2.7	92	30
2.7	92	29
5.1	107	68
2.7	93	32
<b>2.7</b>	<b>89</b>	<b>28</b>

**English D) Writing Samples**

<b>Grade-Equivalent</b>	<b>Scaled Score</b>	<b>Percentile</b>
3.5	98	45
4.2	103	58
3.5	99	47
3.8	101	52
2.6	94	34
2.9	96	40
5.8	110	75
6.4	111	77
3.5	99	46
5.2	107	69
7.9	116	86

7.1	114	83
3.5	99	46
3.5	98	45
7.1	113	80
6.4	112	78
4.8	104	60

English E) Word Attack		
Grade-Equivalent	Scaled Score	Percentile
5.7	108	70
3.2	97	42
10.2	119	90
5.7	109	72
1.7	82	11
2.1	87	20
3.6	100	50
4.9	105	63
3.6	99	47
3.2	97	42
4.1	102	55
4.1	102	57
3.6	99	47
5.7	108	70
8.1	115	84
4.1	102	57
4.6	102	55

Math A) Applied Problems		
Grade-Equivalent	Scaled Score	Percentile
4.6	106	66
0.8	63	1
4.6	108	70
2.3	84	15
2.8	90	26
1.6	75	5
2.0	82	12
5.0	110	74
3.6	98	45

2.3	84	15
3.1	92	31
4.2	105	63
3.9	101	53
4.6	106	66
5.5	112	78
3.9	102	56
<b>3.4</b>	<b>95</b>	<b>42</b>

<b>Math B) Calculation</b>		
<b>Grade-Equivalent</b>	<b>Scaled Score</b>	<b>Percentile</b>
3.8	99	47
5.3	113	81
4.3	106	64
4.0	103	58
3.5	98	45
2.2	82	12
2.2	82	12
4.3	105	62
4.6	107	68
2.9	91	27
2.6	85	16
3.3	96	39
3.3	95	36
3.8	99	47
4.3	104	60
4.3	106	64
<b>3.7</b>	<b>98</b>	<b>46</b>

**5th Grade  
Woodcock Johnson IV, Achievement Results, 2024**

<b>English A) Letter-Word Identification</b>		
<b>Grade-Equivalent</b>	<b>Scaled Score</b>	<b>Percentile</b>
4.9	102	55
4.3	92	31
7.1	207	69
5.3	98	46
4.9	96	39
5.7	100	50
4.6	94	34
4.1	90	25
6.1	103	57
7.7	109	73
4.9	95	38
6.6	104	62
4.9	95	38
3.6	86	18
<b>5.3</b>	<b>105</b>	<b>45</b>

<b>English B) Spelling</b>		
<b>Grade-Equivalent</b>	<b>Scaled Score</b>	<b>Percentile</b>
4.2	96	40
3.3	82	12
3.7	86	18
3.7	86	18
6.1	102	56
3.7	85	17
6.5	84	14
2.5	74	4
4.4	92	29
4.0	87	20
3.5	83	13
4.9	95	36
3.5	83	13
2.7	76	5
<b>4.1</b>	<b>87</b>	<b>21</b>

English C) Passage Comprehension		
Grade-Equivalent	Scaled Score	Percentile
5.7	105	63
6.3	103	59
7.8	110	74
7.8	110	74
5.7	100	49
7.0	106	65
6.3	103	57
7.0	106	65
7.0	106	67
10.0	115	85
5.1	96	40
7.8	109	73
7.0	105	64
4.5	94	34
<b>6.8</b>	<b>105</b>	<b>62</b>

English D) Writing Samples		
Grade-Equivalent	Scaled Score	Percentile
5.8	104	61
5.8	101	52
10.6	114	82
8.8	111	76
7.9	107	69
5.8	100	51
8.8	110	75
13.0	117	87
13.0	117	88
6.4	103	57
7.1	105	62
6.4	103	57
5.2	98	44
6.4	103	57
<b>7.9</b>	<b>107</b>	<b>66</b>

<b>English E) Word Attack</b>
-------------------------------

Grade-Equivalent	Scaled Score	Percentile
4.9	101	52
8.1	108	69
8.1	108	69
4.1	95	37
6.7	104	59
5.7	100	50
8.1	107	68
8.1	108	69
8.1	107	68
5.7	100	50
4.9	97	42
6.7	104	59
5.7	100	50
4.9	97	43
<b>6.4</b>	<b>103</b>	<b>56</b>

Math A) Applied Problems		
Grade-Equivalent	Scaled Score	Percentile
6.0	108	70
5.0	97	41
5.0	97	41
7.6	108	71
6.7	105	62
3.1	79	8
6.7	105	62
7.6	108	69
5.0	97	41
5.5	99	47
2.8	75	5
6.7	105	62
5.0	96	39
4.6	93	33
<b>5.5</b>	<b>98</b>	<b>47</b>

Math B) Calculation		
Grade-Equivalent	Scaled Score	Percentile
5.7	105	63



6.2	104	61
6.6	107	69
6.6	107	69
6.2	103	59
5.3	97	43
6.2	103	59
5.0	95	36
5.3	98	45
6.2	103	59
5.0	94	35
6.6	107	67
7.7	112	79
5.7	100	51
<b>6.0</b>	<b>103</b>	<b>57</b>

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2024-25**

**Independent School Name:**       The Chandler School  

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**


In the chart below, please list the **NAME** of each **national achievement test** that was administered and the **grade in which the test is administered for the prior school year**. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other
	*SEE ATTACHED		

**For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year.** The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

**The individual submitting school-level assessment information must sign below.**

**Signature:** 

**Date:**   August 29, 2024  

**Print Name of Signature Above:**   Dana K. Blackhurst  

**Title:**   Head of School  

**Email:**   dana@thechandlerschool.org



August 29, 2024

For the 23-24 school year the following standardized tests were administered:

- Stanford 10 – K-8
- OLSAT – 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> graders

\*We are reporting the mean reading and math scores from the Stanford 10 for our 3<sup>rd</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade groups because they are the only groups with 10 or more students.

Stanford 10 Mean Results		
	Total Reading Mean National (NCE)	Total Math Mean National (NCE)
3 <sup>rd</sup> grade	36.5	27.9
7 <sup>th</sup> grade	42.1	27.6
8 <sup>th</sup> grade	44.2	32.5

Please let us know if you have any questions regarding this information.

Sincerely,

Dana K. Blackhurst

Head of School

**Document C**  
**Assessment Data**

**Educational Credit for Exceptional Needs Children (ECENC) Program**

**2023-24**

**Independent School Name:**      **Trident Academy**

A school applying for participation in the ECENC Program must provide directly to the EOC by **September 1** the following:

**School-level Assessment Results**

In the chart below, please list the **NAME** of each national achievement test that was administered and the **grade in which the test is administered for the prior school year**. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

<b>Grade</b>	<b>English language arts (Reading)</b>	<b>Mathematics</b>	<b>Other</b>
2-12	Gates MacGinitie		
2-12		GMADE	
1-12		WRAT	

**For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year.** The manual provides a template for schools to use in reporting mean scale scores, national percentile rankings, etc.

**The individual submitting school-level assessment information must sign below.**

**Signature:** \_\_\_\_\_

*Betsy A. Fanning*

**Date:** **September 1, 2023**

**Print Name of Signature Above:** **Betsy A. Fanning**

**Title:** **Head of School**

**Email:** **bfanning@tridentacademy.com**

Document C  
Assessment Data  
Trident Academy  
2022-2023 SY

Trident Academy will comply with the ECENC Reporting Requirement to the EOC for School Assessment Data for grades 3 and 4, our only grades with over 10 students. See the attached document with summary scores for our 3rd and 4th grades.

Trident Academy used several nationally normed assessments to monitor progress in ELA (Reading) and mathematics for SY 2022-23.

**MATHEMATICS ASSESSMENTS:**

During the 2022-2023 school year, our students' GMADE (Group Mathematics Assessment and Diagnostic Evaluation) average test scores increased by 27% over the course of the year.

During the 2022-2023 school year, our students' WRAT (Wide Range Achievement Test) Math average test scores increased by 8% over the course of the year.

**ELA ASSESSMENT:**

During the 2022-2023 school year, our students' Gates-MacGinitie Vocabulary average test scores increased by 26% over the course of the year.

During the 2022-2023 school year, our students' Gates-MacGinitie Comprehension average test scores increased by 33% over the course of the year.

During the 2022-2023 school year, our students' Gates-MacGinitie Total average test scores increased by 27% over the course of the year.

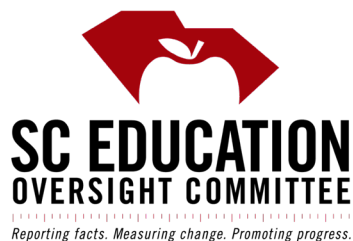
Trident Academy  
Grade Level Testing Summary  
2022-2023 SY

<b>THIRD GRADE</b>	MEAN STANINE	MEAN %ILE	MEAN GSV
NAME OF TEST	PRE/POST	PRE/POST	PRE/POST
Gates MacGinitie Vocabulary	3/3	14/25	
Gates MacGinitie Comprehension	3/3	15/19	
Gates MacGinitie Total	3/3	14/21	
Wide Range Achievement Math WRAT		7/26	457/475
Group Mathematics Assessment and Diagnostic Evaluation	2/4	9/27	479/487

<b>FOURTH GRADE</b>	MEAN STANINE	MEAN %ILE	MEAN GSV
NAME OF TEST	PRE/POST	PRE/POST	PRE/POST
Gates MacGinitie Vocabulary	3/4	24/27	
Gates MacGinitie Comprehension	3/4	18/31	
Gates MacGinitie Total	3/4	19/27	
Wide Range Achievement Math WRAT		9/21	474/485
Group Mathematics Assessment and Diagnostic Evaluation	2/4	10/25	486/492



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*The South Carolina Education Oversight Committee (EOC) is an independent, nonpartisan group of 18 educators, business people, and elected officials appointed by the legislature and governor. The EOC enacts the South Carolina Education Accountability Act of 1998, which sets standards for improving the state's K-12 educational system. The EOC reviews the state's education improvement process, assesses how schools are doing, and evaluates the standards schools must meet to build the education system needed to compete in this century.*





# EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED CHILDREN IN SC 2025 REPORT

PREPARED BY:  
DANA YOW  
AMINA ASGHAR

PRESENTATION TO:  
ACADEMIC STANDARDS AND ASSESSMENTS SUBCOMMITTEE

MAY 19, 2025



# Background

This annual report on the educational performance of military-connected students is produced as a requirement of Act 289, the Military Family Quality of Life Enhancement Act, which was passed in 2014 by the SC General Assembly. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop a comprehensive report on the educational performance of military-connected children:

*§59-18-100: The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.*

The 2025 report provides:

- Demographic details of military-connected students in SC from School Year 2023-24.
- An overview of the data collection and reporting at the State level related to military-connected students.
- An update on the academic performance and school attendance of military-connected students as reported for the 2023-24 school year and matching the 180 day enrollment files
- Existing structures and support for military-connected students in the State; and
- Findings and recommendations.



## Acknowledgements

The EOC staff is grateful for the assistance of local, state, and national organizations and staff in the development of this report.

Report contributors include:

Dr. Tremekia K. Priester  
Office of Student Intervention Services,  
SC Department of Education; SC  
Commissioner, Military Interstate Children's  
Compact Commission

Jason Fowler  
Military Affairs Coordinator  
SC Department of Veterans' Affairs

Dr. Sara Jane Arnett  
South Carolina Coordinator,  
Military Child Education Coalition (MCEC)

# Findings and Recommendations

## Findings

1. The demographics of military-connected students closely mirror the statewide, non-military-connected, public school population. A larger percentage of these students are educated in middle schools and are less likely to be pupils in poverty.
2. With no exceptions in the academic measures evaluated for this report, the performance of military-connected students in SC exceeds the performance of non-military-connected students, based on the data collected by school districts and available in the Student Information System.
3. The collection of military-connected status by school districts is improving. Commendation is given to Richland One School District; in 2020-21, three military-connected students were reported. For school year 2023-24, 406 military-connected students were reported.
4. With the exception of “Perfect Attendance” (less than 5% of days missed), military-connected students, as a group, were less likely to be chronically absent (missing 10% or more of the school year either excused or unexcused) than their non-military-connected peers.
5. There are significant challenges associated with reconciling different data sources collecting data on military-connected young people; based on the data from the Student Information System, there were 14,124 public school students connected to active duty personnel in school year 2023-24 while the total number of active duty personnel in SC as of December 2024, was reported to be 33,477.
6. Of the 20,468 total military-connected students reported by school districts in school year 2023-24, approximately 70 percent of these students attended one of ten school districts. Seventeen school districts report no military-connected students despite a federal requirement within ESSA to identify and collect military-connected students data as a distinct subgroup.



## Recommendations

1. Identifying military-connected students provides educators with critical information about students who are highly likely to move and frequently change schools, necessitating specialized attention of transitions and resources. SC school districts should require the collection of these data during school enrollment procedures and the data should be populated into the Student Information System.
2. In collaboration with the SC Dept of Veterans Affairs, include a data visualization including data related to this report on [dashboardSC.sc.gov](https://www.eoc.sc.gov/sites/eoc/files/Documents/Military%20Readiness%20Task%20Force.pdf), the EOC's Education Data Dashboard (work underway currently.)
3. Address the recommendations of the SC K-12 Military Readiness Task Force, adopted in June 2024.<sup>1</sup>

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<sup>1</sup> <https://www.eoc.sc.gov/sites/eoc/files/Documents/Military%20Readiness%20Task%20Force.pdf>

# Characteristics of Military-Connected Students in SC

Table 1: Characteristics and Demographics of Military-Connected Students (MCS) compared to Statewide Non-MCS Student Population

	MCS	Non-MCS
Characteristics and Demographics	Number and % of Military-Connected Student Population	Number and % of Non-Military-Connected Student Population
American Indian or Alaska Native	54 (.3%)	2,341 (.3%)
Asian	251 (1.2%)	14,737 (1.9%)
Black or African American	5,795 (28.3%)	238,886 (30.9%)
Hispanic or Latino	2,913 (14.2%)	107,620 (13.9%)
Native Hawaiian or Other Pacific Islander	61 (.30%)	919 (.12%)
White	9,654 (47.2%)	363,486 (47.0%)
Multiracial	1,733 (8.5%)	45,945 (5.9%)
High School Level Students	6,036 (29.5%)	246,474 (31.8%)
Middle Level Students	9,762 (47.7%)	355,201 (45.9%)
Elementary Level Students	4,670 (22.8%)	172,314 (22.3%)
Gifted and Talented	3,671 (17.9%)	122,967 (15.9%)
Student with a Disability (SWD)	2,534 (12.4%)	112,352 (14.5%)
Multilingual Learners (ML)	1,085 (5.3%)	80,175 (10.4%)
Pupils In Poverty (PIP)	6,990 (34.2%)	486,401 (62.8%)
Foster Care	32 (.2%)	3,156 (.4%)
Homeless	98 (.5%)	13,793 (1.8%)
Migrant	*	693 (.09%)

Source: Student Information System; provided by the SCDE at the request of the EOC.

\*data suppressed due to low student population



# Identification of and Reporting of MCS

Identification of military-connected students is challenging because there are various systems that collect and report on these young people. Some data are not publicly available. Although the numbers vary by data source and availability, each military-connected young person is part of a family where at least one member is sacrificing for this country. Table 2 shows the number of military personnel and Department of Defense Appropriated Fund (AFP) Civilian Personnel located or in South Carolina as of December 31, 2024.

Table 2:  
Number of Military and Dept. of Defense Appropriated Fund (AFP) Civilian Personnel

Active Duty: SC						
Army	Navy	Marine Corps	Air Force	Space Force	Coast Guard	Total
10,940	7,330	5,496	8,473	5	1,233	33,477
National Guard / Reserve: SC						
Army National Guard	Army Reserve	Navy Reserve	Marine Corps Reserve	Air National Guard	Air Force and Coast Guard Reserve	Total
9,454	3,911	571	394	1,374	2,280	17,984
APF DOD Civilian: SC						
Army	Navy	Marine Corps	Air Force	4th ESTATE DOD		Total
3,277	3581	742	2166	1216		10,982
					Grand Total: 62,443	

Sources: Active Duty Master File, Reserve Common Components Personnel Data System (RCCPDS) File, Appropriated Fund (APF) Civilian Master File, December 2024, <https://dwp.dmdc.osd.mil/dwp/app/dod-data-reports/workforce-reports>



## Federal Requirement for State Collection of Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015, as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a distinct subgroup for reporting purposes. Beginning in school year 2017-18, local education agencies (LEAs) were required to identify “students with status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty.” The purpose of collecting this information is to evaluate the specific educational needs and the effectiveness of the programs serving military-connected students.

The term ‘Active Duty’ is federally defined as full-time duty in the active military service of the United States. Active military service includes but is not limited to full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the secretary of the military department in which the member serves.

The term “full-time National Guard duty” means training or other duty, other than inactive duty – performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a state or territory, the Commonwealth of Puerto Rico, or the District of Columbia under for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.

The National Defense Authorization Act of 2020 amended Section 1111(h)(1)(C)(ii) of the ESEA to modify the definition of “military connected” by removing the term “active duty.” As amended, “military connected” means “status as a

student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code).” Under 10 U.S.C. 101(a)(4), “Armed Forces” is defined to include the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard, which would also incorporate their reserve components (i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves).

When ESSA required the identification and collection of military-connected students, South Carolina already had an established mechanism for collecting the information within the Student Information System (SIS), currently PowerSchool. In PowerSchool, a “Parent Military Status” field includes a drop-down list with eight possible student status options, which are outlined in Table 3.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field within the current Student Information System. The data are collected often via survey from parents and guardians at least once a year. The collection and reporting of these data is a requirement within ESSA.

The amended guidance outlined in the The National Defense Authorization Act of 2020 directs that “active duty” be removed as a status for a student to be considered military-connected. This report includes all students with codes 01-08 in Table 3.

Previous reports excluded codes 01 and 02; those students had not previously been considered as Military-connected. Therefore, comparisons with previous years’ reports should be made with caution.

**Table 3: Military-Connected Student Codes in PowerSchool, the SC Student Information System (SIS)**

Code	Meaning
00 or blank	Neither Parent nor Guardian is serving in any military service.
01	A Parent or Guardian is serving in the National Guard but is not deployed.
02	A Parent or Guardian is serving in the Reserves but is not deployed.
03	A Parent or Guardian is serving in the National Guard and is currently deployed.
04	A Parent or Guardian is serving in the Reserves and is currently deployed.
05	A Parent or Guardian is serving in the military on active duty but is not deployed.
06	A Parent or Guardian is serving in the military on active duty and is currently deployed.
07	The student’s Parent or Guardian died while on active duty within the last year.
08	The student’s Parent or Guardian was wounded while on active duty within the last year.

There is no standard collection and reporting standard for collecting student military-connected status by state although all typically collect it via a survey of parents and guardians.

South Carolina collects information about deceased and wounded military personnel so that appropriate school personnel can assist families and students who are grieving.

Based on the data collected within the Student Information System and summarized in Table 4, the population of military-connected students in SC public schools has been increasing. However, the data illustrate the challenge with reconciling the different data sources. Based on the data from PowerSchool, the SIS, there were 14,124 public school students connected to active duty personnel in School Year 2023-24 (codes 3-8) while the total number of active duty personnel in SC as of December 2024 was reported to be 33,477.



Table 4: Population of Military-Connected Students in South Carolina by School Year, as collected in the current SC Student Information System (SIS)

	SY 2021-22		SY 2022-23		SY 2023-24	
MILITARY CONNECTION	Number	Percent	Number	Percent	Number	Percent
National Guard, Not Deployed (01)	3,256	17.5%	3,311	16.4%	3,376	16.5%
Reserves, Not Deployed (02)	2,257	12.1%	2,748	13.6%	2,968	14.5%
National Guard, Active Deployment (03)	502	2.7%	583	2.9%	593	2.9%
Reserves, Active Deployment (04)	420	2.3%	360	1.8%	326	1.6%
Active Duty Military, Not Deployed (05)	9,465	50.8%	10,778	53.3%	10,859	53.1%
Active Duty Military, Deployed (06)	1,117	6.0%	1,134	5.6%	1,122	5.5%
Active Duty Military, Deceased in last year (07)	188	1.0%	176	.87%	183	.89%
Active Duty Military, Wounded in last year (08)	1,430	7.7%	1,131	5.6%	1,041	5.1%
GRAND TOTAL:	18,635	100%	20,221	100%	20,468	100.0%

Source: SC Department of Education, data reported to EOC; 180 day data collection



## Military-Connected Students in SC School Districts

Of the 20,468 military-connected students reported by school districts to SCDE in school year 2023-24, approximately 70 percent of the students attended one of the ten school districts listed in Table 5. Appendix A provides additional detail for all school districts.

**Table 5: Districts with the Largest Reported Percentage of Military Connected Students, SY 2023-24**

School District	SY 2023-24	
	Number of MCS in District	Percent of District Population identified as Military-Connected
Richland 2	3,780	13.1%
Kershaw	1,062	9.5%
Sumter	943	6.6%
Dorchester 2	1,738	6.5%
Horry	2,311	4.8%
Beaufort	935	4.3%
Florence 1	660	4.1%
Berkeley	1,619	4.1%
Lexington 1	942	3.5%
Anderson 1	359	3.3%

**Table 6: Districts Reporting NO Military Connected Students, SY 2023-24**

No MCS Reported in SY 2023-24		
Anderson 5	Dorchester 4	Lee
Bamberg 3	Florence 5	Marion 10
Barnwell 48	Greenwood 51	Spartanburg 4
Calhoun	Greenwood 52	Spartanburg 6
Chester	Jasper	Spartanburg 7
Dillon 3	Laurens 55	

# Academic Performance

This section provides academic performance information for military-connected students in SC compared to the performance of all students in the state.

- student achievement as measured by the Kindergarten Readiness Assessment (KRA), SY 2023-24
- student achievement on SC READY for English Language Arts (ELA) and Math, SY 2023-24
- student achievement as measured by the End-Of-Course Examination Program (EOCEP), SY 2023-24
- high school graduation rates, SY 2023-24

## Fall 2023 KRA Performance for Military-Connected Students (MCS) and Non-MCS

The EOC analyzed student performance in school year 2023-24 of all kindergarten students who took the Kindergarten Readiness Assessment (KRA). The KRA is an instrument that measures a child’s school readiness across four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA is administered within the first 45 days of school.

Military-connected students demonstrate higher kindergarten readiness, with 49.1% categorized as “Demonstrating Readiness,” compared to 40.4% for non-military-connected students. A notably smaller proportion of Military-connected students (15.6%) fall into the lowest readiness category (“Emerging Readiness”), compared to 25.3% among non-military-connected peers.

Table 7: Fall 2023 KRA Performance for Military-Connected Students (MCS) and Non-MCS

KRA Performance Level	Military-Connected Students Number (% in performance level)	Non-Military-Connected Students Number (% in performance level)
Demonstrating Readiness	679 (49.4%)	20,983 (40.4%)
Approaching Readiness	480 (35.0%)	17,436 (33.6%)
Emerging Readiness	216 (15.7%)	13,162 (25.3%)
Did Not Participate	*	382 (.7%)
TOTAL	1,375 (100%)	51,963 (100%)

\*data suppressed due to low student population

### KRA measures readiness in:

1. Social Foundations
2. Language and Literacy
3. Mathematics
4. Physical Well-Being and Motor Development

### KRA Performance Levels

- Demonstrating Readiness:**  
The child consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- Approaching Readiness:**  
The child exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.
- Emerging Readiness:**  
The child displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations.

## SY 2023-24 SC READY Results for Military-Connected Students (MCS) and Non-MCS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA) and mathematics administered to students in grades 3-8 as required by the Education Accountability Act.

Changes in the 2021 South Carolina College- and Career-Ready Science Standards from the 2014 science standards required revisions to the SC READY Science assessment. Therefore, results from the SC READY Science test were not used for accountability.

A higher percentage of military-connected students, on average, met and exceeded standards in math and ELA, compared to non-military-connected students. Fewer military-connected students scored “Does Not Meet” than non-military-connected students, indicating fewer students were not meeting grade-level standards.

In Math, military-connected students more frequently scored Meets or Exceeds Expectations (51.18% combined) than their non-military-connected peers (41.94%).

In ELA, 35.78% military-connected students scored Exceeds Expectations, markedly higher than the 28.49% among non-military-connected students. Conversely, fewer military-connected students fall into the lowest category (14.93%) compared to non-military-connected students (23.47%).



**Table 8: SY 2023-24 SC READY Results for Military-Connected Students (MCS) and Non-MCS by Subject and Category**

Student Group	Total number of students (% of Student Group)	Does Not Meet	% Approaches	% Meets	% Exceeds
SC READY Mathematics					
MCS	9,209 (100%)	2,017 (21.9%)	2,479 (26.9%)	2,336 (25.4%)	2,377 (25.8%)
Non-MCS	339,536 (100%)	103,884 (30.6%)	93,257 (27.5%)	69,880 (20.6%)	72,515 (21.4%)
SC READY English Language Arts (ELA)					
MCS	9,215 (100%)	1,376 (14.9%)	1,942 (21.1%)	2,600 (28.2%)	3,297 (35.8%)
Non-MCS	339,477 (100%)	79,687 (23.5%)	79,247 (23.3%)	83,817 (24.7%)	96,726 (28.5%)

**Table 9: SY 2023-24 EOCEP Scores/Passage Rate by Military-Connected Students (MCS) and Non-MCS**

School Year	Military-Connected Students (MCS)			Non-MCS Statewide	
	Number of MCS	Mean Score	% Passing (A, B, or C)	Mean Score	% Passing (A, B, or C)
Algebra I					
2023-24	1,611	74.5	62.2%	70.7	51.5%
English 2					
2023-24	1,601	81.7	78.8%	78.0	70.1%
Biology I					
2023-24	1,557	73.4	57.5%	69.2	47.8%
U.S. History and the Constitution					
2023-24	1,365	72.4	53.3%	67.9	44.8%

## End-of Course Exam Program

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of End-of-Course exams for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. EOCEP examination scores are to count 20 percent in the calculation of a student's final grade. Defined gateway courses currently include Algebra 1, Biology 1, English 2, and United States History and the Constitution.

Table 9 shows the performance of military-connected students on end-of-course exams.

During the 2023-24 school year, military-connected students outperformed non- military-connected students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, English 2, Biology 1, and United States History and the Constitution.

### Algebra I

- MCS had a passage rate of 62.2%, significantly higher than non-MCS at 51.5%.
- Average scale scores for MCS (74.46) exceed non-MCS (70.67) by nearly four points.

### English 2

- MCS demonstrate superior performance, achieving a passage rate of 78.8%, compared to 70.1% for non-MCS.
- MCS' average scores (81.72) similarly surpass non-MCS scores (78.03) significantly.

### Biology

- MCS had a higher passage rate (57.5%) compared to non-MCS (47.8%).
- MCS average scores are also notably higher than non-MCS (73.4 vs. 69.17).

### U.S. History and the Constitution

- MCS again outperform, with a passage rate of 53.3%, nearly 9 points above non-MCS (44.8%).
- Average scores reflect this gap, with MCS at 72.4 versus 67.89 for non-MCS.

**Table 10: Graduation Rates for Military-Connected Students (MCS) and Non-MCS**

Military-connected students graduate at significantly higher rates (94.26%) compared to their non-MCS counterparts (87.20%).

School Year	MCS	Non-MCS
	On-time Graduation Rate	On-time Graduation Rate
SY 2023-24	94.3%	87.2%
SY 2022-23	93.2%	83.9%
SY 2021-22	94.3%	83.9%
SY 2020-21	91.4%	83.2%
SY 2019-20	90.8%	82.0%
SY 2018-19	86.9%	81.1%

Note: Graduation rates are calculated from the graduation cohort base file for the given school year. The graduation cohort includes all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer out of the state.





# Attendance

Table II: School Attendance of Military-Connected Students (MCS) and Non-MCS

Attendance Category	Military-Connected Students Number (% among MCS)	Non-Military-Connected Students Number (% among non-MCS)
Perfect (0% absent)	913 (4.5%)	43,596 (5.6%)
Excellent (<5% absent)	9,650 (47.2%)	316,080 (40.9%)
Good (5–10% absent)	6,658 (32.5%)	246,564 (31.9%)
Chronically Absent (10–15% absent)	2,009 (9.8%)	89,113 (11.5%)
Very Chronically Absent (15–20% absent)	612 (3.0%)	34,570 (4.5%)
Extremely Chronically Absent (≥20% absent)	620 (3.0%)	43,545 (5.6%)
TOTAL	20,462	773,468

Student attendance rates were computed using information provided by the SCDE from within the Student Information System.

With the exception of “Perfect Attendance” (less than 5% of days missed), military-connected students, as a group, were less likely to be chronically absent (missing 10% or more of the school year either excused or unexcused.) Despite the challenges that military-connected students and their families face, these students attend school at a higher rate than their non- military-connected peers.



# Structures and Supports

## Military Interstate Compact Commission (MIC3)

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010 and it became law in South Carolina on July 1, 2010.

Students covered are children of the following: Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders (Title 10); Members or veterans who are medically discharged or retired for one year; Members who die on active duty, for a period of one year after death; and Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS).

<https://mic3.net/>

## SC Purple Star Districts

Designation for SC districts who meet specific requirements, target training, and implement programs designed to support the unique situations facing military students and families.

### 15 Purple Star Designated School Districts in SC

Anderson 1	Charleston
Aiken	Berkeley
Richland 2	Dorchester 2
Kershaw	Lexington 1
Richland 1	Horry
Sumter	Florence 1
Edgefield	SC Public Charter SD
Beaufort	

<https://scdva.sc.gov/purple-star-schools-and-districts>

**School Liaison Officers** serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to:

<https://www.dodea.edu/education/partnership-and-resources/departments-defense-school-liaison-programcfm>.

**Fort Jackson School Liaisons** provide ongoing educational support for military-connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts. <https://jackson.armymwr.com/programs/school-liaison-officer>

**Shaw Air Force Base** is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below:

<https://www.shaw.af.mil/Newcomers/>

**Marine Corps Air Station and the Marine Corps Recruit Depot** are in Beaufort. School support information may be accessed at the website below.

<http://www.mccs-sc.com/mil-fam/slp.shtml>

**Joint Base Charleston** School information may be accessed under the "Charleston Area Schools" link at:

<https://www.jbcharleston.jb.mil/Welcome-to-Charleston/New-to-JBC/>



# National Resources

**Department of Defense Education Activity** provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

<https://www.dodea.edu/>

**Military Impacted School Association** is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

**The Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

<http://www.militarychild.org/>

**Military OneSource** is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families. Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

[www.militaryonesource.mil](http://www.militaryonesource.mil)

**National Military Family Association (NMFA)** a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

<https://www.militaryfamily.org/>



# Appendix A

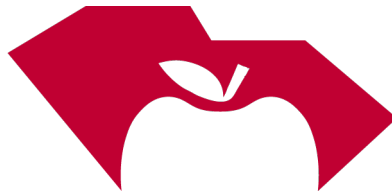
Table 1: Reported SY 2023-24 Military Connected Student (MCS) Counts for All SC Districts

District	MCS
Abbeville	*
Aiken	723
Allendale 01	*
Anderson 01	359
Anderson 02	*
Anderson 03	24
Anderson 04	*
Anderson 05	0
Bamberg 3	0
Barnwell 45	*
Barnwell 48	0
Beaufort	935
Berkeley	1,619
Charleston	1,292
Cherokee	*
Chester	0
Chesterfield	191
Clarendon 6	*
Colleton	32
Darlington	266
Dillon 3	0
Dillon 04	58
Dorchester 02	1,738
Dorchester 04	0
Edgefield 01	65
Fairfield 01	*
Florence 01	660

District (Cont'd)	MCS
Florence 02	32
Florence 03	93
Florence 04	*
Florence 05	0
Georgetown	205
Greenville	81
Greenwood 50	*
Greenwood 51	0
Greenwood 52	0
Hampton 01	*
Horry	2,311
Jasper	0
Kershaw	1,062
Lancaster	192
Laurens 55	0
Laurens 56	*
Lee	*
Lexington 01	942
Lexington 02	83
Lexington 03	*
Lexington 04	*
Lexington / Richland 05	544
McCormick 01	*
Marion 10	*
Marlboro	*
Newberry	47

District (Cont'd)	MCS
Oconee	130
Orangeburg	136
Pickens 01	149
Richland 01	406
Richland 02	3,780
Saluda	*
Spartanburg 01	*
Spartanburg 02	186
Spartanburg 03	*
Spartanburg 04	0
Spartanburg 05	*
Spartanburg 06	0
Spartanburg 07	0
Sumter 01	943
Union 01	*
Williamsburg 01	*
York 01	37
York 02	*
York 03	202
York 04	99
SC Public Charter School District	404
Charter Institute at Erskine	330
Limestone Charter	*

\*data suppressed due to low student population



# SC EDUCATION OVERSIGHT COMMITTEE

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