

**South Carolina Education Oversight Committee
Annual Standards Assurance Form
S.C. Budget Proviso 109.15
2016-2017
Document A**

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

Independent School Name:	Hammond School
Independent School Contact Person:	Laura Williams
Independent School Address:	854 Galway Lane
City, State, Zip Code:	Columbia, SC. 29205
Independent School Telephone Number:	(803) - 695-4017
Independent School Fax Number:	(803) - 776-0122
Independent School E-mail Address:	lwilliams@hammond-school.org
Independent School Website Address:	www.hammond-school.org

Please review the standards below based on the 2016-17 General Appropriation Act. An "Eligible school" is defined in the Proviso as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirement of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin." Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to request additional documentation to show the school is in compliance with the 2016-17 General Appropriation Act.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is located in this state.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements (for special needs children), and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities. Provide evidence of services or supports*	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Did this school receive any grants last fiscal year (July 1, 2015 until June 30, 2016) from any nonprofit scholarship funding organization under the Educational Credit for Exceptional Needs Children Program? If Yes, then Complete Document B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Will your school provide student test data from school year 2015-16? If Yes, then Complete Document C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Will your school provide a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm? If Yes, then Complete Document D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Signature: Laura Williams

Date: 7/1/16

Print Name of Signature Above: Laura Williams

Title: Director of Admission

Email: lwilliams@hammondschool.org

Return this form to Melanie Barton

- Phone: 803.734.6148
- E-mail: mbarton@eoc.sc.gov
- Mail: (P.O. Box 11867)
502 Brown Building
Columbia, S.C. 29211 (29201)

Types of learning differences within Hammond School

Hammond believes in supporting students with learning differences yet striking a balance of accountability and responsibility. We currently support students diagnosed with Attention Deficit Hyperactivity Disorder (all types), Dysgraphia, Dyscalculia, Dyslexia, students who have Executive Functioning issues, neurological issues, students with Anxiety issues, and/or Motor Coordination deficits. All classroom accommodations are based on a certified psychologist's evaluation and the recommendations listed within the evaluation. If you have any questions or concerns in regards to your student, please contact Lindsay Wolfe, the Director of the Academic Center for Excellence (ACE).

Classroom Supports and Accommodations

Each school makes its own decisions about which accommodations are consistent with its mission, goals, and students. Facilities, staff, and technological resources also play a role in these decisions. Hammond strives to find a balance between asking our teachers to assist and support students with certain learning differences and making sure that a teacher's instruction time for all students is protected. Although many of the accommodations provided are enacted by the classroom teachers, the ACE and its staff are available when additional resources and support are needed.

Preferential Seating: Some students with difficulty paying attention, resisting distractions, or auditory processing are assured special seating in the classroom. Some teachers assign seats in their classroom and others do not. This accommodation simply means that extra care will be taken with regard to the placement of that child in each of his or her classes. This may also mean that the classroom teacher is asked to pay special attention to the placement of that child with regard to distracting peers. If assigned seating is not used by a teacher, then the student is expected and encouraged to begin to take personal responsibility for his or her seating selection in each classroom.

Support for Taking Notes in the Classroom

Hammond strongly believes that taking notes is a necessary skill both in the educational environment and in the real world. It is never our intent to provide accommodations which will replace the development of this skill. Certain diagnoses make taking notes particularly challenging, but we will encourage students to work diligently to maximize their own potential in this area. Any plans or interventions are intended for the use of that individual student and are not to be distributed to others. The use of professional transcription services are forbidden for Hammond students. All specific approved supports are considered learning tools in the development of this important skill.

Parallel Note-Taker or Note Buddy: Teachers are asked to assist a student in identifying a peer who is proficient at taking notes. Individual arrangements are made between the two students (sometimes with the help of the teacher depending on the age of the child) about how and when the notes will be shared or copied. Notes can then be compared to each other as a study tool in order to learn where the identified student can improve his or her own note taking.

Outline of Lecture from Teacher: Many teachers create outlines or power point presentations to organize their classroom time. Many teachers provide these to their classes and post them on OnCampus for everyone. Teachers are not asked to create outlines if they do not already exist. However, if there is an outline, approved students may make a copy. It is not the teacher's responsibility to provide copies daily. Schedules and procedures for this are determined by each classroom teacher.

Student notes can then be compared to the teacher's outline in order to improve the student's skills taking notes.

Recording Devices: Many college students across the country use smartpens or specialized recording apps for taking notes. Students and families are informed of the guidelines for acceptable use.

Accommodations for Tests

Keyboarding for test taking: Keyboarding for tests is approved for students diagnosed with dysgraphia or dyslexia. There are also certain circumstances where a student's fine motor deficits or medical issues impair handwriting to such an extent that this is offered as an alternative to traditional classroom administration of tests. Specific procedures are designed to protect test security. Typing devices and/or assistive technologies are always available in the ACE for this purpose, but some teachers are able to provide this accommodation in the classroom.

Larger font/spacing of test questions: This accommodation is offered for our middle school students with dysgraphia. Teachers alter the format of the test in order to assist students whose handwriting difficulties make it difficult for teachers to accurately read and interpret answers.

Extra Time: Some classroom teachers provide extra time to all of their students because they are interested in assessing the level of knowledge and understanding without time limitations. Other teachers believe that time constraints allow for the assessment of mastery in addition to factual knowledge and understanding. This is a personal decision for each teacher and is respected and supported by administration. Students with diagnosed learning differences are given fifty percent extra time on all in-class graded assignments. Specific schedules, test designs, and teacher preferences will impact the procedures for utilizing an approved student's extra time. The ACE is available as an alternative location for the administration of a test or portions of tests whenever needed or requested. All approved students are expected to plan ahead with teachers in order to clarify the details of this procedure. Every effort is made to avoid students missing other classes for the purpose of utilizing extra time for tests. Students should communicate with athletic coaches if after school time is needed to accommodate extra time on tests.

**Document B
Grants Received**

**Educational Credit for Exceptional Needs Children (ECENC) Application
2016-2017**

Independent School Name: Hammond School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2016-17 is required to submit the following information:

Number and total amount of grants received from each nonprofit scholarship funding organization from July 1, 2015 through June 30, 2016.

Please complete the following chart. If no grants were received from a nonprofit scholarship funding organization indicate with "0" and "\$0."

Nonprofit Scholarship Funding Organizations	Total Number of Grants Received	Total Amount of Grants Received
Advanced Carolina SFO	0	\$ 0
Donors Enriching Students' Knowledge (DESK)	0	\$ 0
Palmetto Kids FIRST Scholarship Program, Inc.	2	\$ 10,000
St. Thomas Aquinas Scholarship Funding Organization	0	\$ 0

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student. The total amount of grants per child/student should not have exceeded \$10,000.

Return this form & report to EOC:

Fax: 803.734.6167
Phone: 803.734.6148
Mail: P.O. Box 11867
Columbia, SC 29211

Document C

Student Assessment Data

Educational Credit for Exceptional Needs Children (ECENC) Application 2016-2017

Independent School Name: Hammond School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2016-17 is required to submit the following information:

Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school.

In working with its nine-member advisory committee, the EOC has determined that, to maintain student privacy and to recognize the educational needs of students, each school must submit the following:

- Summative assessment data from the 2015-16 school year that documents for *each grade tested* and for *each grade with at least 10 students in the grade*, the English language arts (reading) and mathematics achievement of students in the grade. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, etc.*
- *For schools with less than 10 students per grade level, whole school results should be used for reporting purposes.*
- For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate.
- For Support Level III schools, those schools that specifically exist to meet the need of only exceptional needs students with documented disabilities, the EOC will work with the Support Level III schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development
- Please DO NOT provide personally identifiable student information.

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

2015-16 School Year Results for _____ Assessment
National Percentiles Mean Scale Scores, Average Scores, Grade Equivalents, etc.

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

Please see attached sheet.

Return this form and assessment data to EOC:

Fax: 803.734.6167

Phone: 803.734.6148

Mail: P.O. Box 11867

Columbia, SC 29211

Document C
Student Assessment Data
Hammond School

ERB Test Results Grades 3-9

Grade	Mean Score Reading Comprehension	Mean Score Mathematics 1&2
3	330.8	298.2
4	343.2	323.5
5	347.4	329.1
6	352.8	343.3
7	351.3	349.4
8	359.3	356.3

PSAT Grades 9-11

Grade	Mean PSAT
9	1011
10	1079
11	1154

Grade 12

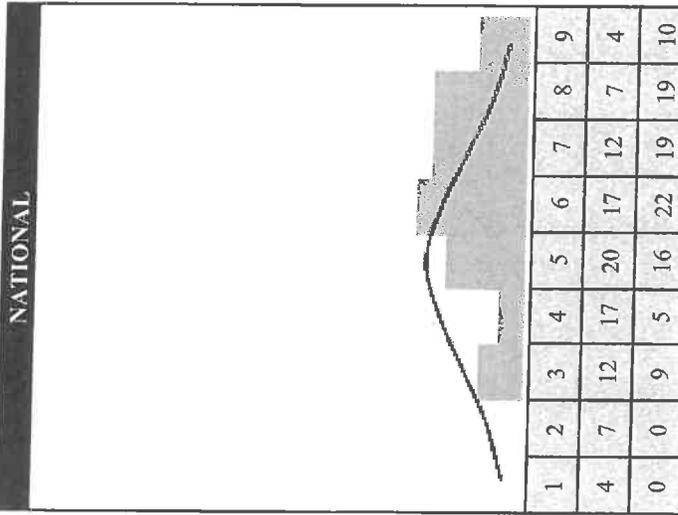
Average SAT	1214
Average ACT	27.6

- Detailed reports attached.

Reading Comprehension

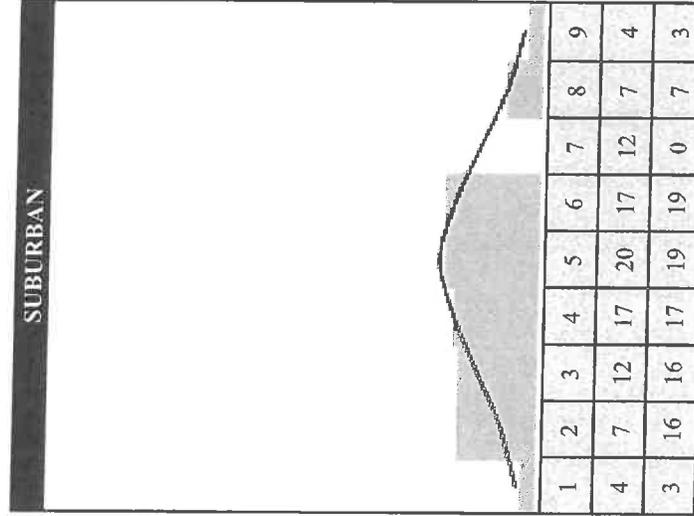
of students who took this test = 58
 Scaled Score Range = 294 - 377
 Mean Score = 330.8
 Standard Deviation = 20.2

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores				
Percentile	NN SS		SN SS		LN SS		IN SS	
	SS	NN	SS	SN	SS	LN	SS	IN
90th	343	343	364	364	351	351	364	364
75th	330	330	351	351	337	337	351	351
50th	314	314	337	337	323	323	337	337
25th	302	302	323	323	311	311	323	323
10th	293	293	309	309	303	303	309	309

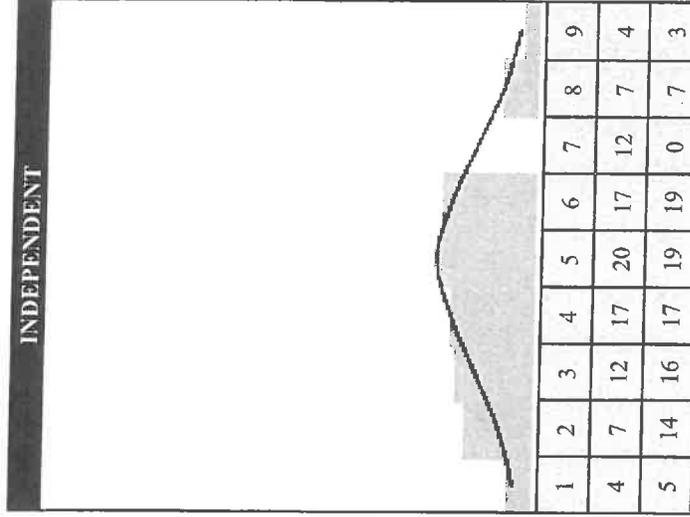


Stanine
 Norm %
 Grade %
 Norm %
 Grade %

← 23 → 54 → 23 →
 9 Below Average 43 Average 48 Above Average



← 23 → 54 → 23 →
 35 Below Average 55 Average 10 Above Average



← 23 → 54 → 23 →
 35 Below Average 55 Average 10 Above Average



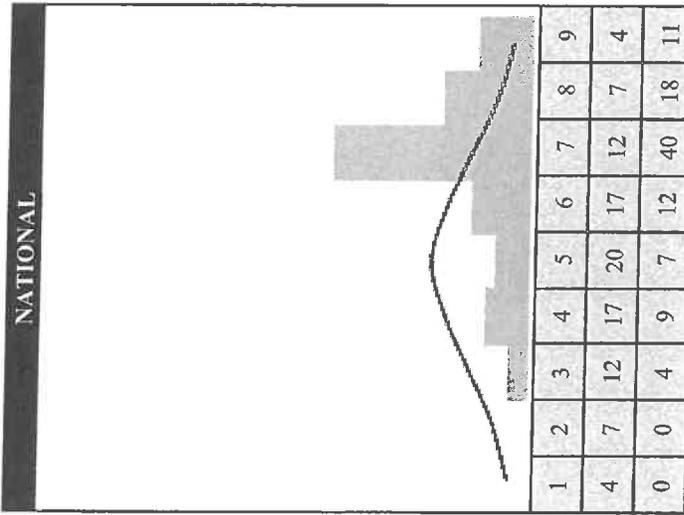
CTP
COMPREHENSIVE
TESTING PROGRAM

Mathematics 1&2

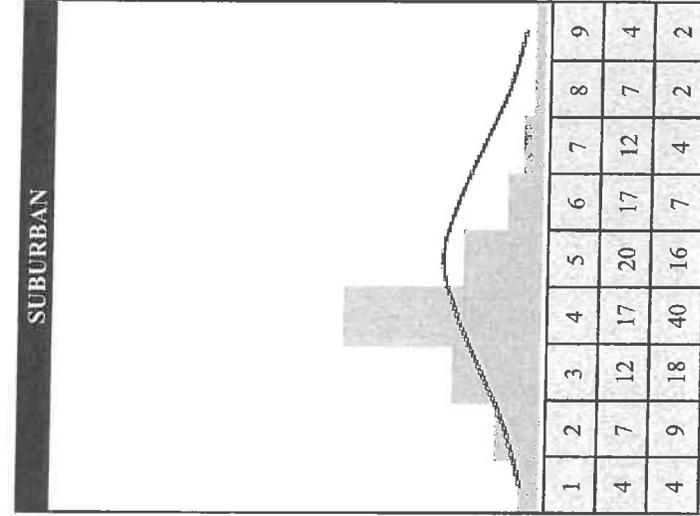
of students who took this test = 57
 Scaled Score Range = 262 - 354
 Mean Score = 298.2
 Standard Deviation = 17.5

School: Hammond School
 Grade: 3
 Level: 3
 Test Date: 04/16
 Students: 58
 Norm: Spring
 Administrator's Summary
 Page 8

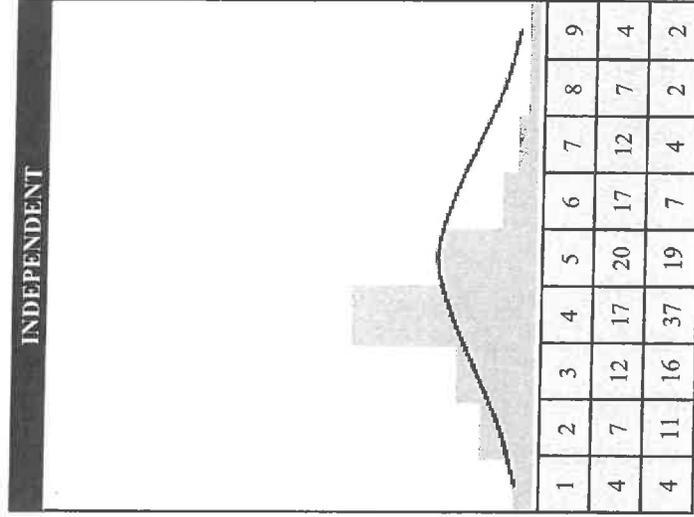
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores				
Percentile	NN SS	SN SS	IN SS	Grade SS	LN %ile	NN %ile	SN %ile	IN %ile
90th	307	337	338	315	90	95	62	64
75th	293	322	322	306	75	89	45	48
50th	281	309	307	298	50	82	30	34
25th	269	294	293	286	25	64	16	17
10th	259	278	280	275	10	38	8	7



Norm %: 23 ← → 54 → 23 →
 Grade %: 4 ← → 28 → 69 →
 Below Average | Average | Above Average



Norm %: 23 ← → 54 → 23 →
 Grade %: 31 ← → 63 → 8 →
 Below Average | Average | Above Average



Norm %: 23 ← → 54 → 23 →
 Grade %: 31 ← → 63 → 8 →
 Below Average | Average | Above Average

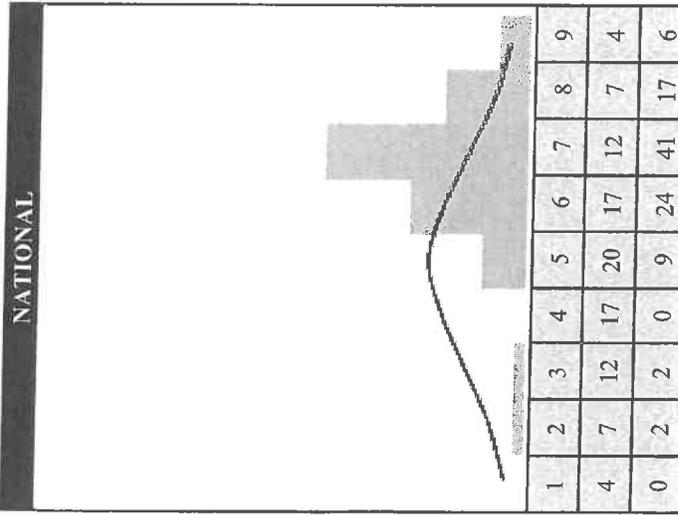
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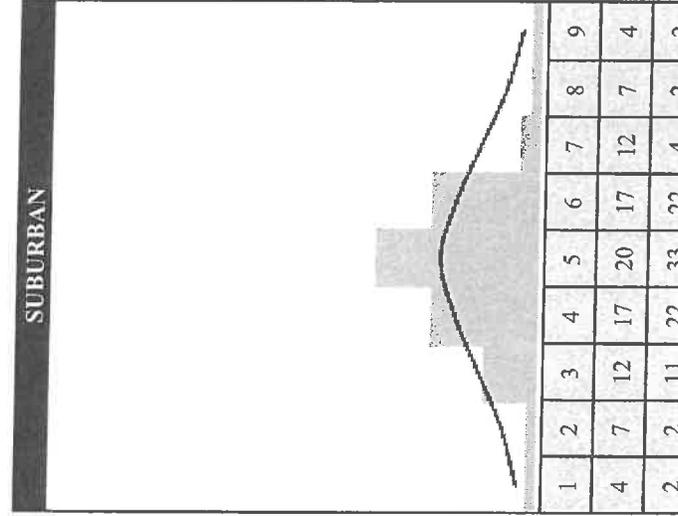
Reading Comprehension

of students who took this test = 54
Scaled Score Range = 299 - 420
Mean Score = 343.2
Standard Deviation = 17.9

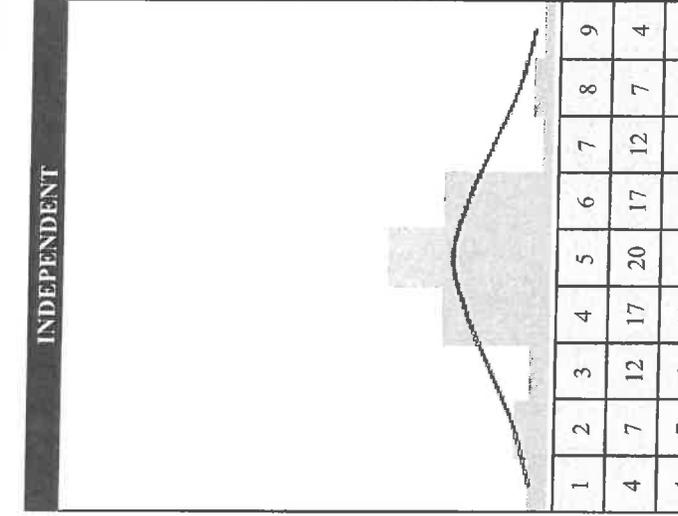
Table with 4 main sections: Scale Scores for Selected Percentile Ranks, Percentile Ranks and Stanines Matching Grade Scale Scores, and two smaller summary tables.



Summary table for NATIONAL group with columns for Stanine, Norm %, and Grade %.



Summary table for SUBURBAN group with columns for Stanine, Norm %, and Grade %.



Summary table for INDEPENDENT group with columns for Stanine, Norm %, and Grade %.



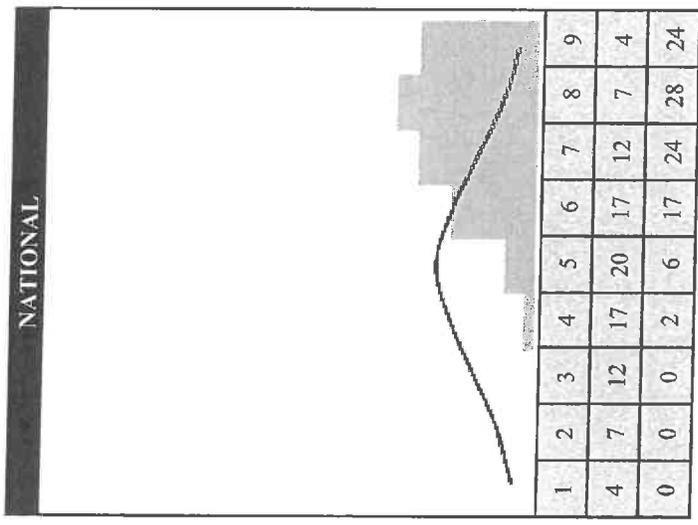
CTP COMPREHENSIVE TESTING PROGRAM

Mathematics 1&2

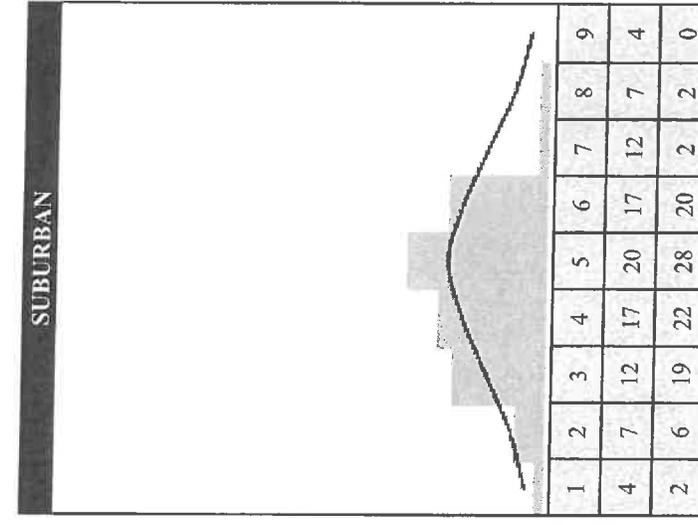
of students who took this test = 54
Scaled Score Range = 280 - 367
Mean Score = 323.5
Standard Deviation = 17.6

Grade 4
Level 4
School Hammond School
Test Date 04/16
Students 54
Norm Spring
Page 8

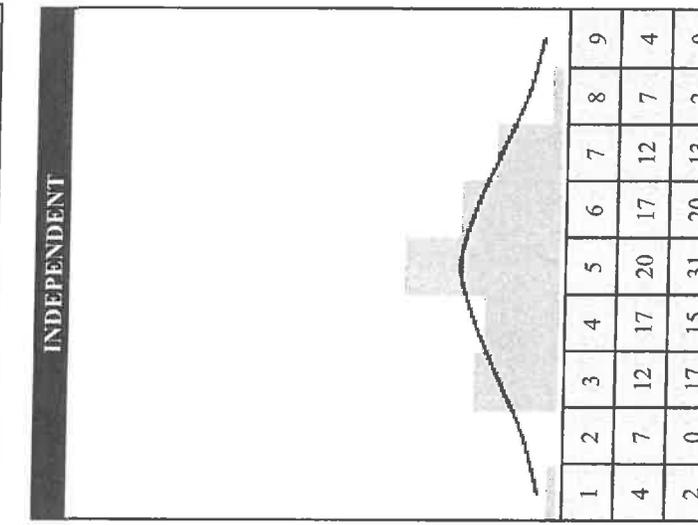
Table with 4 main sections: Scale Scores for Selected Percentile Ranks, Percentile Ranks and Stanines, Matching Grade Scale Scores, and a summary table with columns for Percentile, NN, SS, IN, SS, LN, NN, SN, IN, %ile, S.



Stanine
Norm %
Grade %
Norm %
Grade %
23 0 54 25 23 76
Below Average Above Average



Stanine
Norm %
Grade %
Norm %
Grade %
23 27 54 70 23 4
Below Average Above Average



Stanine
Norm %
Grade %
Norm %
Grade %
23 19 54 66 23 15
Below Average Above Average

This report may include MC-Only and MC/CR tests.



CTP COMPREHENSIVE TESTING PROGRAM

School: Hammond School
Grade: 5
Level: 5

Test Date: 04/16
Students: 55
Norm: Spring

Administrator's Summary
Page 4

Reading Comprehension

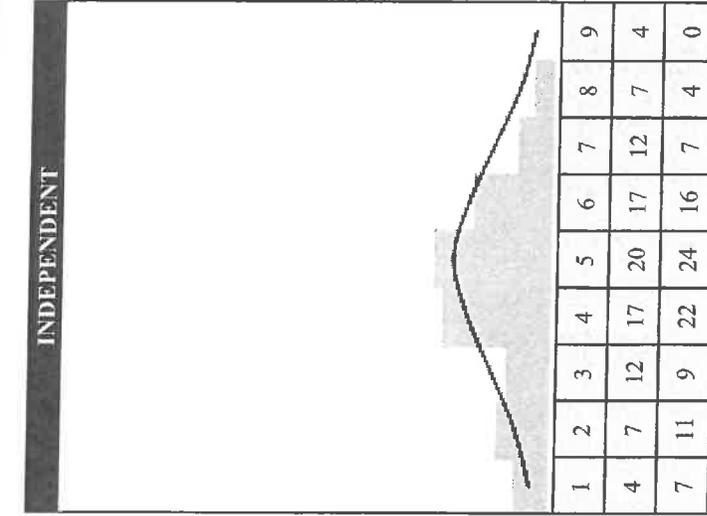
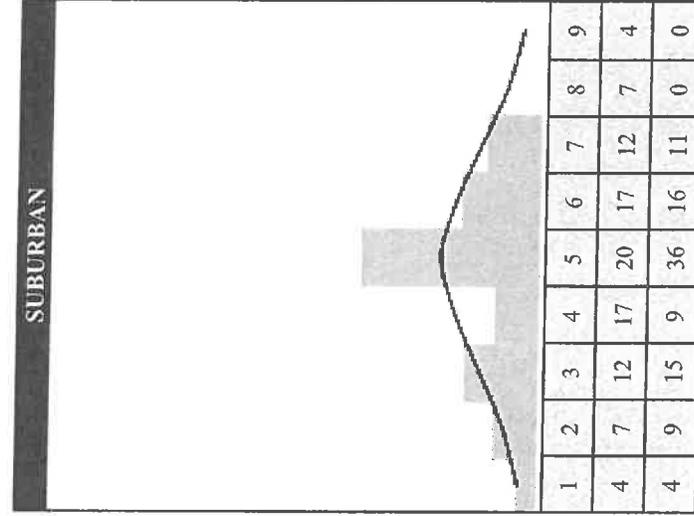
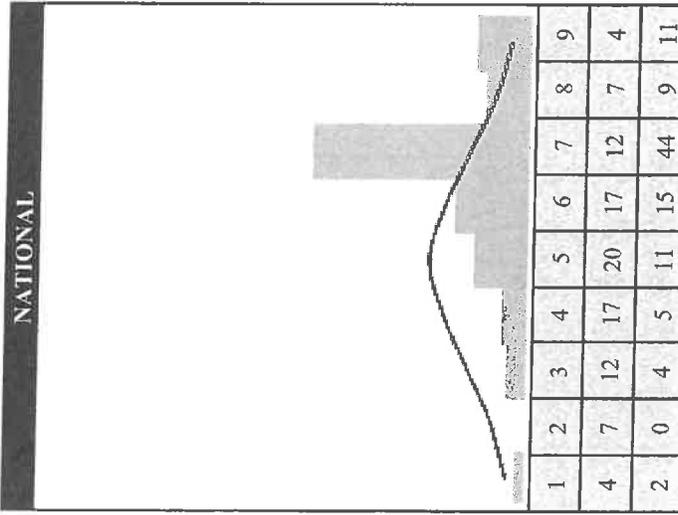
of students who took this test = 55
Scaled Score Range = 296 - 380
Mean Score = 347.4
Standard Deviation = 18.3

Percentile	Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores					
	NN SS	NN SS	LN SS	LN SS	NN %ile	NN S	LN %ile	LN S	IN %ile	IN S
90th	362	381	374	381	90	8	90	8	82	7
75th	346	368	359	368	75	6	75	6	60	6
50th	328	353	352	354	50	5	50	5	45	5
25th	315	340	337	342	25	4	25	4	20	3
10th	304	325	321	330	10	2	10	2	7	2

NATIONAL

SUBURBAN

INDEPENDENT



Stanine
Norm %
Grade %

Norm %
Grade %



CTP
COMPREHENSIVE
TESTING PROGRAM

Reading Comprehension

of students who took this test = 72
Scaled Score Range = 312 - 385
Mean Score = 352.8
Standard Deviation = 17.2

School: Hammond School
Grade: 6
Level: 6
Test Date: 04/16
Students: 72
Norm: Spring

**Administrator's
Summary**

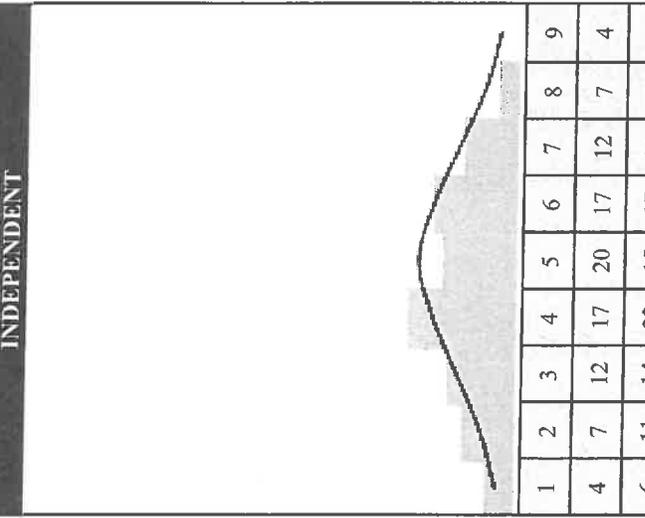
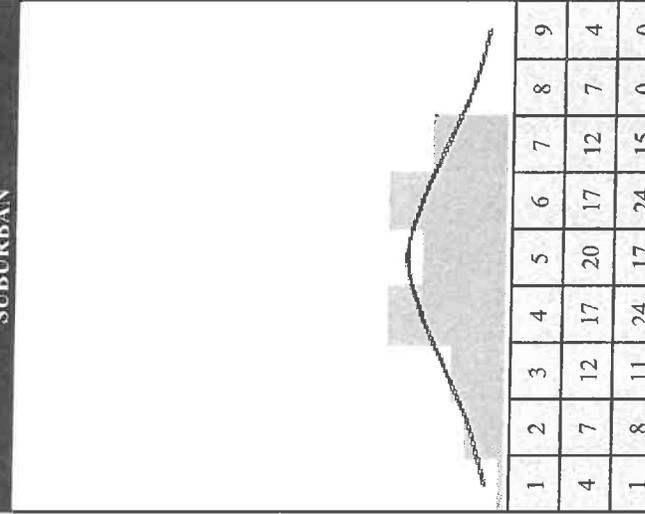
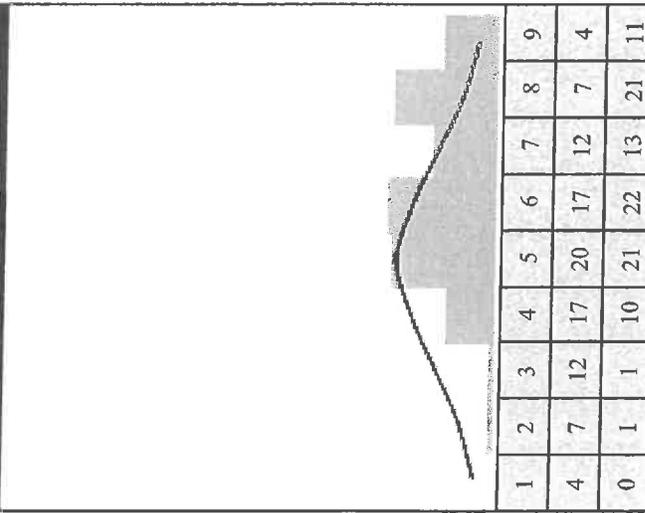
Page 4

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores			
Percentile	NN SS	SN SS	IN SS	LN %ile	NN %ile	SN %ile	IN %ile
90th	366	387	385	90	98	83	7
75th	355	370	370	75	89	66	6
50th	338	355	358	50	72	45	5
25th	324	341	345	25	53	24	4
10th	316	328	334	10	28	8	2

NATIONAL

SUBURBAN

INDEPENDENT



Stanine

Norm %

Grade %

Norm %

Grade %

This report may include MC-Only and MC/CR tests.

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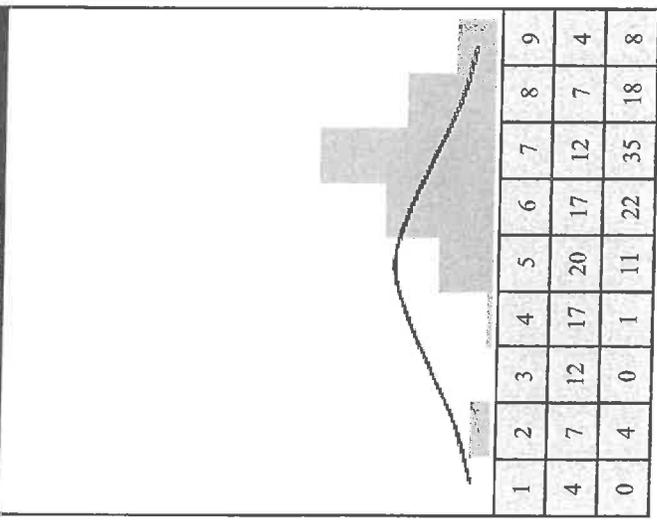
7/11/2016 11:53 AM

Mathematics 1&2

of students who took this test = 72
 Scaled Score Range = 289 - 383
 Mean Score = 343.3
 Standard Deviation = 20.4

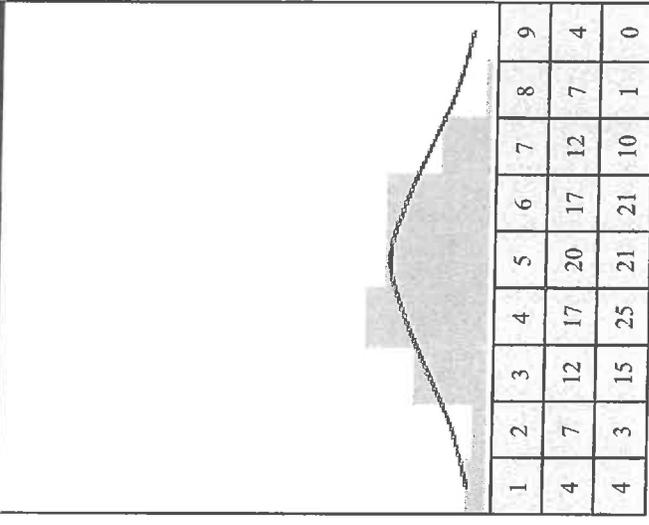
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores			
Percentile	NN SS	SN SS	IN SS	LN %ile	NN %ile	SN %ile	IN %ile
90th	359	386	379	8	95	78	83
75th	337	367	362	6	90	66	71
50th	318	348	345	5	80	42	46
25th	304	331	330	4	66	23	24
10th	294	316	317	2	50	12	11

NATIONAL



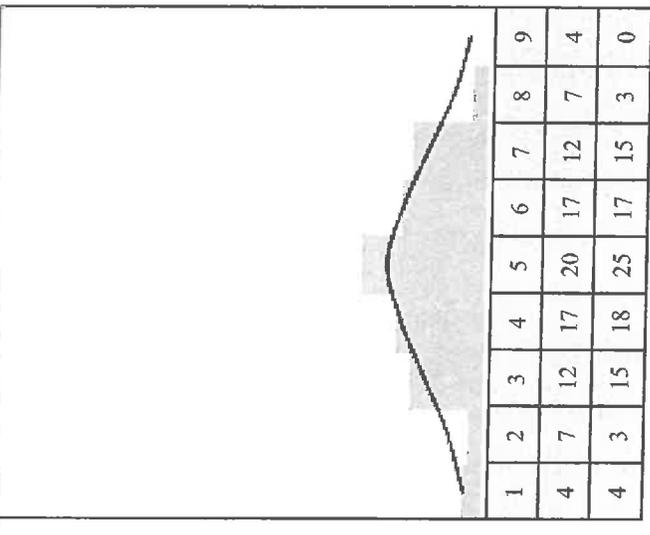
Norm % ← 23 → 54 → 23 →
 Grade % 4 Below Average 34 Average 61 Above Average

SUBURBAN



Norm % ← 23 → 54 → 23 →
 Grade % 22 Below Average 67 Average 11 Above Average

INDEPENDENT



Norm % ← 23 → 54 → 23 →
 Grade % 22 Below Average 60 Average 18 Above Average

This report may include MC-Only and MC/CR tests.



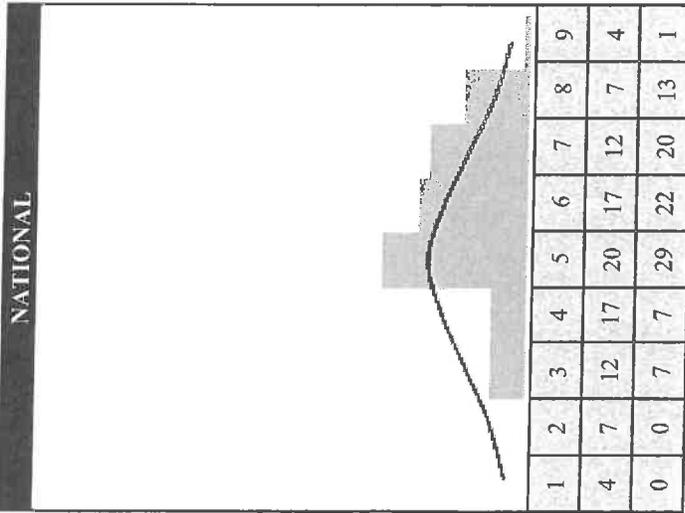
CTP
COMPREHENSIVE
TESTING PROGRAM

Reading Comprehension

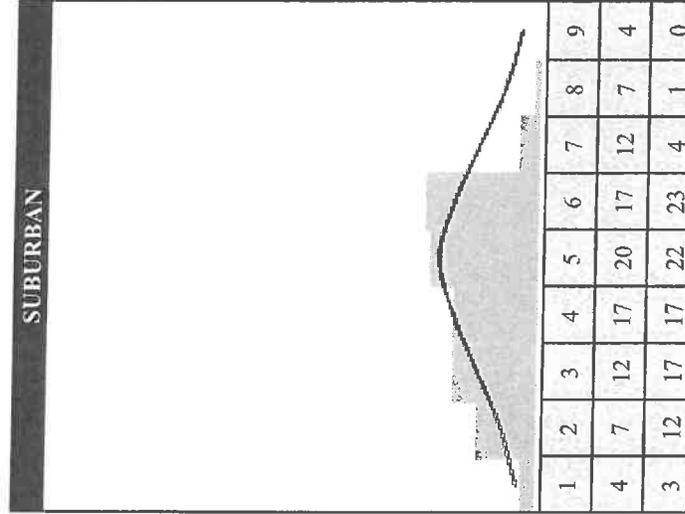
of students who took this test = 69
 Scaled Score Range = 314 - 387
 Mean Score = 351.3
 Standard Deviation = 16.0

School: Hammond School
 Grade: 7
 Level: 7
 Test Date: 04/16
 Students: 69
 Norm: Spring
 Administrator's Summary
 Page 4

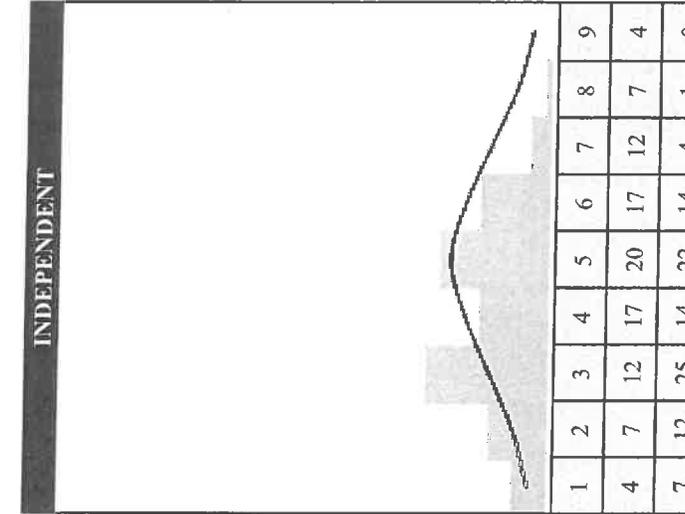
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores			
Percentile	NN SS	SN SS	IN SS	LN %ile	NN %ile	SN %ile	IN S
90th	372	387	386	90	89	73	6
75th	358	373	374	75	83	60	6
50th	342	359	361	50	65	32	4
25th	326	346	349	25	45	16	3
10th	312	333	337	10	36	10	2



Norm %: 23 → ← 54 → ← 23 →
 Grade %: 7 Below Average 58 Average 34 Above Average



Norm %: 23 → ← 54 → ← 23 →
 Grade %: 32 Below Average 62 Average 5 Above Average



Norm %: 23 → ← 54 → ← 23 →
 Grade %: 44 Below Average 50 Average 5 Above Average

Mathematics I&2

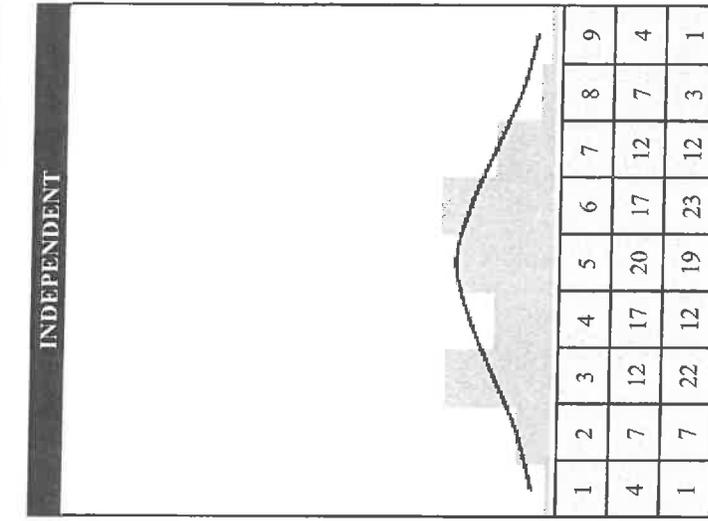
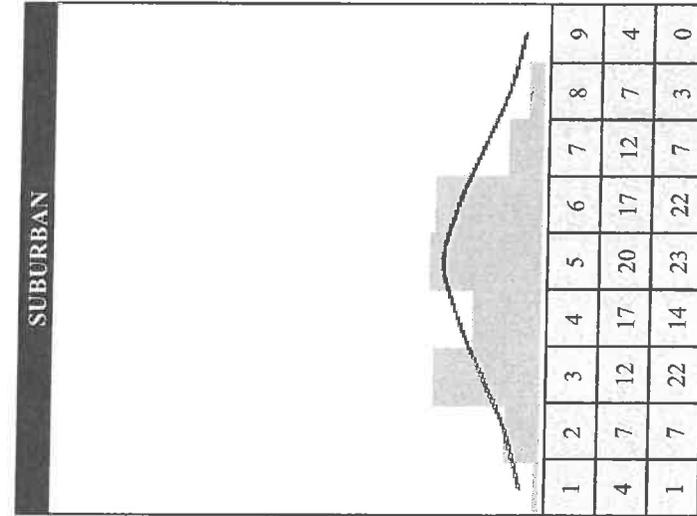
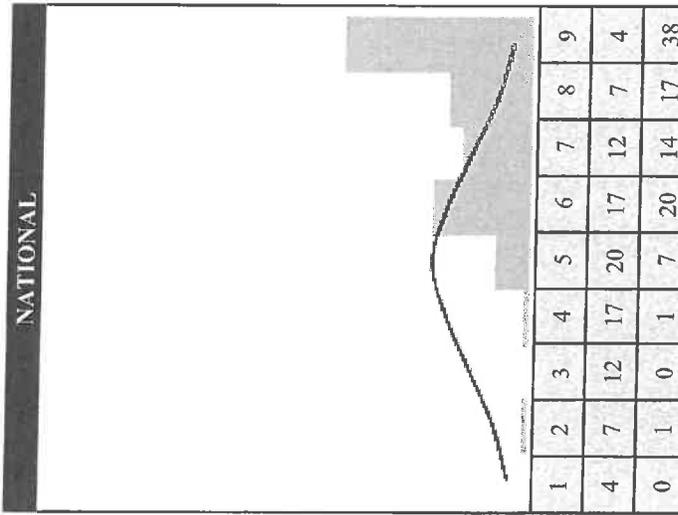
of students who took this test = 69
 Scaled Score Range = 298 - 396
 Mean Score = 349.4
 Standard Deviation = 19.5

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores								
Percentile	NN SS	SN SS	IN SS	Grade SS	LN %ile	NN %ile	SN %ile	IN %ile	S	S	S	S
90th	349	391	383	374	90	99	76	83	8	9	6	7
75th	335	373	367	365	75	97	66	73	6	9	6	6
50th	322	353	350	350	50	91	46	50	5	8	5	5
25th	312	336	335	333	25	72	21	22	4	6	3	3
10th	303	323	323	324	10	54	11	11	2	5	3	3

NATIONAL

SUBURBAN

INDEPENDENT



Stanine Norm % Grade % Norm % Grade %

← 23 → 54 → 23 → 23 →
 1 28 69
 Below Average Above Average
 Average Average

← 23 → 54 → 23 →
 30 10
 Below Average Above Average
 Average Average

← 23 → 54 → 23 →
 30 16
 Below Average Above Average
 Average Average

This report may include MC-Only and MC/CR tests.



CTP COMPREHENSIVE TESTING PROGRAM

Reading Comprehension

of students who took this test = 59
Scaled Score Range = 307 - 392
Mean Score = 359.3
Standard Deviation = 17.3

Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores				
Percentile	NN SS	SN SS	IN SS	Grade SS	LN %ile	NN %ile	SN %ile	IN %ile
90th	366	384	387	383	90	98	88	7
75th	354	374	375	371	75	94	69	6
50th	340	363	364	360	50	83	44	5
25th	327	350	352	350	25	68	26	4
10th	314	334	340	335	10	39	12	3

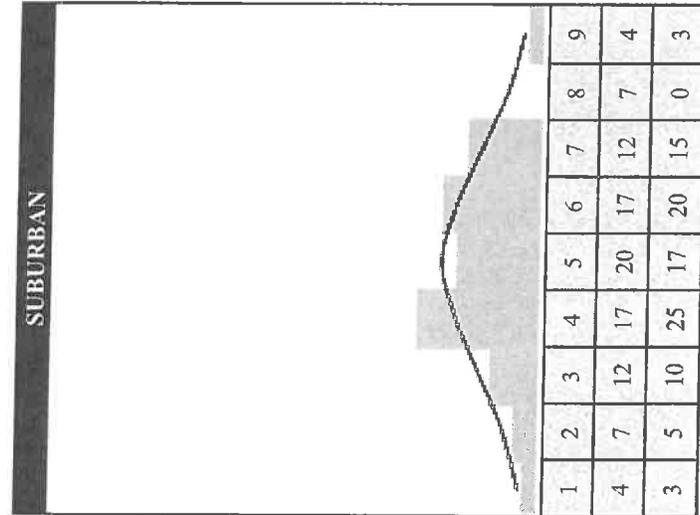
NATIONAL

SUBURBAN

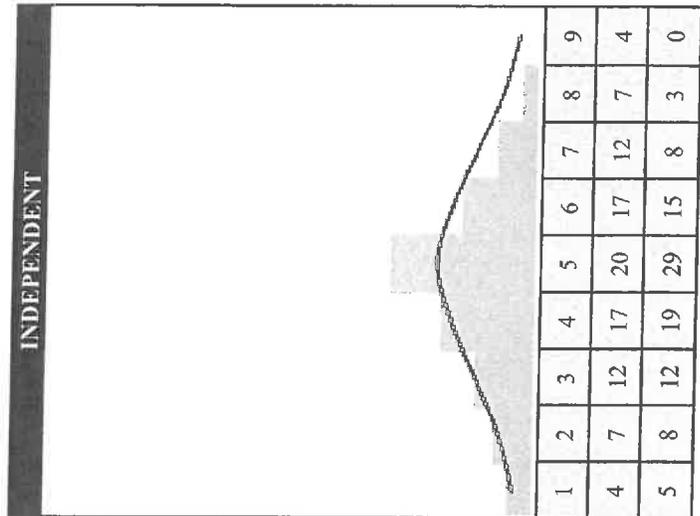
INDEPENDENT



Norm % ← 23 → 54 → 23 →
 Grade % 5 30 64 Above Average
 Below Average



Norm % ← 23 → 54 → 23 →
 Grade % 18 62 18 Above Average
 Below Average



Norm % ← 23 → 54 → 23 →
 Grade % 25 63 11 Above Average
 Below Average

This report may include MC-Only and MC/CR tests.

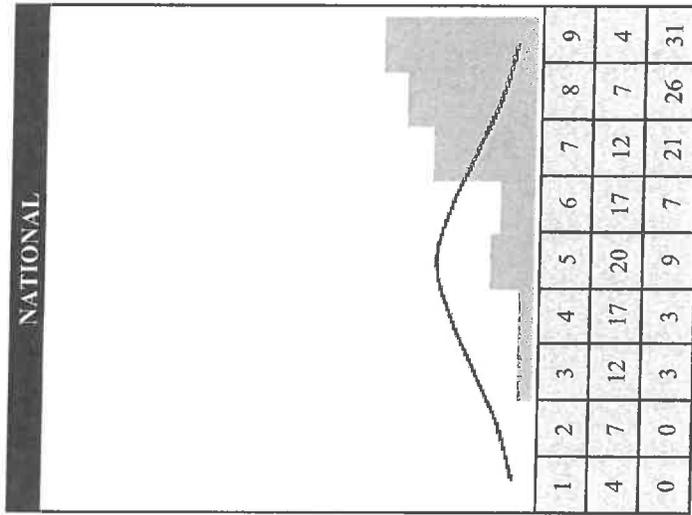


Mathematics I&2

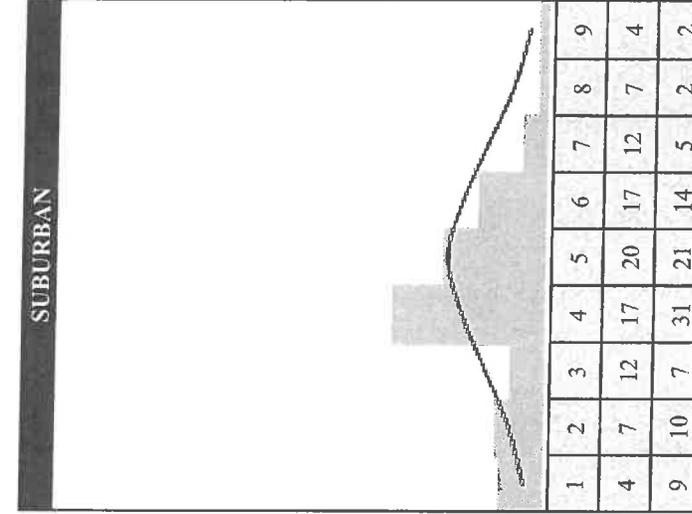
of students who took this test = 58
 Scaled Score Range = 313 - 427
 Mean Score = 356.3
 Standard Deviation = 23.1

School: Hammond School
 Grade: 8
 Level: 8
 Test Date: 04/16
 Students: 59
 Norm: Spring
 Administrator's Summary
 Page 8

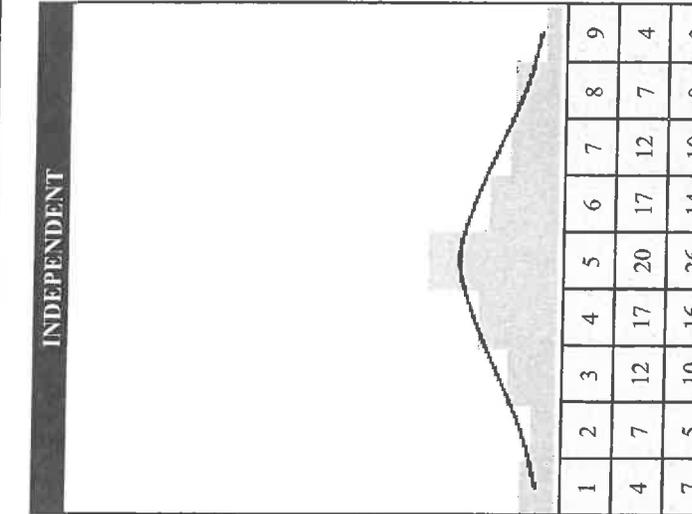
Scale Scores for Selected Percentile Ranks				Percentile Ranks and Stanines Matching Grade Scale Scores			
Percentile	NN SS	SN SS	IN SS	LN %ile	NN %ile	SN %ile	IN %ile
90th	354	405	391	90	99	75	90
75th	341	389	372	75	96	50	69
50th	328	367	356	50	90	33	47
25th	319	347	342	25	80	21	29
10th	312	335	331	10	46	5	6



Norm %: 23 (Below Average), 54 (Average), 19 (Above Average), 23 (Above Average), 78 (Above Average)



Norm %: 23 (Below Average), 54 (Average), 66 (Above Average), 23 (Above Average), 9 (Above Average)



Norm %: 23 (Below Average), 54 (Average), 56 (Above Average), 22 (Above Average), 23 (Above Average)

Hammond School

July 7, 2016

Test Ranges

Settings: Start Class Year/Grade: class of 2019 (grade 9); End Class Year/Grade: class of 2019 (grade 9); Calculation Method: only highest scores in each category

Sorting: Tests data sorted by Test, Ascending

Test

ACT Summary

Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test

ACT Summary (taken before Oct 2015)

Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test

Aspire Summary

Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test

PLAN Summary

Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test

PSAT Summary

Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	480 - 570	524	
Math	23.0 - 26.0	24	
Mathematics	460 - 520	487	
Reading	23 - 28	26	
Writing	24 - 29	27	
Total	920 - 1080	1011	68

Test

PSAT Summary (taken before Oct 2015)

Hammond School

July 7, 2016

Test Ranges

Settings: Start Class Year/Grade: **class of 2019 (grade 9)**, End Class Year/Grade: **class of 2019 (grade 9)**; Calculation Method: **only highest scores in each category**

Sorting: Tests data sorted by **Test, Ascending**

Test			
ACT Summary			
Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test			
ACT Summary (taken before Oct 2015)			
Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test			
Aspire Summary			
Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test			
PLAN Summary			
Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test			
PSAT Summary			
Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	480 - 570	524	
Math	23.0 - 26.0	24	
Mathematics	460 - 520	487	
Reading	23 - 28	26	
Writing	24 - 29	27	
Total	920 - 1080	1011	68

Test
PSAT Summary (taken before Oct 2015)

Hammond School

July 7, 2016

Test Ranges

Settings: Start Class Year/Grade: **class of 2018 (grade 10)**, End Class Year/Grade: **class of 2018 (grade 10)**; Calculation Method: **only highest scores in each category**

Sorting: Tests data sorted by **Test, Ascending**

Test			
ACT Summary			
Section	Middle 50%	Mean	Students Tested
ELA			
English	26 - 26	26.0	
Math	25 - 25	25.0	
Reading	19 - 19	19.0	
Science	25 - 25	25.0	
STEM	25 - 25	25.0	
Writing			
Composite	24 - 24	24.0	0

Test			
ACT Summary (taken before Oct 2015)			
Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test			
Aspire Summary			
Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test			
PLAN Summary			
Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test			
PSAT Summary			
Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	500 - 610	545	
Math	24.0 - 29.0	27	
Mathematics	480 - 580	534	
Reading	24 - 30	27	
Writing	26 - 30	28	
Total	1000 - 1170	1079	69

Test
PSAT Summary (taken before Oct 2015)

Hammond School

July 7, 2016

Test Ranges

Settings: Start Class Year/Grade: **class of 2017 (grade 11)**; End Class Year/Grade: **class of 2017 (grade 11)**; Calculation Method: **only highest scores in each category**

Sorting: Tests data sorted by **Test, Ascending**

Test

ACT Summary

Section	Middle 50%	Mean	Students Tested
ELA	23 - 29	26.0	
English	24 - 32	27.6	
Math	24 - 29	26.8	
Reading	24 - 32	27.7	
Science	24 - 29	26.7	
STEM	24 - 29	26.9	
Writing	21 - 27	23.5	
Composite	24 - 30	27.1	3

Test

ACT Summary (taken before Oct 2015)

Section	Middle 50%	Mean	Students Tested
English	26 - 27	26.7	
Math	24 - 31	26.7	
Reading	20 - 36	27.3	
Science Reasoning	25 - 27	26.0	
Composite	25 - 28	26.3	3

Test

Aspire Summary

Section	Middle 50%	Mean	Students Tested
ELA			
English			
Math			
Reading			
Science			
STEM			
Writing			
Composite			0

Test

PLAN Summary

Section	Middle 50%	Mean	Students Tested
English			
Math			
Reading			
Science Reasoning			
Composite			0

Test

PSAT Summary

Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	520 - 660	583	
Math	25.0 - 31.5	29	
Mathematics	500 - 630	571	
Reading	26 - 33	29	
Writing	26 - 33	29	
Total	1010 - 1280	1154	70

Test

PSAT Summary (taken before Oct 2015)

Class of 2016 Senior Statistics

- This year's senior class will graduate 74 students.
- Members of the Class of 2016 were accepted to 101 colleges in 28 states, the District of Columbia, and the United Kingdom
- They will attend 40 colleges in 17 states, the District of Columbia, and the United Kingdom
- 54% percent will attend in state while 46% percent will attend out of state.
- Class members boasted appointments to 1 US Service Academy as well as other highly-selective admits including Duke, Georgetown, Middlebury, Vassar, and more.

- Two members of the class were recognized by the National Merit Scholarship Corporation; one was named a National Merit Commended Scholar, and one was named a National Merit Scholar.
- There were 19 scores of 700 or higher on the Critical Reading, Math, or Writing sections of the SAT.
- The average SAT score (Critical Reading and Math combined) for the Class of 2016 was 1214, and the average ACT score was 27.6.
- 36% percent of the class scored 1300 on the SAT or 29 on the ACT or higher.

- 65 members (88%) of the class completed 252 Advanced Placement courses and exams before completing their Hammond diplomas.
- 61% completed three or more AP courses and exams.
- 46% completed four or more AP courses and exams.
- 32% completed five or more AP courses and exams.
- 16% completed six or more AP courses and exams.

- 10 students (14 % of the class) met the qualifications to be named South Carolina Palmetto Fellows, the state's highest lottery funded scholarship award.
- 63 students (85% of the class) were offered merit scholarships in excess of 7.2 million dollars.
- Seven will continue their athletic careers at the collegiate level in basketball, football, soccer, and swimming.
- And lastly, 17 students (23% of the class) earned GPA's of 4.5 or higher and were awarded the designation of Honor Graduate.

Congratulations to the Class of 2016. We are so very proud of you.

Document D

Educational Credit for Exceptional Needs Children (ECENC) Application 2016-2017

Independent School Name: Hammond School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2016-17 is required to submit the following information:

A copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm. By law, the compilation, review or compliance audit will be posted online at www.eoc.sc.gov.

Please answer the following questions:

	YES	NO
Did your school receive any grants last fiscal year, between July 1, 2015 and June 30, 2016, under the ECENC program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If Yes, are you attaching a compilation, review or compliance audit conducted by a certified public accounting firm to this Document and submitting it to the EOC by December 30, 2016.</p> <p>Does the audit:</p> <ul style="list-style-type: none"> • Document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2015-16 were for eligible children enrolled in the school? • Document the total amount of each grant per child from every scholarship funding organization (SFO)? • Document that no grant exceeded \$10,000 during school year 2015-16? • Document that the independent school returned a prorated amount of the grant to the SFO if any student withdrew during the school year? <p>Also, document that 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."</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If No , will your school submit a compilation, review or compliance audit conducted by a certified public accounting firm by June 30, 2017 to the EOC if you receive tuition grants this fiscal year, between July 1, 2016 and June 30, 2017?	<input type="checkbox"/>	<input type="checkbox"/>

Return this form & report to EOC:

Fax: 803.734.6167

Phone: 803.734.6148

Mail: P.O. Box 11867

Columbia, SC 29211

INDEPENDENT ACCOUNTANT'S REPORT

To the Board of Trustees
Hammond School
Columbia, South Carolina

We have performed the procedures enumerated below, which were agreed to by Hammond School ("the School"), solely to assist you with respect to compliance with SC Education Oversight Committee of the Educational Credit for Exception Needs Children's Program for the fiscal year ended June 30, 2016. Hammond School's management is responsible for compliance with the SC Education Oversight Committee requirements of the Educational Credit for Exceptional Needs Children Program. This agreed-upon procedures engagement was conducted in accordance with attestation stands established by the American institute of Certified Public Accounts. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures were performed and associated findings are as follows:

1. We verified that the grants received under The Education Credit for Exceptional Needs Children Program were for eligible children enrolled in the School for the fiscal year ending June 30, 2016.
No findings noted.
2. We inspected copies of checks from the Scholarship Funding Organization to determine the total amount of the grant per child from every Scholarship Funding Organization.
No findings noted.
3. We inspected copies of the checks from the Scholarship Funding Organization to determine that no grant exceeded \$ 10,000 during the fiscal year ended June 30, 2016.
No findings noted.
4. We inspected the School's documentation that it returned a prorated amount of the grant to the Scholarship Funding Organization if any student withdrew during the school year.
No findings noted.
5. We verified that the total amount of the grant was used for tuition, which is defined as "total amount of money charged for the costs of a qualifying student to attend an independent school including, but not limit to, fees for attending the school and school-related transportation".
No findings noted.

We were not engaged to, and did not, conduct an audit the objective of which would be the expression of an opinion on the School's compliance with SC Education Oversight Committee requirements of the Educational Credit for Exceptional Needs Children Program. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of Hammond School and the SC Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

Derrick, Stubbs & Stith, LLP

August 25, 2016